

The Whole School provision at St Vincent's supports our school's mission statement in that it allows every child to 'let their Light Shine' in the wider curriculum

Spiritual development

Through the curriculum, pupils develop:

- An ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- Knowledge of, and respect for, different people's faiths, feelings and values
- A sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

Moral development

Through the curriculum, pupils develop:

- An ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- An understanding of the consequences of their behaviour and actions
- An interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

Social development

Through the curriculum, pupils develop:

- A use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- A willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively
- An 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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain



Cultural development

Through the curriculum, pupils develop:

- An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- An understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- An ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- A knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- A willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity

An ability to understand, accept and respect diversity (as shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities)



SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<p>English English contributes to SMSC where:</p> <ul style="list-style-type: none"> • Developing confidence and expertise in language, which is an important aspect of individual and social identity. - Including this with our EAL children specifically. • Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film. • Helping pupils to understand how language changes over time, the influences on spoken, and written language and social attitudes to the use of language. <p>Enrichment Opportunities – Jungle Book Production, Reading Champion Recommendations, Author Event and Storytelling/Writing Workshops (Cat Weatherill), Altrincham Library Visits, Poet Visit (Miles Salter), Hosts of Author Visit (Liz Kessler) and Reading Event with neighbouring schools</p>	<p>Spiritual</p> <p>Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television; As expressed through stories, poems and videos. • Drama. • Different readers – visiting librarian, story tellers. • Opening up new vocabulary. • Expressing personal feelings through performances including special assemblies. Self-expression in drama. • Awareness of others through reading and responses. • Picture books about self. At St Vincent's the children are provided with many different opportunities for reading. These include; <i>shared reading, independent reading, whole-class reading, guided reading and reading for pleasure</i>. Quality text and book studies that are cross-curricular are used across EYFS, KS1 and KS2 to support the teaching of comprehension skills and vocabulary.</p> <p>Moral</p> <p>Biographies. • Different books for different audiences. • Choosing the intended audience</p> <p>Social</p> <p>Developing confidence and expertise in language, which is an important aspect of individual and social identity. In EYFS, Year 1 and Year 2 phonics is used as a methodology of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language. Written language can be likened to a code, so knowing the sounds of individual letters and how those letters sound when they are combined will help children decode words as they read and write. Kagan Strategies used.</p> <p>Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film; Morning 'news' sessions. • Re-telling stories in drama and using pictures. • Story sacks • Making own books. • Tactile stories.</p> <p>Cultural</p> <p>Helping pupils to understand how language changes over time, the influences on spoken, and written language and social attitudes to the use of language. Stories from / about different Cultures. • Legends. • Myths.</p> <p>Celebrating World Book Day</p>

