



## Social, Moral, Spiritual, Cultural and Personal Development

**Social, Moral, Spiritual, Cultural (SMSC)** education is an umbrella term which incorporates all learning that relates to the development of social, moral, spiritual and cultural understanding.

**SMSC** is not a subject, but is an ethos and thread which helps pupils to develop positive attitudes and values and build a strong character.

PSHE lessons	Online Safety Lessons	Mental Health and Wellbeing lessons
<p>Discrete lessons containing statutory content and content bespoke to the needs of our pupils:</p> <ul style="list-style-type: none"> <li>• No Outsiders (Andrew Moffatt)</li> <li>• Relationships &amp; Sex Education (PSHE Association (Medway Public Health Directorate))</li> <li>• Drugs and Alcohol Education (PSHE Association)</li> <li>• British Values</li> <li>• First Aid – St John’s Ambulance</li> <li>• People Who Inspire Us</li> <li>• Britain and Diversity</li> <li>• Anti-Bullying</li> <li>• Equality (protected characteristics)</li> <li>• Newsround (Asylum seeker, refugee and migrant understanding)</li> </ul>	<p>Online Safety Sessions from PSHE Association</p> <ul style="list-style-type: none"> <li>• BBFC KS1</li> <li>• Digital Matters KS2</li> <li>• National Cyber Security Centre KS2</li> </ul> <p>Our Computing Curriculum starts each session with Online Safety reminders</p> <p>Assembly Performance and workshops</p>	<p>My Happy Mind – weekly lessons based on the five themes of:</p> <ul style="list-style-type: none"> <li>• Meet Your Brain</li> <li>• Celebrate</li> <li>• Appreciate</li> <li>• Relate</li> <li>• Engage</li> </ul>

<ul style="list-style-type: none"> <li>• Financial Responsibility (Experian Values, Money and Me)</li> <li>• Promoting diversity and challenging homophobia and stereotypes.</li> <li>• The Big Legal Lesson (Young Citizens)</li> </ul>		
<b>PSHE Assemblies</b>	<b>General ethos, practice and training</b>	<b>Educational visits, workshops and performance opportunities</b>
<p>Weekly assemblies covering a range of subject areas. Examples:</p> <ul style="list-style-type: none"> <li>• British Values (3 assemblies per year Sept/Feb/May)</li> <li>• Equality (protected characteristics) to tie in with No Outsiders weeks (14/10, 25/11, 13/1, 24/3, 19/5, 23/6)</li> <li>• Rights of a Child (UNESCO assemblies)</li> <li>• Anti-Bullying (Altru drama)</li> <li>• Black History Month</li> <li>• Remembrance Day</li> <li>• NSPCC assemblies in classes</li> <li>• Neurodiversity week</li> <li>• Mental Health</li> <li>• International Women's Day</li> <li>• Healthy eating</li> <li>• Road Safety (PCSO), Rail Safety (National Rail), Water Safety (Canal and River Trust)</li> <li>• Fair trade</li> <li>• Sun Safety</li> <li>• Religious Festivals</li> </ul>	<ul style="list-style-type: none"> <li>• Trauma Informed Practice</li> <li>• Relationships based behaviour policy</li> <li>• Attachment friendly school award</li> <li>• Safeguarding Training</li> <li>• Safer Recruitment Training</li> <li>• Incident Reporting and Recording (CPOMs)</li> <li>• Pupil Premium training</li> <li>• Pupil Premium strategy</li> <li>• Workshops for parents</li> <li>• Transition plans</li> <li>• Team Teach training (de escalation)</li> <li>• Strong links with local SEN schools</li> </ul>	<p><b>Workshops and educational visits:</b></p> <ul style="list-style-type: none"> <li>• Chester Zoo visits</li> <li>• Pantomime (in school or at a theatre)</li> <li>• History workshops</li> <li>• RE visits to places of worship.</li> <li>• Visits to school by religious leaders</li> <li>• Coastal visit</li> <li>• Burwardsley residential</li> <li>• Conway outdoor activity residential visit</li> <li>• End of Primary School celebration event.</li> </ul> <p><b>Performance opportunities:</b></p> <ul style="list-style-type: none"> <li>• Year 6 performance (play)</li> <li>• Christmas nativity performance (Rec and Y1)</li> <li>• Christmas Show (Y2)</li> <li>• Christmas Carol concert (juniors)</li> <li>• Music Afternoon (all years)</li> <li>• Young Voices (Ys 4-6)</li> <li>• Liverpool Philharmonic performance (Y5)</li> <li>• Northwich Sings (Y5)</li> <li>• Northwich Lantern Parade (Y3)</li> <li>• Northwich Art Project (Y2 and Y4)</li> </ul>

