

## SMSC at Parkfield Community School



**Spiritual:** Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

**Moral:** Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values.

**Social:** Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

**Cultural:** Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

## SMSC at Parkfield Community School

<b>Leadership</b>	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	Our pupils can confidently express their understanding of our school's values and inclusive ethos. Displays celebrating British Values and our ethos have a high profile around school.	We are a <i>Rights Respecting, No Outsiders</i> school. We consider the sustainability agenda when making decisions about the operation of the school. We invite into our school groups who demonstrate compassion and respect for others e.g. charities. Inclusive values are evident in all paperwork and in the school brochure.	We create opportunities to show interest in, and understanding of, the way communities and societies function at a variety of levels. Our pupils challenge or critique respectfully the values or beliefs of different groups throughout the curriculum. As leaders of an Excelsior school, we exemplify partnership and teamwork across our schools. As a leadership team, we are role models of effective partnership and we work in a way that enables others to be effective leaders.	We recognise and celebrate aspirational and inspirational people from different cultures. Our pupils understand how cultures change and grow, including what it means to be British in a 21st century multi-cultural society. Community and social cohesion are embedded within the life of the school. We take part in local and national events of significance. We recognise that we sometimes make assumptions about people and are prepared to put this right.
<b>Quality of teaching</b>	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	Our teaching promotes pupils' resilience, confidence and independence when tackling challenging activities. Teachers provide opportunities for pupils to think about and express their views on the reasons behind what they are learning.	We encourage sharing, negotiating and empathy throughout the curriculum. Our practice, teaching methods and pedagogies reflect the values of the school.	We provide frameworks for effective debate and discussion through skilful questioning. Our pupils work and play with different groups, both in their classroom and beyond, including those with special needs or disabilities. We promote pedagogies that encourage co-operation.	We embrace new art forms such as the use of digital technology. We show openness to learning from other cultures, for example, in terms of different pedagogies and theories of learning.
<b>Curriculum design</b>	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	Our curriculum design ensures that big ideas are speculated on and talked about in all subjects. We provide meaningful homework which allows pupils to be creative and imaginative. Pupil voice is used regularly to gather pupils' opinions about the curriculum.	Teachers promote discussion and debate across the curriculum. Children explore moral dilemmas within topics, discussing alternative courses of action and the impact of decisions made.	Oracy is at the heart of our curriculum and this will be further developed when the trust begins the <i>Voice 21 Oracy Project</i> in September 2019. We promote out of school experiences to support social interaction.	We include plays, concerts and exhibitions, both small and large scale, not only in terms of taking pupils to events, but also creating their own. Pupils have opportunities to create, plan, compose and design.

## SMSC at Parkfield Community School

<b>Behaviour &amp; safety</b>	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	<p>We encourage our pupils to express their feelings and emotions honestly. We have an inclusive and accepting attitude towards others. Reflection time and quiet areas are provided for pupils to reflect/think.</p>	<p>Our pupils recognise the difference between right and wrong and are ready to apply this understanding in their own lives. We support our pupils in understanding the consequences of their actions. Our pupils create the rules for fair behaviour with teachers. We help pupils to understand their choices so they can take responsibility for their own actions. We create time in assemblies, circle time and other curriculum time to consider the consequences of actions.</p>	<p>Our pupils work and socialise with each other regardless of different backgrounds. Emotional literacy is developed through PSHE, circle time, assemblies and the pastoral team. Friendships are supported, and support is given to those who find making friends challenging. Safeguarding procedures are securely established and evaluated regularly. We promote values such as thoughtfulness, honesty, respect, responsibility and inter-dependence.</p>	<p>We appreciate the backgrounds of all in our community and this leads to a thoughtful and respectful atmosphere for learning. Our pupils know what they need to do if they encounter someone who is prejudiced. We actively challenge and prevent racism and other forms of prejudice and discrimination.</p>
	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
<b>Wider outcomes</b>	<p>Pupils are nurtured to discover and develop their gifts. We celebrate occasions when pupils (individuals or teams), staff or members of the community have risen above the ordinary or shown courage in adversity. Achievement is regarded as more than attainment and progress. Headteacher awards are presented termly for attainment and progress. Governor awards are presented for improving the wellbeing of others and for demonstrating leadership qualities.</p>	<p>Our pupils take part in, and lead aspects, of school life through the School Council, which also teaches them how conflicting interests can be managed and resolved.</p>	<p>Our pupils succeed irrespective of ethnic origin, nationality, gender, disability or home background. We celebrate team activities, school productions and individual success. We provide ample opportunities for social interaction within and outside the school day through a range of clubs. Our pupils show a willingness to participate, co-operating well with others and being able to resolve conflicts effectively.</p>	<p>We highlight important religious celebrations (e.g. Diwali, Eid Ul Fitr, Chinese New Year, Harvest, Easter, Christmas) and cultural celebrations such as Burns' Night and St George's Day. Pupils take part in, and respond to, cultural and artistic enterprises including workshops with professional artists, poets, authors, dancers.</p>