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<p>Maths Maths contributes to SMSC by:</p> <ul style="list-style-type: none"> - Developing deep thinking - The Awe and Wonder of Maths is shared with the children - Recognising local reasoning - Working together productively - Recognising Maths from different cultures forms our everyday maths work, resources and methods. <p>Enrichment Opportunities – Times table rock stars competitions (within classes/groups and against other schools) Natwest Young Money Challenge Natwest Money Sense Maths day Super Movers Maths in a different language Roman architecture St Ambrose Maths challenge NatWest Finance experience Teach Active/ Maths of the Day Maths Logic team building Enrichment Day- Fundraising School census activity- PE counting Chess Club Problem solving day Ambrose</p>	<p>Spiritual</p> <p>Feelings & Emotions are explored when looking at measures: length, mass and capacity Who is biggest, oldest, tallest, smallest, and heaviest? How tall am I? How much do I weigh? Heavy/ Light Big/Small, Meaning & Purpose, Handling Data, Money, Time, Numeracy Statistics. Life skills form a core part of our Maths curriculum identifying community skills e.g. timetables, ages and birthdays, countdowns, the passage of time. The school's Growth Mindset is also reinforced with looking at success on getting the sum right and perseverance. The children can make sense of the world around them using ordinal numbers, exploring the connections between their numeracy skills and every-day life, developing deep thinking and an ability to question the way in which the world works. Maths also allows our children to appreciate the world around them by encouraging them to see the sequences, patterns, symmetry and scale both in the man-made and the natural world and to use maths as a tool to explore it more fully.</p> <p>Moral</p> <p>Children's Moral Compass is instilled through time, measures: length, mass and capacity, calendars looking at the names of months and ages of themselves and others. Working with others and problem solving forms a key part to our curriculum including looking at time plans, turn taking, waiting time. Understanding other people's differences whilst looking at weight, height, growth charts. Using their maths skills in real life contexts, applying and exploring the skills required in solving various problems and sequencing events.</p> <p>Social</p> <p>Application to life. • Problem solving. • Estimation. • Daily timetables. • Passage of time. • Understanding a 'fair test' • Teamwork • Kagan Strategies used. Creative thinking, discussion, explaining and presenting idea. Explaining Concepts. Supporting one another's learning. Sense of achievement and boosting their own confidence as well as others.</p> <p>Cultural</p> <p>Maths is a Universal language. The history and origin of Maths - UN Day explores this e.g. Algebra. The magic of numbers Number systems: ancient & modern number patterns, Significant numbers, lucky numbers, superstitions. and creation (order and number of days of the Creation Story)</p>

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<p>Science</p> <ul style="list-style-type: none"> - We explore the mystery into the window of God. It changes to reveal more as we progress. It is God given because it is part of God's world. - Reflecting on the Awe and Wonder of the Natural World - Links to technology and the effect on the Natural World - Showing understanding and respect for other people's views and opinions - Teamwork and cooperation <p>Enrichment Opportunities –</p> <ul style="list-style-type: none"> Exploration Afternoon Outdoor sessions(Forest School Activities) Handwashing- school nurse Experiment Show and Tell Design and make Christmas cards Science week whole school project- innovating for the future. Mrs Shaw – STEM Ambassador Museum of Science and Industry Science week whole school project- innovating for the future. Scavenger hunt King George Pond visit Allotment visits Queen's Jubilee planting Jodrell Bank Space package Star gazing live STEM visitor – botanist (Plants and reproduction) STEM visitor – biologist (animal life cycles) Science lab visit to secondary school STEM visitor – forces physicists Chester Zoo trip – Evolution topic 	<p>Spiritual</p> <p>Encouraging pupils to reflect on the wonder of the natural world, our bodies and experiments. Working to ensure the children understand a fair/unfair test. Children have the opportunity to explore in a creative, sensory and aesthetic manner. Allowing the children to express their disappointment when doing things to work as planned. and celebrating achievement when an experiment / test does work. We also look closely at reproduction in an age appropriate manner, healthy eating and exercise and the effects on the body.</p> <p>Moral</p> <p>Working with others allows us build good relationships. We discuss and think about the environment. Self confidence and creativity is encouraged alongside teamwork like turn taking and taking consideration of the moral dilemmas that can result in scientific developments. Awareness of the ways that science and technology can affect society and the environment.</p> <p>Social</p> <p>Making choices & decisions, problem solving and communication whilst taking responsibility with an awareness of others. Health & safety with a focus on listening skills is important and covered throughout all year groups. Information gathering and discussions are encouraged. Topics are covered; internet, books, CDs, illness, alcohol, smoking, drugs, healthy lifestyles and eating, hygiene, puberty, experiments and practical trials working with others. Looking at great achievement and advances in the history of science. Showing respect for differing opinions and Kagan Strategies used</p> <p>Cultural</p> <p>Raising awareness that scientific developments are the product of many different cultures. Gaining an awareness of trees, plants, vegetables, flowers and herbs from other countries through tasting Materials and their properties and uses. Health including an awareness of personal hygiene. Sex education in an age appropriate manner. Discussing challenging beliefs. Cultural differences that affect the way people view and accept science.</p>

