

## Hipsburn Primary School

### Provision for Spiritual, Moral, Social and Cultural (SMSC) Education

March 2022

#### Spiritual Education

Pupils' spiritual development is shown by:	Provision	Evidence
Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interests in, and respect for different people's faiths, feelings and values.	<ul style="list-style-type: none"><li>• Assemblies</li><li>• Visits to local places of worship</li><li>• PSHE lessons</li><li>• RE Curriculum</li><li>• Remembrance Day</li><li>• Visits from people sharing their faiths</li><li>• Involvement in community celebrations</li></ul>	<ul style="list-style-type: none"><li>• Curriculum Overviews</li><li>• Progression Maps</li><li>• Scrutiny of children's work</li><li>• EYFS Learning - Tapestry</li><li>• Classroom and corridor displays</li><li>• Annual calendar of events</li><li>• Discussion with pupils</li><li>• School website</li><li>• Interviews with children</li><li>• Governor visits / Learning Walks</li></ul>
Sense of enjoyment and fascination in learning about themselves, others and the world around them.	<ul style="list-style-type: none"><li>• Assemblies</li><li>• PSHE lessons</li><li>• Geography, History and RE curriculum</li><li>• Local area and wider visits</li><li>• Residential trips in Year 5 and Year 6</li></ul>	<ul style="list-style-type: none"><li>• Curriculum Overviews</li><li>• Progression Maps</li><li>• Scrutiny of children's work</li><li>• EYFS Learning - Tapestry</li></ul>

	<ul style="list-style-type: none"> <li>• Enrichment activities</li> <li>• Hipsburn Promise</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom and corridor displays</li> <li>• Annual calendar of events</li> <li>• Discussion with pupils</li> <li>• School website</li> <li>• Interviews with children</li> <li>● Governor visits / Learning Walks</li> </ul>
Use of imagination and creativity in their learning	<ul style="list-style-type: none"> <li>• Class Assemblies</li> <li>• Drama and role play - imaginative creative thinking</li> <li>• Story telling</li> <li>• Opportunities to use imagination within different subjects</li> <li>• EYFS - Child initiated activities</li> <li>• Progression Maps</li> <li>• Outdoor Beach Days</li> <li>• Alnmouth Arts Festival</li> <li>• Science lessons</li> <li>• Art &amp; Design</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Overviews</li> <li>• Progression Maps</li> <li>• Scrutiny of children's work</li> <li>• EYFS Learning - Tapestry</li> <li>• Classroom and corridor displays</li> <li>• Annual calendar of events</li> <li>• Discussion with pupils School website</li> <li>• Interviews with children</li> <li>● Governor visits / Learning Walks</li> </ul>
Willingness to reflect on their experiences and opportunities to reflect and respond to pieces of music / famous art works	<ul style="list-style-type: none"> <li>• Reviewing special occasions and experiences</li> <li>• Opportunities to reflect on achievements</li> <li>• Opportunities to reflect / respond to peers work e.g. art</li> <li>• PSHE</li> <li>• Class and Whole school assemblies</li> <li>• Year 6 Leavers Assembly</li> <li>• Outdoor Beach Days</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Overviews</li> <li>• Progression Maps</li> <li>• Scrutiny of children's work</li> <li>• EYFS Learning - Tapestry</li> <li>• Classroom and corridor displays</li> <li>• Annual calendar of events</li> <li>• Discussion with pupils</li> </ul>

		<ul style="list-style-type: none"><li>• School website</li><li>• Interviews with children</li><li>• Governor visits / Learning Walk</li></ul>
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## Moral Education

Pupils' moral development is shown by	Provision	Evidence
<p>Ability to recognise the difference between right and wrong, readily applying this understanding in their own lives and respect the criminal and civil laws of England.</p>	<ul style="list-style-type: none"> <li>• Behaviour policy - consistent and clear expectations and rewards and sanctions applied fairly</li> <li>• School Council elected by peers, representing their own classes</li> <li>• Sports Committee elected by peers representing their own classes</li> <li>• Eco Council elected by peers, representing their own class</li> <li>• PSHE Curriculum</li> <li>• Visitors to school - community police, fire service etc</li> <li>• Celebration Assembly - rewarding attendance (classes and individuals)</li> <li>• Points and Jewels - Crew treats each half term</li> <li>• Charities</li> <li>• Library</li> <li>• Beach Schools</li> <li>• Remembrance Day</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour Policy</li> <li>• School Council minutes</li> <li>• Behaviour Plans for some children</li> <li>• Scrutiny of children's work and EYFS Learning Journals</li> <li>• Observations of children around school and on the playground</li> <li>• Assemblies File</li> <li>• School website</li> <li>• Interviews with children</li> <li>• Governor visits and Learning Walks</li> <li>• Displays in corridors</li> <li>• Attendance displays and certificates</li> <li>• Celebrating diversity - relationships / LGBTQ+</li> </ul>

