



Fairlawn Primary School Spiritual, Moral, Social and Cultural Development (SMSC) Overview

Guidance and Expectations for SMSC at Fairlawn:

At Fairlawn, SMSC is seen as the responsibility of all staff and central to achieving our stated aims, using an agreed set of school values and a clear moral framework in line with promoting British values. This is achieved in a variety of manners. Below is a brief outline of some of the ways in which we meet our statutory obligations in this regard.

Spiritual Development of Pupils:

Requirements	Approaches
<p>Pupils are reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different faiths, feelings and values.</p>	<ul style="list-style-type: none"> • Reflection time or assemblies as acts of collective worship. • Timetabled weekly PSHE lessons. • Integrated approach to promoting whole school values. • Termly value focus days with buddy classes. • 12 RE days throughout the year. • Links with local church, including Christmas and Easter assemblies. • Daily mindfulness practice.

<p>Pupils have a sense of enjoyment and fascination in learning about themselves, others and the world around them.</p>	<ul style="list-style-type: none">• Topic-based curriculum which ensures breadth and balance of opportunity.• Challenge for all central to whole school model for teaching and learning.• Learning to learn curriculum embedded through learning heroes.• SRE focus in each year group (YR to Y6) one half term each year.• 12 RE days throughout the year.• A range of themed days and events.• A broad range of after school clubs.• School gardening with member of support staff.• School journeys in Y3, Y5 and Y6.• Partnership with a school in Zambia.• Forest school for KS1.• Daily mindfulness practice.
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	<ul style="list-style-type: none"> • Annual science week.
Pupils use their imagination and creativity in their learning.	<ul style="list-style-type: none"> • Specialist teaching for art and PE. • Specialist music provision for some classes. • Use of outdoor learning across the curriculum. • Working collaboratively with parents and carers on events including: The Big Draw, Fairlawn Music. • Pupil exploration central to whole school model for teaching and learning. • Topic immersion days and educational visits. • Half-termly Oracy presentations for KS2. • Paddington Bear Oracy for KS1.
Pupils have a willingness to reflect on their experiences.	<ul style="list-style-type: none"> • Learning to learn curriculum embedded through learning heroes. • Reflection time or assemblies as acts of collective worship. • Use of learning walls as an interactive learning resource. • Green pen learning used to respond to marking feedback given. • Half-termly Oracy presentations for KS2. • Paddington Bear Oracy for KS1. • Reflection zone linked to the core values.

Moral Development of Pupils:

Requirements	Approaches
Pupils are able to recognise the difference between right and wrong and readily apply this understanding in their own lives and, in doing so, respect the civil and criminal law of England.	<ul style="list-style-type: none"> • Behaviour policy reviewed annually by all stakeholders. • Good to be green system used to ensure understanding of there being consequences for actions. • Monitors and peer mediators from UKS2 on duty at lunchtimes. • Reflection time or assemblies as acts of collective worship. • Regular meetings with Pupil Parliament.
Pupils are able to understand the consequences of their behaviour and actions.	<ul style="list-style-type: none"> • Peer mediation approach used daily at lunchtime. • Reflection zone linked to the core values. • Integrated approach to promoting whole school values.

	<ul style="list-style-type: none"> • Promote a restorative approach to managing unexpected behaviours.
Pupils show an interest in investigating and offering reasoned views about moral and ethical issues and are able to understand and appreciate the viewpoints of others on these issues.	<ul style="list-style-type: none"> • 12 RE days throughout the year. • Timetabled weekly PSHE lessons. • Eco-school clubs and project. • Tomorrow’s World whole school topic with a sustainability focus. • Pupil Parliament.

Social Development of Pupils:

Requirements	Approaches
Pupils use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.	<ul style="list-style-type: none"> • Peer learning and assessment in all subjects across the curriculum. • Termly value focus days with buddy classes. • Events across the federation. • Lewisham events, relating to music, dance and PE. • Links with local secondary schools. • SRE curriculum explicitly teaches children about different family structures and types.
Pupils show a willingness to participate in a variety of communities and social settings, including volunteering, cooperating well with others and the ability to resolve conflicts effectively.	<ul style="list-style-type: none"> • Pupil Parliament fundraise for a range of charities, • Peer mediation approach used daily at lunchtime. • Integrated approach to promoting whole school values • Timetabled weekly PSHE lessons. • Anti-bullying week focus, including events and assemblies.
Pupils show acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They develop and demonstrate skills and attitudes that allow them to participate fully	<ul style="list-style-type: none"> • Pupil Parliament meet weekly and reinforce ideas of democracy on a school-wide basis. • Reflection time or assemblies as acts of collective worship. • 12 RE days throughout the year. • Visits made by people of different faiths, including when appropriate to mark festivals such as Diwali. • Each year group studies a place of worship (Y1-Y6). • Zero tolerance from all stakeholders of racism, homophobia, or bullying on any other grounds.

in and contribute positively to life in modern Britain.	
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Cultural Development of Pupils:

Requirements	Approaches
Pupils have an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.	<ul style="list-style-type: none"> • Topic-based curriculum which ensures breadth and balance of opportunity, specifically linking to Geography and History. • London focus in learning during the autumn term. • 12 RE days throughout the year. • Special assemblies, including Diwali, Harvest Festival and Candlelight. • Art and music lessons. • Links with the Horniman Museum. • Educational visits. • Visiting speakers. • PTA involvement and activities. • Partnership with a school in Zambia.
Pupils have an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.	<ul style="list-style-type: none"> • Topic-based curriculum which ensures breadth and balance of opportunity, specifically linking to Geography and History. • All Around the World focus during the summer term. • 12 RE days throughout the year. • Special assemblies, including Diwali, Harvest Festival and Candlelight. • Art and music lessons. • Links with the Horniman Museum. • Educational visits. • Visiting speakers. • Federation links with Haseltine.

<p>Pupils have knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values and in continuing to develop Britain.</p>	<ul style="list-style-type: none"> ● Pupil Parliament meet weekly and reinforce ideas of democracy on a school-wide basis.
<p>Pupils have a willingness to participate in and respond positively to artistic, sporting and cultural opportunities.</p>	<ul style="list-style-type: none"> ● Borough events and sporting fixtures. ● Singing assemblies. ● Fairlawn Forte and wider opportunities. ● Educational visits. ● Maths Challenges.
<p>Pupils have an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity towards different religious, ethnic and socio-cultural groups in the local, national and global communities.</p>	<ul style="list-style-type: none"> ● 12 RE days throughout the year. ● Visits made by people of different faiths, including when appropriate to mark festivals such as Diwali. ● Reflection time or assemblies as acts of collective worship. ● Timetabled weekly PSHE lessons. ● SRE curriculum explicitly teaches children about different family structures and types. ● Harvest Festival Assembly: donations made to local foodbank and the voluntary care centre.