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<p>Art and Design Art contributes to SMSC through:</p> <ul style="list-style-type: none"> - Studying artists with spiritual or religious theme, issues raised by artists which concerns ethical issues i.e.: Giving pupils the chance to reflect on nature, their environment and surroundings. - Evoking feelings of Awe and Wonder - Giving children the opportunity to reflect on their own work - Giving children the opportunity to reflect on their environment <p>Enrichment Opportunities – Christmas Card Project (looking at portrayals of the Holy Season) Design Christmas stockings Making a Christmas decoration Making a Calendar Exploration Afternoon Sessions Making Mother’s Day Cards Making Father’s Day Cards Whole school project- sustainability Walkthrough Art gallery Forest School linked to topic Stonehenge biscuit construction Art Enrichment Day – Colourful Me! Making a savoury tart Making fruit kebabs Roman architecture Queen’s jubilee cake baking link Robertson’s bread visit Pop up book for world book Day Pizzas Bridges Stem ambassador structural engineer Art photography project linking to our local area and a local geographical issue</p>	<p>Spiritual St Vincent’s have chosen to follow a scheme called Kapow as it is a spiral scheme, allowing for revisiting of key concepts and building of knowledge throughout the two key stages. Studying artists with spiritual or religious theme, issues raised by artists which concerns ethical issues i.e.: War and violence.</p> <p>Moral Ethical issues In Year 6, the topic is ‘Make My Voice Heard’ in which children explore other forms of Art such as graffiti and build on sculpture skills by making 3D forms in clay.</p> <p>Social How people are portrayed in art (facial expressions, body language) • Kagan Strategies used</p> <p>Cultural Giving pupils the chance to reflect on nature, their own environment and surroundings both in school and also at home. Experiencing and learning new techniques to be able to create a new piece of art for example mixing colours to paint in the style of Claude Monet.</p>

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<p>Design and Technology Design Technology contributes to SMSC through:</p> <ul style="list-style-type: none"> - Reflecting on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life. - Awareness of the moral dilemmas created by technological advances, the impact of 'winners & losers' ethos. - Opportunities to work as a team, recognising others' strengths, sharing equipment - How different cultures have contributed to technology <p>Enrichment Opportunities –</p> <ul style="list-style-type: none"> Christmas Card Project (looking at portrayals of the Holy Season) Design Christmas stockings Making a Christmas decoration Making a Calendar Exploration Afternoon Sessions Making Mother's Day Cards Making Father's Day Cards Whole school project- sustainability Walkthrough Art gallery Forest School linked to topic Stonehenge biscuit construction Art Enrichment Day – Colourful Me! Making a savoury tart Making fruit kebabs Roman architecture Queen's jubilee cake baking link Robertson's bread visit Pop up book for world book Day Pizzas Bridges Stem ambassador structural engineer Art photography project linking to our local area and a local geographical issue 	<p>Spiritual</p> <p>Reflecting on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life. Allowing the children to enjoy and explore the process of creative thinking and making and designing innovative objects. Encouraging the children to self-belief in what the children plan and set out to do.</p> <p>Moral</p> <p>Opportunities to work as a team, recognising others' strengths, sharing equipment. Thinking about the moral elements of the design process. Thinking about the local and wider environment when the children are making objects and making good choices when it comes to the practicality of making, recycling and reusing materials. Thinking closely about The 6 Rs include: reinvent/rethink, refuse, reduce, reuse/repair, recycle, replace/rebuy.</p> <p>Social</p> <p>Awareness of the moral dilemmas created by technological advances, the impact of 'winners & losers' ethos. • Kagan Strategies used. Self-regulation is important for the children to learn to think about their emotions and feelings when it comes to making items. Discussion and practical work in groups understanding that everyone is different and that we must take their opinions and thoughts into consideration. Self and Peer evaluations allow for a good social point of work.</p> <p>Cultural</p> <p>How different cultures have contributed to technology. We also think about the inventions and objects that form our society and where in the United Kingdom they have stemmed from.</p>