RE lessons	RE Assemblies	Extra-curricular clubs
<p>Discrete Religious Education lessons comparing, contrasting and finding similarities between a range of faiths and beliefs. Teaching tolerance of other faiths and beliefs and those of no religious faith:</p> <ul style="list-style-type: none"> <li>• Christianity</li> <li>• Hinduism</li> <li>• Islam</li> <li>• Judaism</li> <li>• Sikhism</li> <li>• Humanism</li> </ul>	<p>Assemblies throughout the year relating to</p> <ul style="list-style-type: none"> <li>• Harvest</li> <li>• Christmas</li> <li>• Easter</li> <li>• Remembrance</li> </ul> <p>Key Christian assemblies led by local church vicar. Religious leaders may visit school and deliver assemblies (class or whole school) in addition to this</p>	<p>Range of clubs offered by school staff. Examples:</p> <ul style="list-style-type: none"> <li>• Lego</li> <li>• Football</li> <li>• Art for wellbeing</li> <li>• Knitting</li> <li>• Yoga</li> <li>• Science</li> <li>• Gardening</li> <li>• Film</li> <li>• TTRS</li> <li>• Choir</li> <li>• Coding</li> </ul>
Pupil Responsibilities	Curriculum links	Mental Health and Learning Mentor team support
<p>Opportunities for pupils to take on additional optional responsibilities including:</p> <ul style="list-style-type: none"> <li>• Classroom monitors (range of tasks)</li> <li>• Pupil Parliament roles</li> <li>• Road safety officers</li> <li>• Happiness Heroes</li> <li>• Buddies</li> <li>• Librarians</li> <li>• School Councillors</li> </ul>	<p>Learning through a range of subjects about a range of <b>significant individuals</b> eg:</p> <ul style="list-style-type: none"> <li>• <b>PSHE:</b></li> <li>• <b>English:</b></li> <li>• <b>Science:</b></li> <li>• <b>Art:</b></li> <li>• <b>Music</b></li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health Lead Practitioner trained member of staff</li> <li>• Mental Health Support Team in place at Meadow</li> <li>• Emotional Literacy Support Assistant trained staff</li> <li>• Drawing and Talking intervention</li> <li>• Nurture groups</li> <li>• Social skills groups</li> <li>• Passion for learning 1:1 provision</li> <li>• Referrals external support services eg CAMHS</li> <li>• Parent/Carer workshops</li> </ul> <p><b>Family support:</b></p> <ul style="list-style-type: none"> <li>• TAF (Team around the family)</li> </ul>