### SMSC across the curriculum

**We ensure that SMSC is embedded in all subjects across our curriculum**

## SMSC at Parkfield Community School

<b>Maths</b>	<p><b>We promote <i>spiritual</i> development</b></p> <p>Our curriculum aims to expose children to the awe and wonder of mathematics on a daily basis, through skillful teaching and carefully crafted lessons.</p> <p>Through mathematics, children learn to explain the world around them and notice, identify and describe the mathematical patterns that occur in the world.</p> <p>We help children to develop a sense of wonder in the precise nature of mathematics, as well as the sense of personal achievement children gain, when solving challenging problems.</p>	<p><b>We promote <i>moral</i> development</b></p> <p>Sharing resources and ideas, supporting peers and learning to respect the views of others as ideas are shared.</p> <p>The TfMastery pedagogy is based around our moral purpose of ensuring all pupils develop a deep, secure understanding of maths, regardless of starting points.</p> <p>Throughout every lesson, children are making choices, choices as to how to approach a problem, which strategies to use, which resources to use, which is the most efficient - and to evaluate these choices and the choices of others considering knowledge developed.</p> <p>Lessons develop the ability to understand and appreciate the viewpoints of others, whilst expressing their own viewpoint, with justifications.</p>	<p><b>We promote <i>social</i> development</b></p> <p>Collaborative skills are developed as children work with partners and in groups, which change regularly throughout the year.</p> <p>At various points over the year, there are opportunities for enrichments, competitions and challenge days, which include meeting and working alongside children from other schools, with a diverse range of backgrounds, ethnicities and religions.</p> <p>Lesson structure allows time for exploration, evaluation, sharing and critiquing - developing an interest in the thoughts and ideas of others and cultivating respect.</p> <p>The textbooks used depict characters reflecting people in the world around us.</p>	<p><b>We promote <i>cultural</i> development</b></p> <p>Maths is a universal language and brings all cultures together. Cross-curricular links celebrate the important contributions mathematicians from across the world (including those from the ancient world) have made to the mathematics we study today.</p> <p>As we've adopted the TfMastery pedagogy, we've looked to learn from high performing countries in international studies, such as Singapore and China. The textbooks used are based on textbooks used in Singapore and teachers have benefitted from working with colleagues from Singapore and Shanghai to develop their maths teaching.</p>
	<b>English</b>	<p><b>We promote <i>spiritual</i> development</b></p> <p>Pupils show imagination and creativity in their learning and reflect on their experience.</p> <p>We foster an appreciation of the beauty of language and recognition of how others' beliefs and experiences have shaped it.</p> <p>We create authentic purposes for children's work and share them with a wider audience.</p> <p>We explicitly teach tier 2 vocabulary so our pupils can engage with challenging ideas.</p>	<p><b>We promote <i>moral</i> development</b></p> <p>Pupils are encouraged to debate the actions of a range of characters (in fiction and non-fiction) and consider the impact of the social and historical context on their motivations.</p> <p>We support the exploration of moral and social issues in journalism and in broadcast and social media.</p>	<p><b>We promote <i>social</i> development</b></p> <p>There are agreed ways of speaking in discussion throughout our curriculum that respect everyone's views, and opportunities to take a position which is opposite to their own.</p> <p>Pupils develop confidence and expertise in language, which is an important aspect of individual and social identity.</p>