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<p>History History makes a contribution to SMSC by</p> <ul style="list-style-type: none"> • Looking at the establishment of multi-cultural Britain alongside the rest of the World and linking this to our British Values • Enabling pupils to reflect on issues such as the Roman Invasion of Britain • Showing an awareness of the moral implications of the actions of historical figures. <p>Enrichment Opportunities – School Census Day History Day Museum of Science and Industry Chester zoo – virtual or in person Forest School linked to topic Stonehenge biscuit creating Soap knapping Virtual History Day (with actual artefacts) Making Mummies Visiting Speaker from Trafford EAL services (Greek mythology). Roman baths – virtual tour Chester – Romans History day Queen’s Platinum Jubilee Anglo-Saxon Expert Visitor Warrington Museum school visit – Benin Bronzes Black History Month</p>	<p>Spiritual Feelings & Emotions How was life different? Compare & contrast What were homes like a long time ago? How are our toys different from those in the past? What can we find out about ancient Egypt from what has survived? What was it like for children living in Victorian Britain? What was it like to live here in the past? Discussing how and why we mark important events from our History. Instill a sense of curiosity in the children. Developing a sense of past and present. Looking closely at individuals and their importance both positive and negative to our history.</p> <p>Moral Beliefs Why have people invaded and settled in Britain in the past? A Roman case study Who were the ancient Greeks? What can we find out about ancient Egypt from what has survived? Children are to develop their own questions as well as following the whole class line of enquiry. Discussing behaviour and moral compass from the past and people in the past. Exploring children’s personal opinions about being in a specific part of the past and how they would feel.</p> <p>Social Upheaval & change New technology Rural/urban shift Awe, Wonder & Mystery What was it like for children living in Victorian Britain? Industrial changes action and reaction • Kagan Strategies used. Discussing groups of history and groups of the present. Going into depth about classes of social history. Impact of history on British Culture.</p> <p>Cultural How is my life different? How did we get here? Influences on our culture Meaning & Purpose Why have people invaded and settled in Britain in the past? A Roman case study What was it like to live here in the past? Exploring local history.</p>

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<p>Geography Geography contributes to SMSC where:</p> <ul style="list-style-type: none"> • Opportunities for reflection on the creation, earth's origins, future and diversity are given. • Reflection on the fair distribution of the earth's resources. • Studies of people and places gives pupils the chance to reflect on the Social and Cultural characteristics of society. <p>Enrichment Opportunities – UN Day St Vincent's Against Climate Change Digimaps – online resource/fieldwork from home opportunities Parent visit (Roberts bakery) for 'Where does food come from?' topic Y5 Altrincham Interchange Parent Mr Phealan – Rowed across the Atlantic – sharing experience with Y5 Chester Zoo (South America/Evolution) Google expedition, Skype with Emma Donlan (lives in La Paz in Bolivia) We Are Adventurers Forest School Altrincham Markets visit – food Whole school project –making a step towards a better future Orienteering on school site Together for our planet – links to UN climate change conference 'World Day' Civic Engineering visit Creating river models Trip to the river Earth Day Global Link project with Mini Vinnies Volcano VR Altrincham Field work- walk round local area and draw map</p>	<p>Spiritual We can give pupils opportunities to think about the feelings of a child living in a variety of settlements, environments and countries. Explore their own feelings about the people, places and environments they are learning about.</p> <p>Moral Should the rain forest be exploited? Other opportunities include the allocation of overseas aid, the use of and coastal management strategies –do we protect the coast at all cost or do we allow some parts of the coastline to be reclaimed by the sea? To recognise the difference between right and wrong and to readily apply this understanding in their own lives. Understanding of the consequences of their behaviour and actions.</p> <p>Social Activities in the geography classroom – pair work, group work, role-play, geographical games – foster good social behaviour and self – discipline. A well planned visit enables this social development and will enhance the educational experience. Geography also has a key role in developing an understanding of citizenship. For example, decision making exercises introduce pupils to the planning process in a town or city; learning about international trade fosters a sense of the interdependence of people and places; and through geography pupils develop a knowledge and Understanding of the World. Kagan Strategies used. Working and socialising with other pupils and understanding and engagement with the British Values.</p> <p>Cultural Pupils learn about the characteristics of their local area, and why it is like that, and contrast where they live with more distant localities, in this country and abroad. This progressively moves to the UK, Europe and the World. The children learn about change, in particular as a result of weather, seasonal changes to the environment and the animals and creatures associated with new life at spring time. The children learn about festivals in other cultures.</p>

