



George Mitchell School

How we promote SMSC at George Mitchell Primary Phase

(George Mitchell School is starting Rights and Respecting Schools Summer Term 2015 – this will address all elements of SMSC)

Spiritual development	Moral Development	Social Development	Cultural Development
<p><i>RE</i></p> <p><i>Assemblies</i></p> <p><i>Collective reflection and discussion</i></p> <p><i>School linking partnerships</i></p> <p>This will aid the development of insights, principles, beliefs, attitudes and values which guide and motivate us. Developing understanding of feelings and emotions which support reflection and learning. Developing recognition that pupils own insights, principles, beliefs, attitudes and that values influence them in their own lives.</p>	<p><i>RE</i></p> <p><i>Behaviour Policy</i></p> <p><i>School Ethos</i></p> <p><i>Charitable Projects</i></p> <p>This is about the building, by pupils, of a framework of moral values which regulates their personal behaviour. It is also about pupil's understanding of society's shared and agreed values. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.</p>	<p><i>PSHE</i></p> <p><i>Pupil Voice provision</i></p> <p><i>School Teams</i></p> <p><i>Cooperative Learning</i></p> <p><i>Standards</i></p> <p>This reflects how the school promotes opportunities for our pupils to work effectively with each other and participate successfully in the community. It involves the inter-personal skills for successful relationships and the development of skills and personal qualities necessary for living and working together.</p>	<p><i>Citizenship Duties to promote Community Cohesion and Race Equality</i></p> <p><i>Access to the Arts</i></p> <p><i>Visitors</i></p> <p><i>MFL</i></p> <p>This is how the school develops pupil's understanding and respect of cultures, including their own, and reject discrimination based on difference. It also fosters an eagerness to participate in new experiences and to develop awareness of music, art, dance and literature, etc. in different cultures.</p>

How is it evidenced?	How is it evidenced?	How is it evidenced?	How is it evidenced?
<ul style="list-style-type: none"> - Multi faith RE Curriculum - Whole school assemblies and school values - Outdoor learning - Residential visits - Harvest festival - SEAL - Nurture groups - Faith leader visits - Singing assemblies - Opportunities to reflect on their experiences - Visits to places of worship - Linking with local faith schools - Projects organised with local faith schools for children 	<ul style="list-style-type: none"> - Green Behaviours - RE Curriculum - Age appropriate responsibilities - Circle Time - Anti- Bullying week - Whole school assemblies and school values - Voice of the Child - Class Monitors - Student Governing Body - Positive Behaviour Books - Charity appeals - PSHCE Curriculum - After school clubs and School Teams - Class rules - Rewarding effort, kindness and good behaviour – Star of the Week, Outstanding Achievement Awards, Stay on Green - Personal behaviour targets 	<ul style="list-style-type: none"> - Circle Time - Student Governing Body - Healthy Eating Group - After school clubs such as Dance, Gymnastics, Football, Cross Country, Games Club etc. - School visits - SEAL - Transition visits - Charity support, .e.g. Children In Need & Comic Relief - CPD - Extending community links - Peer support - Residential visits - School productions - Year 6 Play Leaders - Sports Days - Ladders Creative Club - FAST – working with Families 	<ul style="list-style-type: none"> - Artist in school - Visiting Authors - Sports People - Curriculum opportunities - Visits to Art Galleries - Book Days/Week - Visiting Poets - Theatre visits and trips - School trips to museums etc - Opportunities to take part in school productions/performance - Cultural/Diversity Days - Anti-Bullying week - Visits from people from different Cultures - Partnership Dance workshops - MFL in school - Sports Days/Week - Recorders - Participation in Walthamstow Singing Festival - Participation in Walthamstow Carnival - Music teacher

Impact on Pupils	Impact on Pupils	Impact on Pupils	Impact on Pupils
<p>Children start to show empathy, start to relax and show ability to reflect on their own and others' achievements.</p> <p>Pupils develop attitudes, values and principles.</p> <p>There is an increased ability for them to empathise with others and see beyond the self.</p> <p>Pupils have a first-hand experience of places of religious worship.</p> <p>A respect for themselves and others.</p> <p>An awareness and understanding of their own and other's beliefs.</p>	<p>Pupils have more confidence in themselves and in their community.</p> <p>Pupils are able to give reasons for things being right and wrong.</p> <p>There is no fighting in school and a positive atmosphere pervades. Pupils look after each other and take responsibility for each other; any conflicts are resolved quickly and effectively.</p> <p>Pupils have very clear values which impact on their behaviour; they have a definite sense of what is right and what is wrong.</p> <p>Pupils enjoy celebrating others achievements and have opportunities to feel proud of themselves and others.</p>	<p>Pupils are able to socialise with a wide range of people and pupils.</p> <p>We receive positive comments from the community when we go on trips and when we receive visitors.</p> <p>Pupils build relationships and friendships.</p> <p>Close knit school community.</p> <p>Widening of pupil horizons.</p> <p>Pupils feel they have a say in their school.</p> <p>Pupils exercise responsibility.</p>	<p>Aware of people from different cultural backgrounds which help to contribute to a positive atmosphere in school.</p> <p>Pupils have an understanding of a world outside their own.</p> <p>Pupils feel they have opportunities to showcase their diverse talents and feel valued for this.</p> <p>They experience opportunities for awe and wonder.</p>