	<ul style="list-style-type: none"> <li>• Debates / learning about moral issues e.g. rainforests, ocean plastics</li> </ul>	<ul style="list-style-type: none"> <li>• International Woman's Day</li> </ul>
<p>Understanding the consequences of their behaviour and actions</p>	<ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Mental Health Assemblies</li> <li>•</li> <li>• PSHE lessons</li> <li>• Class discussions</li> <li>• Working with the School Council / Sports Committee and Eco Council</li> <li>• E Safety lessons</li> <li>• School Games Values</li> <li>• Whole school fundraising and charity support e.g. Children in Need</li> <li>• Curriculum work e.g. recycling, pollution, looking after our environment</li> <li>• Working within our local environment e.g. litter picks</li> <li>• Connecting with the local community</li> <li>• Bailiffgate Museum - resources (learning from the past)</li> <li>• Participation in National events - Red Nose Day, Pudsey (Children in Need)</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour Policy</li> <li>• School Council minutes</li> <li>• Behaviour Plans for some children</li> <li>• Scrutiny of children's work and EYFS Learning Journals</li> <li>• Observations of children around school and on the playground</li> <li>• Assemblies File</li> <li>• Computing Curriculum</li> <li>• School website</li> <li>• Interviews with children</li> <li>• Governor visits and Learning Walks</li> <li>• Displays in corridors and around school</li> <li>• Attendance displays and certificates</li> </ul>

<p>Interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate other people's viewpoints</p>	<ul style="list-style-type: none"> <li>• Curriculum topics where children are expected to contribute their thoughts and their opinions</li> <li>• School Council</li> <li>• PSHE and RE lessons linked to other areas of the curriculum such as computing, PE, History, Geography and English</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour Policy</li> <li>• School Council minutes</li> <li>• Behaviour Plans for some children</li> <li>• Scrutiny of children's work and EYFS Learning Journals</li> <li>• Observations of children around school and on the playground</li> <li>• Assemblies File</li> <li>• School website</li> <li>• Interviews with children</li> <li>• Governor visits and Learning Walks</li> <li>• Displays in corridors</li> <li>• Attendance displays and certificates</li> </ul>

## Social Education

Pupils' moral development is shown by;	Provision	Evidence
Use of a range of social skills in different contexts including working and socialising with pupils with different faiths, ethical and socio-economic backgrounds	<ul style="list-style-type: none"> <li>• All children work and socialise with each other in a fully integrated and inclusive setting</li> <li>• Participation in inter and intra school sporting opportunities</li> <li>• Curriculum topics</li> <li>• EYFS - role play opportunities</li> <li>• Residential trips for Y5 to Dukeshouse Wood (Hexham) and a residential trip to London for Y6 pupils</li> <li>• Music / Science / drama and inter school events</li> <li>• Planned opportunities for group work e.g. gardening</li> <li>• After School Clubs e.g. Lego, cookery club, choir</li> </ul>	<ul style="list-style-type: none"> <li>• School vision statements</li> <li>• The Hipsburn Promise</li> <li>• Curriculum maps / overviews</li> <li>• Scrutiny of children's work</li> <li>• Photos from trips and events</li> <li>• Assemblies file</li> <li>• Annual calendar of events (website)</li> <li>• Displays around school</li> <li>• Interviews with children</li> <li>• Governor visits and Learning Walks</li> <li>• Displays in corridors</li> <li>• Attendance displays and certificates</li> <li>• School website</li> <li>• STEM Days - Collaboration</li> <li>• Lunchtimes - calm and positive</li> </ul>
Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.	<ul style="list-style-type: none"> <li>• Participation in class assemblies / whole school assemblies and celebrations</li> <li>• Whole school fundraising and charity support e.g. Save the children , Children in Need etc</li> </ul>	<ul style="list-style-type: none"> <li>• School vision statements</li> <li>• The Hipsburn Promise</li> <li>• Curriculum maps / overviews</li> <li>• Scrutiny of children's work</li> </ul>

	<ul style="list-style-type: none"> <li>• Taking part in the Alnmouth Show</li> <li>• Taking part in the Alnmouth Arts Festival</li> <li>• Curriculum work e.g. recycling, looking after our environment, beach litter picks</li> <li>• Older pupils take on roles of responsibility within school</li> <li>• School Council - pupil voice</li> <li>• Sports Committee</li> <li>• Eco Schools Committee</li> <li>• Year 6 children conduct tours of the school for the Open Afternoons</li> <li>• Respect for others when out and about</li> <li>• Looking after each other on the beach / outdoor learning days</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Photos from trips and events</li> <li>• Assemblies file</li> <li>• Annual calendar of events (website)</li> <li>• Displays around school</li> <li>• Interviews with children</li> <li>• Governor visits and Learning Walks</li> <li>• Displays in corridors</li> <li>• Attendance displays and certificates</li> <li>• School website</li> </ul>
<p>Acceptance and engagement with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance</p>	<ul style="list-style-type: none"> <li>• Whole school assemblies</li> <li>• Voting for peers for the School Council</li> <li>• Voting for peers for the Sports Committee</li> <li>• Voting for peers for the Eco Committee</li> <li>• RE and PSHE curriculums teach about different faiths and cultures and the importance of listening to and respecting the views of others</li> <li>• Children were involved in the Hipsburn Promise</li> <li>• EYFS - Voting for the end of day book</li> </ul>	<ul style="list-style-type: none"> <li>• Assemblies file</li> <li>• School vision statements</li> <li>• The Hipsburn Promise</li> <li>• Curriculum maps / overviews</li> <li>• Scrutiny of children's work</li> <li>• Photos from trips and events</li> <li>• Annual calendar of events (website)</li> <li>• Displays around school</li> <li>• Interviews with children</li> <li>• Governor visits and Learning Walks</li> <li>• Displays in corridors</li> </ul>