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<p>Modern foreign languages (MFL) MFL contributes to SMSC by:</p> <ul style="list-style-type: none"> - Developing pupil's social skills through group activities and communication exercises. - Listening skills are improved through oral work. - Guiding pupils to gain insights into the way of life, cultural traditions, moral and social developments of other people. <p>Enrichment Opportunities – Language of the Term Maths in a different language Forest School linked to a tribe making their own language Bastille Day celebrated with Madame Gardener Wellington Road link French Café French Pen pal Mother tongue Other Tongue International Day BTH Spanish teacher (NS to link)</p>	<p>Spiritual</p> <p>Talking about yourself Sharing experiences Listening to other people. The children will learn to accept and embrace other languages and cultures through the teaching of MFL. Learning about the religious beliefs of other people in other countries. Pupils are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary.</p> <p>Moral</p> <p>Moral developments in other cultures. Looking at issues in other countries and how they affect them and us. The children investigate 'Great Explorers', in particular Ernest Shackleton, Neil Armstrong & Christopher Columbus. We will compare their lives and link this topic with geography by looking at satellite views of space, compare climates and look at continents.</p> <p>Social</p> <p>Pupil's social skills are developed through group activities and communication exercises. Listening skills are improved through oral/aural work • Kagan Strategies used. Pupils are encouraged to experiment with language and learn from their mistake.</p> <p>Cultural</p> <p>Pupils may gain insights into the way of life, cultural traditions, moral and social developments of other people.</p>

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<p>Music Music contributes to SMSC through:</p> <ul style="list-style-type: none"> • Teaching that encourages pupils to be open to the music of other cultures. • Considering the role of music in society and to see how music can cause conflict and differences of opinion. • Looking at the way music can change moods and behaviour. <p>- Discussing and reflecting on own creation of music and that of others</p> <p>Enrichment Opportunities – Nativity School CD Easter Song writing competition Winter ExTraffordganza Wrote a song competition Summer ExTraffordganza The Year 2 End of Year Production The Year 4 Christmas Play Class Assemblies Music & singing lessons with Loreto Trafford Music Service – Brass The Year 6 End of Year Production</p>	<p>Spiritual Using voice work as a way of accessing the spiritual, Understanding & implementing 'feelings' through sound, Sharing all kinds of R.E. music, Singing for Mass, Creating music for spiritual stories. We promote a sense of wonder of the world through our music programme 'Chranga'.</p> <p>Moral Learning to share musical ideas. Self-discipline with all musical elements - percussion, keyboard etc. Working alongside others, Gaining confidence, Self-control, Learning about pitch, sound, texture, dynamics. Children's different opinions are shown, discussed and understood amongst one another.</p> <p>Social Using music as a way of sharing talent in the community. Using music as a way of creativity and participation. Using music as a language of communication. Using music for Dance or movement. Learning the discipline of social interaction while performing and learning. Making musical instruments with each other. Exploring beat and sound in historical and scientific context and producing work that explores movement technically. Kagan Strategies used including performing collaboratively and working as a team.</p> <p>Cultural Learning music from other countries. Learning about the way other countries play music and what it means to them. Learning about old historical instruments. Learning foreign music, songs, and instrumental pieces. How musicians and performers from a range of cultures have had a significant impact globally. Understanding how important music is to the economy and culture of the UK.</p>