	<b>Conservation links:</b>	<ul style="list-style-type: none"> <li>• 123 Magic Parenting</li> <li>• Informal support meetings and signposting</li> <li>• Family Support Worker</li> <li>• Half termly drop in sessions with school nurse</li> <li>• Family Learning Alliance</li> </ul>
<b>Citizenship</b>	<b>PE</b>	<b>Pupil Premium</b>
<p>All elements of the DFE 2015 Citizenship guidance for KS1 and KS2 are implemented throughout: PSHE lessons; Mental Health and RSE curriculum; Geography curriculum; History curriculum; RE curriculum; Science curriculum; PE curriculum; Assemblies; Pupil responsibilities; School ethos and wider educational experiences. These elements are:</p> <ul style="list-style-type: none"> <li>• Developing confidence and responsibility and making the most of their abilities.</li> <li>• Preparing to play and active role as citizens</li> <li>• Developing a healthy, safer lifestyle</li> <li>• Developing good relationships and respecting differences between people</li> <li>• Breadth of opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Complete PE Scheme: Comprehensive &amp; progressive PE scheme that challenges and develops 'the whole child'.</li> <li>• Focus on the importance of physical activity for mental and physical wellbeing through the Mental Health curriculum and PE curriculum.</li> <li>• Participation in the School Sports Partnership - giving pupils the opportunity to represent the school at a range of fully inclusive sporting events that help to build character and resilience.</li> <li>• A range of before and after school clubs, offered by teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Carefully considered, evidence based approach to meeting the needs of those in receipt of Pupil Premium as well as those considered vulnerable or disadvantaged, evident in the Pupil Premium Strategy.</li> <li>• Staff training delivered to ensure good knowledge of context and support needs.</li> <li>• Comprehensive tracking document to map attendance, need, attainment and participation in order to plan support where necessary.</li> <li>• Pupil Premium lead attends relevant, up to date training in order to ensure good subject knowledge.</li> <li>• Participation in network groups to share good practice, including those promoted by the Local Authority and/or virtual school.</li> </ul>
<b>SEND</b>	<b>Community links and wider responsibilities</b>	<b>Transition</b>
<ul style="list-style-type: none"> <li>• Thorough approach and dedication to meeting the needs of those pupils with identified SEND and for those being monitored for possible SEND.</li> </ul>	<p><b>Fundraising and community links:</b></p> <ul style="list-style-type: none"> <li>• Foodbank collections</li> <li>• Harvest collections for elderly people in the community</li> </ul>	<p><b>Prior to starting in reception:</b></p> <ul style="list-style-type: none"> <li>• Open evening for parents</li> <li>• Drop in sessions for children and parents</li> <li>• Action for inclusion meetings and plans for those with additional needs</li> </ul>

<ul style="list-style-type: none"> <li>• Comprehensive database for those with identified or possible SEND.</li> <li>• Team approach to ensure good knowledge of how to support SEND whilst also promoting the growth in independence where appropriate.</li> <li>• Staff training delivered to ensure good subject knowledge and best ways to support</li> <li>• Participation in network groups to ensure good practice.</li> <li>• Links with local special schools</li> </ul>	<ul style="list-style-type: none"> <li>• Fundraising (eg Santa Dash)</li> <li>• Choir performances at local church, residential home and for elderly community residents.</li> <li>• Visits to the local library</li> <li>• Visits to the local high school for a range of sporting events, workshops and purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Additional transition opportunities for those pupils who need it</li> </ul> <p><b>Upon starting in reception:</b></p> <ul style="list-style-type: none"> <li>• Year 6 buddy</li> <li>• Gradual introduction to school life (eg two half days, fewer whole school assemblies)</li> </ul> <p><b>Transition between year groups:</b></p> <ul style="list-style-type: none"> <li>• Pupils informed about next class teacher and year group team in advance of transition day.</li> <li>• Pupils with additional needs are informed about their support package.</li> <li>• Transition (Move-up) day where children spend the day with their 'new' teacher.</li> <li>• Additional transition opportunities planned for those who need it.</li> </ul> <p><b>Pupils moving to us from other primary schools:</b></p> <ul style="list-style-type: none"> <li>• Opportunity to visit the school prior to starting</li> <li>• Class buddies to make pupils welcome.</li> </ul> <p><b>Transition to secondary school:</b></p> <ul style="list-style-type: none"> <li>• Opportunities in years 5 and 6 to take part in workshops and activities at the local secondary school</li> <li>• 'Life Lessons - Transition to secondary school' lessons in PSHE during Summer term.</li> <li>• Transition meetings with relevant secondary school staff to pass key information about pupils.</li> <li>• Bespoke transition programme for group support for those pupils who need additional support in transitioning to secondary school.</li> </ul>
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