♦ RE ♦ Assemblies ♦ Collective acts of worship and support for personal acts of worship ♦ School linking partnerships	♦ RE / PSHCE (Lifeskills) ♦ Rights respecting ethos ♦ Behaviour policy ♦ Charitable activities	♦ PSHCE (Lifeskills) ♦ Pupil voice and School Council ♦ Social skills activities and groups ♦ Responsibilities and roles	♦ Citizenship responsibilities ♦ Rights respecting ethos ♦ Access to the Arts ♦ MFL
This will aid the development of insight, principles, beliefs, attitudes and values which guide and motivate us. Developing an understanding of feelings and emotions which support reflection and learning. Developing a recognition that beliefs, attitudes and values influence them in their own lives and choices.	This is about building together a framework of moral values which influence and regulate personal behaviour, and 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 them, and developing an opinion about them which displays tolerance and empathy.	This reflects how the school promotes opportunities for pupils to learn effectively and collaboratively and participate successfully in both the school and their wider community. It involves interpersonal and communication skills for successful relationships, and the development of skills and personal qualities necessary for living and working together.	This is how the school develops pupils understanding and respect for cultural diversity, and reject discrimination and prejudice based on difference. It fosters an eagerness to participate in new experiences and to develop an awareness of music, art, dance, science and literature of a wide range of cultures.

Evidence of SMSC development at Egremont Primary School

SPIRITUAL DEVELOPMENT	MORAL DEVELOPMENT	SOCIAL DEVELOPMENT	CULTURAL DEVELOPMENT
• Multi faith RE curriculum • Whole school assemblies and school values • Year / Key stage assemblies • Heart Smart assemblies • Forest school • Outdoor learning • Celebrations of special days • Trips and visits • Celebrations of Christian and other religious festivals • Faith leader visits • Links with the local church • Singing • Reflection & circle time	• RE /PSHE curriculum • Age appropriate responsibilities • Circle time • Anti-bullying week • Play leaders and buddy system • Pupil voice • School council • Values and awards • Headteacher awards • Class behaviour rewards drawn from RRS • Social skills groups • After school clubs • Pastoral support approach	• PSHE curriculum • School council • ECO team • Play leaders • Peer mentoring / buddy systems • Whole school circle time • Learning mentor / play therapy / art therapy • Transition planning • Charity events • Extending community links • Public events • Parent events • Peer support systems • Residential visits / trips • After school / lunchtime clubs	• Performance opportunities • Choir • School visits • Artist in residence projects • Forest school • Cultural / celebration days • Displays and resources for learning • Anti-bullying week • School visitors • MFL in school • Sports day • Inter school sports • Music lessons • Reading challenges

Impact

SPIRITUAL DEVELOPMENT	MORAL DEVELOPMENT	SOCIAL DEVELOPMENT	CULTURAL DEVELOPMENT
Children start to show empathy, tolerance, and the ability to reflect on their own and others' achievements. Pupils develop positive attitudes, values and principles. There is an increased ability for them to empathise with others and see beyond the self. Pupils have a first-hand experience of places of religious worship. A respect for themselves and others. An awareness and understanding of their own and other's beliefs. An understanding of wider National and global diversity.	Pupils have more confidence in themselves and in their community. Pupils are able to give reasons for things being right and wrong. There is a increased ability to resolve conflict successfully. Pupils look after each other and take responsibility for each other; any conflicts are resolved quickly and effectively. Pupils have very clear values which impact on their behaviour; they have a definite sense of what is right and what is wrong. Pupils enjoy celebrating others achievements and have opportunities to feel proud of themselves and others.	Pupils are able to socialise with a wide range of people and pupils. We receive positive comments from the community when we go on trips and when we receive visitors. Pupils build relationships and friendships. Close knit school community. Widening of pupil horizons. Pupils feel they have a say in their school. Pupils exercise responsibility. Pupils develop the confidence to deal with increasingly complex social situations. Pupils are challenged to look critically at wider social issues	Aware of people from different cultural backgrounds which help to contribute to a positive atmosphere in school. Pupils have an understanding of a world outside their own. Pupils feel they have opportunities to showcase their diverse talents and feel valued for this. They experience opportunities for awe and wonder. Talents and experiences outside school are recognised and celebrated. Children develop an awareness of their part in the global community.