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<p>PE PE contributes to SMSC through: •Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play. •Exploring the sports and traditions of a variety of cultures. •Opportunity for self-reflection - Setting new challenges for ourselves and for one another - Exploring our Growth Mindset to achieve and attempt things we didn't think we could.</p> <p>Enrichment Opportunities – Gymnastics sessions Sports Day Santa shuffle activity Daily mile activities Handball taster Swimming – water safety Trafford sporting event – BTH ambassadors Forest School Robinwood Altrincham FC – sports sessions Sale Sharks – Tag Rugby sessions</p>	<p>Spiritual Dance & games from different religions. Reflection on contributions to school & community events. How fairness improves enjoyment & value of competition. Communication through dance. Reflection upon own Performances. Opportunity for self-reflection, awareness and challenge.</p> <p>Moral Other people's experiences & feelings through dance. Responsibilities in school & community activities. Self and peer evaluation of performance. Learning why rules are important. Learning to deal with disputes over rules. Learning about hygiene, drug issues, diet & benefits of healthy activity in an age appropriate manner.</p> <p>Social Activities in the community. The rights of young people to access leisure activities. Getting involved in school sports & social. Making use of national schemes e.g. Sports England. Electing captains of teams. Cross Key Stage sporting activities. Sports Day activities. Applying rules & conventions. Working together & learning how to compromise. Planning events, activities & lessons. To learn what is good & bad & anti-social behaviour in sport as a participant & observer. Kagan Strategies used. Wellbeing incorporated into PE sessions allow for children to understand the correlation between physical and mental health.</p> <p>Cultural Local games. Dance traditions. Community sports events. How to compete with others. Inclusion of all people in all sports – discussing equality, diversity and inclusion. Exploring the sports and traditions of a variety of cultures.</p>

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<p>PSHE PSHE contributes to SMSC by:</p> <ul style="list-style-type: none"> - Being a Healthy School - Promoting Physical Activity - Promoting and discussing emotional health and wellbeing - Discussing and reinforcing good behaviour and making right decisions - Promote social inclusion – specific days/month focus and as a thread throughout the subject area - Promoting Equality, Diversity and Inclusion in our school and the wider lives of the children. <p>Enrichment Opportunities – World Mental Health Week NSPCC – PANTS Pupil risk assessments Moving Up Morning World mental health week Wellbeing week Inter-faith week Olivia Breen (Paralympian Visit) Character Education Team Building / problem solving workshop NatWest Competition – Budgeting Pupil attitudes to school and self survey Forest School Robinwood Problem solving afternoon Crucial Crew</p>	<p>Spiritual</p> <ul style="list-style-type: none"> • Identification of emotions & feelings • Recognition of personal strengths • Music and relaxation • Role play • Sensory experiences i.e. relaxation techniques • Sharing and caring • Recognition of personal rights & rights of others • Recognition of right & wrong <p>Moral</p> <p>Developing clear values and attitudes • Making choices within a moral context • Equal opportunities • Self-discipline • Taking responsibility for self and others • Co-operation with others • Relationships • Self-confidence • Respect for self and others • Bullying issues</p> <p>Social</p> <ul style="list-style-type: none"> • Self-esteem • Expressing opinions more confidently • Developing skills & using information to make informed life & health choices • Community activities • Rights & responsibilities in society • Decision making • Turn taking • Raising issues via student meetings, surveys • Role play • Creative & aesthetic development • Inviting outside agencies/speakers • Kagan Strategies used <p>Cultural</p> <ul style="list-style-type: none"> • Sex Education • Religious customs and beliefs • Awareness of other cultures, race equality • Living healthier lifestyles • Awareness of World Citizenship • Awareness of the Third World • Drugs Education