## SMSC at Parkfield Community School

<b>MFL</b>	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	Pupils reflect on the beauty of another language by exploring the way in which the language is constructed, has evolved and its link with English.	MfL supports pupils to have an accurate and truthful understanding of another culture.	Pupils develop the skill of communicating in different ways and explore different social conventions. Pupils can identify links between root words in English and another language.	Pupils appreciate the language and customs of others. We explore the literature & culture of other countries. Pupils deepen understanding through taking part in visits or other cultural occasions.
<b>Computing</b>	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	Wondering at the power of the digital age e.g. the use of the internet. Understanding the advantages and limitations of ICT.	Pupils explore the moral issues surrounding the use of data. Our e-safety policies and procedures are robust. We consider the moral purpose of those involved in developing the web.	Pupils develop an understanding of the benefits and potential dangers of social media -e.g. campaigns for charities and injustice as a force for good and cyber bullying as a danger.	Our pupils use the internet to explore different cultures. We acknowledge advances in technology and develop an appreciation for human achievement.
<b>History</b>	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	We plan learning from the pupils' own experiences and questions. The Tudor topic includes the lack of freedom of religion at that time, while other pupils study the Greek and Roman gods and the belief systems around them. Pupils consider how things would be different if the course of events had been different; for example, what difference would it have made if the Normans had not been successful in 1066? We look at local history and investigate the reasons for a landmark, building or museum: speculating about how we mark events and people from history.	Pupils develop an understanding of cause and consequence through the study of conflicts; civil law and crime and punishment. Discussions (spoken & written) encourage an understanding of different perspectives. We consider some of the characteristics of people who have had an influence (positive or negative) on others. Pupils explore the results of moral decisions in the past, asking what others have done to stop the injustice? We go beyond the facts, asking students to pose questions such as; 'What would have turned that tragedy into a triumph?'	We promote the use of oral and written discussions to support language and reasoning skills. Pupils develop an understanding of the impact of social and economic change over time. We ask questions about social structure in the past; for example, what might pupils say about the rights of children in Victorian times? Is it important that society looks after young children? Are there still people who don't get a fair deal? Pupils are encouraged to discuss their topic with their parents and grandparents; for example, when learning about WW2.	Pupils learn about a variety of inspirational and significant figures from different times and cultures. Children consider the influence of other times and cultures on our own. We celebrate significant national events such as Remembrance Day.

## SMSC at Parkfield Community School

<b>Geography</b>	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	<p>Each topic begins with pupils generating their own questions to research over the term.</p> <p>Pupils explore and reflect on their own feelings about the people, places and environments they are learning about. Using maps, photographs, DVDs and other resources, we ask pupils to imagine what it might be like to live in different parts of the world.</p> <p>The fact that geography is the study of real people in real places means that it constantly links and develops students spiritually.</p>	<p>Our pupils investigate and offer reasoned views on moral and ethical issues. For example, we consider the impact on food miles of global food production; the effect of changes in land use on the environment; the significance of fair trade - posing questions such as, 'How are we changing our surroundings?' 'Are we changing it for the better or for the worse?' 'Who benefits and who suffers?' 'Who should look after our environment?'</p>	<p>Learning frequently focuses on a challenge or dilemma which is affecting our local or global community e.g. Should the rain forest be exploited?</p> <p>Children develop an understanding of citizenship and a sense of the interdependence of people; and gain an understanding of the concept of sustainability.</p>	<p>Inter-school events and curriculum days promote a culture of mutual respect and collaboration between pupils of differing backgrounds.</p> <p>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.</p> <p>We explore cultures that have had, and still have, an impact on the local area.</p>
<b>Science</b>	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	<p>Pupils express enjoyment and fascination in learning about themselves, others and the world around them.</p> <p>Pupils reflect on their own experiments and their observations of natural phenomena.</p> <p>We create opportunities for students to ask questions about how living things rely on, and contribute to, their environment.</p>	<p>Our pupils investigate and offer reasoned views on moral and ethical issues e.g. the use of GM crops, medicines and animal testing, and explore the work of a wide range of scientists and inventors.</p> <p>We consider the wonder of the natural world, and the inventions which have made the world a better place.</p>	<p>Science lessons involve making choices and decisions, problem solving and effective communication and listening skills.</p> <p>Group tasks develop an awareness of the needs of others, support children taking on roles and responsibilities and instill an appreciation of the need for managing their own and others' health and safety.</p>	<p>Pupils gain an understanding of how scientific thinking changes over time and across cultures.</p> <p>A variety of scientists and inventors are studied, raising awareness that scientific developments are the product of many different cultures.</p>
<b>RE</b>	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	<p>Pupils consider humanity's search for meaning and purpose in life.</p> <p>We reflect on the values by which we live.</p> <p>In learning about different religions and why people believe, children reflect on and interpret spirituality and their own lives.</p>	<p>We support pupils to make links between the values and beliefs of different religions.</p> <p>Pupils can explain the similarities and differences between the religions they have studied.</p>	<p>Activities in the classroom -pair work, discussion, group work and role-play - foster good social behaviour and self-discipline.</p>	<p>We visit places of worship, museums, places of interest and we regularly invite visitors into school.</p>