		<ul style="list-style-type: none"> <li>• Attendance displays and certificates</li> <li>• School website</li> </ul>
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### Cultural Education

Pupils' moral development is shown by;	Provision	Evidence
Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage	<ul style="list-style-type: none"> <li>• History curriculum, Saxons, Vikings, WW2, Famous people</li> <li>• Local history and geography</li> <li>• Cross curriculum links</li> <li>• Observance of major events i.e. Olympics, Remembrance Day, Royal Weddings</li> <li>• Celebration of historic events i.e. Guy Fawkes</li> <li>• Art and DT Curriculum - crafts people (local groups), artists and designers</li> <li>• Library - diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Overviews</li> <li>• Scrutiny of children's work and EYFS Learning Journals</li> <li>• Annual calendar of events</li> <li>• Displays around classes and corridors</li> <li>• Interviews with children</li> <li>• Governor visits and Learning Walks</li> <li>• Displays in corridors</li> <li>• Attendance displays and certificates</li> <li>• School website</li> <li>• Links with local artists - e.g. pompoms for LGBT float - Pride event in Alnwick</li> </ul>
Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values	<ul style="list-style-type: none"> <li>• Use of parents and visitors to school</li> <li>• Year 5 / Year 6 trips to Northumberland County Hall to meet counsellors</li> <li>• RE Lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Overviews</li> <li>• Scrutiny of children's work and EYFS Learning Journals</li> <li>• Annual calendar of events</li> </ul>

	<ul style="list-style-type: none"> <li>• Celebrations of a range of events from other cultures</li> <li>• PE lessons - dance</li> <li>• School voting system for school council</li> <li>• School voting system for Eco Committee</li> <li>• School voting system for Sports Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Displays around classes and corridors</li> <li>• Interviews with children</li> <li>• Governor visits and Learning Walks</li> <li>• Displays in corridors</li> <li>• Attendance displays and certificates</li> <li>• School website</li> </ul>
Willingness to participate and respond positively to artistic, sporting and cultural activities	<ul style="list-style-type: none"> <li>• Inter and intra school sporting activities</li> <li>• Annual Sports Day</li> <li>• Cultural events</li> <li>• Visits to places of worship</li> <li>• Participation in celebrations and commemorations</li> <li>• Year 6 Residential to London</li> <li>• Beach and Outdoor Learning</li> <li>• Lesbury Film Festival</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Overviews</li> <li>• Scrutiny of children's work and EYFS Learning Journals</li> <li>• Annual calendar of events</li> <li>• Displays around classes and corridors</li> <li>• Interviews with children</li> <li>• Governor visits and Learning Walks</li> <li>• Displays in corridors</li> <li>• Attendance displays and certificates</li> <li>• School website</li> </ul>
Interest in exploring and showing respect for different faiths and cultural diversity improving understanding of and showing tolerance towards different religious, ethnic and socio economic groups.	<ul style="list-style-type: none"> <li>• Opportunities throughout the curriculum e.g. English, history, geography, RE , music, art and dance</li> <li>• School Assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Overviews</li> <li>• Scrutiny of children's work and EYFS Learning Journals</li> <li>• Annual calendar of events</li> <li>• Displays around classes and corridors</li> <li>• Interviews with children</li> </ul>

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Connecting to heritage of the local area	<ul style="list-style-type: none"> <li>• Opportunities to be involved in village events</li> <li>• Respect for local community and its' surroundings - e.g. litter picks</li> <li>• History, Geography, Science, Art and DT Curriculum</li> <li>• Bailiffgate Museum (Alnwick)</li> <li>• Alnmouth Arts Festival</li> <li>• Beach Days</li> <li>• Alnmouth Show</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Overviews</li> <li>• Scrutiny of children's work and EYFS Learning Journals</li> <li>• Annual calendar of events</li> <li>• Displays around classes and corridors</li> <li>• Interviews with children</li> <li>• Governor visits and Learning Walks</li> <li>• Displays in corridors</li> <li>• Attendance displays and certificates</li> <li>• School website</li> </ul>