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<p>Religious Education RE contributes to SMSC by:</p> <ul style="list-style-type: none"> - Giving the children the opportunity to explore spirituality of ourselves and of others - To guide children in the right way to develop respect for the right of others to hold beliefs different from their own - Discussing, exploring and researching the origin of different beliefs and religions - Discussing and understanding the influence of religion on society <p>Enrichment Opportunities – Prayers Mass Assemblies Nativity Liturgies Purple Wednesday Mission Together Lenten Calendar – Including Stations of the Cross United nations Palm Sunday Easter International mass- celebrating diversity Visit to St Vincent’s Church Character Education United Nations International mass- celebrating diversity Visit to St Vincent’s church for the stations of the cross. Enrolment mass for sacramental programme United nations Sacrament of reconciliation Visit to St Vincent’s Church – to link with RE topic and for FHC preparation. Canon Jonathan visits Sacrament of First Holy Communion Visits from clergy and Deacon John Global link project with Mini Vinnies Enrolment mass for sacramental programme Earth Day Visits from Fr Tom Magistrates Christmas service Faith in Action Leavers Mass</p>	<p>Spiritual</p> <p>The children will explore their own religion as well as the religion of others around them and in the wider world. Our Parish Priests, Father Johnathan and Father Tom come into the school and regularly visit the children. The children celebrate their birthdays and special events in their lives in order to feel special, appreciated and valued. The children get a learning opportunity that is creative, flexible, thematic, inspiring and engaging. Children have many opportunities in the week to be reflective and quiet to allow for a moment for them.</p> <p>Moral</p> <p>The children listen, understand and accept that other people have different opinions and views to their own. The children show kindness and have a caring nature that demonstrates this in their day to day life. Children have the opportunity to explore British Values within their RE sessions that allow them to demonstrate democracy, rule of law, respect and tolerance and individual liberty.</p> <p>Social</p> <p>Kagan Strategies used. From the start of their time at school, the children take into account how to look after and think about things around them including people, animals, plants and more. Children work well in teams during session time to complete an objective.</p> <p>Cultural</p> <p>Culture elements are covered in every session when we talk about the bible stories and why certain things happened in those countries.</p>

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<p>ICT/Computing ICT contributes to SMSC by: <ul style="list-style-type: none"> •Making clear the guidelines about the ethical use of the internet and other forms of communications technology. •Acknowledging advances in technology and appreciation for human achievement. </p> <p>Enrichment Opportunities – Anti- Bullying week Online safety, Project Evolve Safer Internet Day Digital Leader presentation External speaker – Community Support Officers Workshops Provided by Computer Xplorers Be Internet Legends LIVE assembly NSPCC assembly The Code Show Digital leader workshops, Digital leader reward trip, Robotics workshop Assembly led by junior Digital Leaders Links with School councillors for making posters. After school computing club Developing new skills while remote learning on Google Classroom Typing practice Video call to Police Officer to discuss Internet Safety Speaker – networks topic MET office STEM Ambassador BBC Weather Office NASA VR mars rover Micro-bit design Stem ambassador QR Trail around the school Coding</p>	<p>Spiritual Safety Blogs Websites (personal)</p> <p>Moral Making clear the guidelines about the ethical use of the internet and other forms of communications technology. They read the Acceptable Use Agreement which details the rules for using technology in school and at home.</p> <p>Social Communications (email, safety, social networks, excursions) The children will celebrate Safer Internet Day and learn how to stay safe online. The school follows the UKSIC guidance on the theme for the day. The children will receive a special assembly by the digital leaders during this day. The Year 1 children have a special visit from a community officer. The children learn how to log on and about password security. The children develop their understanding of the benefits of working together and how the Internet provides opportunities to do this even when people are not physically in the same location. Kagan Strategies used</p> <p>Cultural Acknowledging advances in technology and appreciation for human achievement The Year 2 children learn about The International Space Station (ISS) and how it is a fascinating real-world setting for teaching about how data is collected, used and displayed as well as the scientific learning of the conditions needed for plants and animals, including humans, to survive. In Year 5 the children will learn about the automated motor vehicle, Mars Rover, exploring how and why the Mars Rover transfers data, understanding how messages can be sent using binary code and experiencing how to: programme a Mars Rover, calculate binary addition and represent binary as text</p>