

Summary of SMSC Development at Morley Primary School

Morley Primary School has a comprehensive and well-embedded approach to promoting pupils' **Spiritual, Moral, Social and Cultural (SMSC) development**, aligned with Ofsted expectations. SMSC is integrated across the curriculum, assemblies, school ethos and wider opportunities, supporting pupils to thrive in a caring, inclusive community.

- **Spiritual development** is fostered through assemblies, a high-quality RE curriculum, celebration of religious festivals, visits to places of worship, reflective practices, charity work and opportunities for pupils to explore beliefs, emotions, values and personal meaning.
- **Moral development** is supported by a clear, consistently applied moral code known as the *Morley Feeling*. Pupils learn about right and wrong through curriculum debates, restorative practices, PSHE, assemblies, leadership roles and recognition systems, while equality, justice and responsibility are strongly promoted.
- **Social development** is encouraged through collaborative learning, democratic processes (such as School Council and pupil elections), leadership projects, residentials, community involvement, sporting events and inclusive school activities that build teamwork, respect and citizenship.
- **Cultural development** is enhanced through a rich, creative curriculum that celebrates local, national and global cultures. Pupils engage in music, drama, art, literature, history, languages and cultural visits, with opportunities to develop talents, reflect on diversity and broaden cultural awareness.

Overall, Morley Primary School provides a **coherent, inclusive and values-driven SMSC provision**, preparing pupils to be confident, reflective, respectful and responsible members of society.

Good/Outstanding Practice Guidance	Evidence At Morley Primary School
SPIRITUAL	
Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives. Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.	• Regular Assembly topics for EYFS/Key Stage 1 and Key Stage 2. • Assembly timetable recognises key festivals in all religions and special days. • RE curriculum using Derbyshire Agreed Syllabus teaches children about a range of religions. • Harvest Festival assembly in church and the support of charity voted for by School Council. • Easter Assembly led by local vicar. • Christingle Event at St Matthew's Church. • Easter workshop for KS2 at St. Matthew's Church. • Derby Open Centre visit every two years. • High-quality RE curriculum discussions. • Show and Tell in Reception where children explain what they have done when not in school. • Celebration Assembly (Special Mention) where children's extra-curricular activities are celebrated and displayed on 'Morley Stars' display. • Encouraging pupils to share their beliefs with their classes and during assembly. • Discussions within classes and sharing with wider school community about their faith.
Encouraging pupils to explore and develop what animates themselves and others.	• RE Curriculum (Derbyshire Agreed Syllabus) • PSHE curriculum (Jigsaw approach consistent across school). • Leaders of the Future Pillar throughout the curriculum across school. • Performances within school to parents (music concerts, Christmas and end-of-year shows) • Leadership project where children choose what is important to them and lead a project to make the world a better place.
Encouraging pupils to reflect and to learn from reflection.	• Positive Learning Behaviour Policy. • Charity and fundraising events – Treetops Hospice, Leadership to focus on charity. • RE planning and curriculum; knowledge and response - British Values assemblies; pupils encouraged to reflect on the values studied and discuss within class.
Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.	• RE planning and curriculum. • PSHE/RSE curriculum. • Local and global learning. • Positive Behaviour Policy. • Leadership project.

Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.	• Explicit teaching of manners and politeness for pupils and staff (whole-school approach). • Positive Learning Behaviour Policy • Reinforcing the Morley Feeling in whole-school assemblies, class and at playtimes. • Regular School Council meetings. • Clear set of values and ethos across school and on display.
Promoting teaching styles which: - Value pupils' questions and give them space for their own thoughts ideas and concerns. - Enable pupils to make connections between aspects of their learning. - Encourage pupils to relate their learning to a wider frame of reference, for example asking 'why', 'how' and 'where' as well as 'what'.	• Teachers are encouraged to ask varied and differentiated questions; this is looked for on planning during scrutiny and during lesson observations. • Encouraging pupil thinking time when answering questions. • Connect it activities towards end of topics allow children to make connections between what they have learned and other subjects. • Elaborative interrogation approaches in lessons to encourage children are asking meaningful questions to further their own and other's learning.
Good/Outstanding Practice Guidance	**Evidence at Morley Primary School**
MORAL	
Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school. Promoting racial, religious and other forms of equality. Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for example personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.	• Morley Feeling promoted across school and with the wider school family. • Curriculum always links back to being Leaders of the Future and how children can have a huge impact on their locality and wider world. • Positive Learning Behaviour Policy • Regular updates and reinforcement in assemblies • Star of the Week, Dojo awards recognised in Celebration Assembly, Headmaster's Award. • House captains chosen based on showing the Morley Feeling. • Morley Feeling and Vince Kirkham award at the end of each academic year. • All students are equal regardless of religious beliefs, sexual orientation, race, gender, and gender identity. • Trips organised with Religious theme studying different faiths and communities that children are not regularly exposed to. • In science, debate when used for good and bad. In history, focus on the decisions of key historical figures and debate their judgements and moral viewpoints. • Positive Learning Behaviour Policy • School Council

Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.	• E-Safety Computing planning • Bullying lessons, assemblies and awareness in PSHE and during Anti-Bullying Week. • Writing to local MP as part of English curriculum about local issues. • PSHE floor books showcase work and discussions.
Rewarding expressions of moral insights and good behaviour.	• Positive praise • Celebration assembly with Star of Week • Stickers relating to Morley Feeling and good learning traits. • Lunchtime stickers for healthy eating and Dojos to reward positive behaviour as well as recognising negative • High focus on attendance in weekly celebration assembly. • Regular dojos/praise for demonstration of good manners and politeness.
Making an issue of breaches of agreed moral codes where they arise, for example, in the press, on television and the internet as well as in school. Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.	• Reinforcement in assemblies and throughout class teaching – children very clear on expectations. • Restorative practice. • Recognise days such as anti-bullying, internet safety. • E-safety computing planning and policy. • Respond to national events and news stories in assemblies. • Advice regularly shared with parents over Class Dojo e.g. internet safety, parenting in the digital world, attendance. • RE planning and curriculum. • PSHE/RSE curriculum. • Library books and class books reflect diversity. • School visits to different places of worship.
Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment and developing codes of behaviour. Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.	• Consistent values across school. • Positive learning behaviour policy with consistent rules across school. • Class norms and expectations reinforced. • Safety week – Derbyshire Police Derbyshire Fire and Rescue, East Midlands Rail, Road safety. • Locality topics in Geography, use of regular fieldwork. • Whole-school, Key stage and Class Assemblies – see assembly timetables • By acknowledging the positive and negative benefits of the Internet. • Visitors as part of the collective worship including local vicar. • Wider opportunities in music; teaching pupils' self-discipline and learning an instrument in Class Two.

Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc.	• School values displayed around school with photographs to reinforce. • Classroom and corridor displays all of a high standard, reflecting school's vision for curriculum.
Good/Outstanding Practice Guidance	**Evidence at Morley Primary School**
SOCIAL	
Identifying key values and principles on which the school community life is based.	• Positive learning behaviour policy • Consistent whole-school rules • Consistent core values the school have agreed upon and promote daily.
Fostering a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.	• All policies have review statement for equality and inclusion. • Clear Equality policy which is considered in all policy renewal. • Competitive Sports events in houses e.g. Morley Dash. • Egg rolling – Jemima! • Community events; Carol Concert, Church visits, Harvest and Easter celebrations, Christmas performances, singing in local places, Fundraising events. • Whole-school disco. • Books we share demonstrate diversity. • A range of 'Amazing People' studied.
Encouraging pupils to work cooperatively.	• Collaborative approaches to learning across all lessons and classes. • School Council. • Collaborative leadership project. • Regular competitive sporting events. • Fundraising events in House teams. • Children have monitor jobs which are often collaborative. • Pupils leading assemblies collaboratively. • Sports competitions against other schools.
Encouraging pupils to recognise and respect social differences and similarities.	• PSHE elements when challenging stereotypes. • In History, children learn about how different civilisations are organised socially. • Variety of books in both KS1 and KS2 library.

Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.	• Christmas Productions in Class 1 and KS2. • Christmas craft day. • Active Week. • Summer show. • Termly enrichment and enhancement opportunities with visitors and trips. Regular whole-school trips. • Residential experiences. The residential takes place at the start of the academic year to foster relationships.
Helping pupils develop personal qualities which are valued in a civilised society, for example, through thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence and self-respect.	• RE planning and curriculum • PSHE curriculum • School involvement in community events such as Remembrance, Mother's Day, the Morley Show. • Reflected in our school values, Togetherness, Love and Passion.
Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.	• Whole-school assemblies on aspirations, talents and targets linked to Dreams and Goals PSHE Unit.
Providing opportunities for pupils to exercise leadership and responsibility. Providing positive and effective links with the world of work and the wider community.	• All children decide how to raise money and fundraise for charities as part of leadership project. • Children plan further ways to improve our school in Parliament of Owls. • Pupils have roles in school and classes. • Promoting parents to volunteer to support pupil's learning, including regular reading, PTA, enhance the library, outside areas. • STEM after-school club. • Career week and regular visitors to discuss their different occupations.
Good/Outstanding Practice Guidance	**Evidence at Morley Primary School**
CULTURAL	
Providing opportunities for pupils to explore their own cultural assumptions and values.	• Global citizenship explored through the curriculum; fairtrade / Rights of a child / Challenging stereotypes / War and peace through remembrance. • Cultural theme days for school dinners.
Extending pupils' knowledge and use of cultural imagery and language.	• Topics studied recognise local Derby culture. • Richard Felix assemblies and local history days in Derby. • Sharing stories from other cultures and countries in assemblies and English lessons.

Recognising and nurturing particular gifts and talents. Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.	• Differentiation in planning to challenge pupil's learning. • PSHE curriculum look at personal gifts and talents, dreams, goals and ambitions. • Giving the pupils opportunities to showcase talents in various subjects including sport, drama and music. • Pupil Voice for after-school clubs. • Across the curriculum, engage in texts from different cultures. • In RE and assemblies, children will learn about different events in various religions' calendars. • Looking at the local history and how different cultures have shaped it. • Class 2 all play instrument with tutor, perform to parents at the end of the year and visit the Halle. • Learning Latin in KS2.
Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists and cultural exchanges.	• Wider Opportunities in Class Two so everyone learns an instrument. • Opportunities for pupils to perform to their parents. • Performance at the Halle
Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.	• School's creative curriculum ensures that exciting thematic topics are planned with local and cultural links. • Regular school trips and enrichment.