## SMSC at Parkfield Community School

<b>Young Engineers Academy (DT)</b>	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	Our pupils enjoy and celebrate personal creativity. We reflect on ingenious products and inventions, the diversity of materials and the many ways in which design technology can improve the quality of life.	Our pupils have an awareness of the moral dilemmas created by some technological advances, and can discuss the impact of a 'winners & losers' ethos.	The Young Engineers' Academy is inclusive and accessible. The lessons involve individual, group and partner work and competitions award prizes for teamwork as well as the most effective design or creation.	Our pupils consider how different cultures have contributed to technology and how technological developments have impacted on other cultures. Lessons frequently involve discussions of functionality vs aesthetics.
<b>Music</b>	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	We encourage pupils to reflect on their experience of listening to a wide range of music. Pupils show their curiosity and delight when creating their own sounds. We look at the role of sacred and secular music and how such music enhances an occasion.	Pupils explore how music can convey human emotions such as sadness, joy, anger. Our children appreciate the self-discipline required to learn a musical instrument.	Language and communication skills are developed through group work and peer evaluation. Self-confidence increases through learning an instrument and composing original pieces. We explore how an orchestra/band works together, discussing what would happen if the musicians didn't co-operate.	All pupils learn the guitar and can take part in regular singing. We use the Charanga music programme to expose pupils to a range of musical styles from different cultures. Pupils learn to recognise and evaluate music from other cultures.
<b>PSHE/Circle Time</b>	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	The bigger, more interesting, questions support personal learning and thinking skills, and space is provided for these to be explored. Time is created for thinking, space for reflection and structured opportunities for pupils to listen and talk to one another, which supports their language development. Pupils develop an awareness of appropriate responses to others' needs and wants. Lessons explore meaning and purpose for individuals and society. Pupils develop resilience and inner strength.	We encourage pupils to investigate and offer reasoned views about moral and ethical issues. We co-create the necessary behaviours for respectful discussion to develop negotiating and reasoning skills. We use situations about moral dilemmas that relate to our pupils' experiences. Pupils take responsibility for themselves and others in co-operative tasks. Lessons explore what is right and wrong and discussing what we need to do in our school and local community to make sure everyone thrives.	Our pupils discuss social issues such as justice, democracy, poverty and the environment. Learning frequently focuses on a challenge or dilemma which is affecting our local or global community. We develop our pupils' self-esteem, vocabulary and language skills to enable them to articulate their opinions clearly and confidently. Our pupils know how to choose reliable information sources to make informed life and health choices. Our pupils know their rights & responsibilities in society. Pupils articulate their feelings and respond appropriately when others express their views.	Our pupils explore current affairs and different interpretations of these events by the media, developing an understanding of conscious or unconscious bias. Our school promotes a deep understanding of the need for equality and to celebrate diversity. We learn from other cultures in order to live a healthier lifestyle. Lessons promote an awareness of the challenges of other countries around the world and consider our possible responses to them. Pupils explore how different cultures can offer great insights into how we lead our own lives.

## SMSC at Parkfield Community School

<b>Art and Design</b>	<p>We promote <i>spiritual</i> development</p> <p>We often study artists with spiritual or religious theme. Pupils discuss issues raised by artworks or artists which concern ethical issues. Our pupils can clearly articulate their response to a piece of artwork.</p>	<p>We promote <i>moral</i> development</p> <p>Our pupils discover how emotions and feelings are expressed through painting, sculpture and architecture. They respond to (and make use of) visual images to evoke a range of emotions.</p>	<p>We promote <i>social</i> development</p> <p>Pupils develop social skills through the sharing of resources and collaboration on group projects. We consider art as a powerful social tool e.g. in advertising, in representing particular groups of people. We use art therapy to enable children to reflect on their experiences and feelings.</p>	<p>We promote <i>cultural</i> development</p> <p>We have a resident artist. We take trips to museums, theatres and other cultural events, reflecting on the cultural significance of well-known pieces of art. Pupils explore a wide range of creative media from around the world, developing aesthetic and critical awareness.</p>
	<b>PE</b>	<p>We promote <i>spiritual</i> development</p> <p>Continuous questioning throughout lessons - Why? What? Where? How? Allowing children to have their own thoughts, ideas and discoveries, and to express emotions through physical activities. Self and peer assessment. Exploring, creating and developing during lesson. Being aware of one's own strengths and limitations.</p>	<p>We promote <i>moral</i> development</p> <p>Our pupils demonstrate good sportsmanship and abide by the rules in all sporting situations. We promote fair play and teamwork in lessons and pupils have respect for each other, the facilities and the environment. Pupils encourage peer feedback and use it to improve. We promote a healthy lifestyle in all lessons.</p>	<p>We promote <i>social</i> development</p> <p>Our pupils understand that they cannot 'win all the time' and learn to be good losers. Lessons consistently encourage children to recognise and respect social differences and similarities. We celebrate sporting success both inside and outside of school. Pupils can take on roles such as coach, umpire or referee.</p>