Examples of SMSC (including British Values) Provision – leading to good 'social and cultural capital'

Area	Evidence
Provision for the spiritual development of pupils includes developing their: • ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	• RE curriculum • Pr and Lit • Examen • Assemblies • HRSE
• knowledge of, and respect for, different people's faiths, feelings and values	• RE curriculum • Assemblies (team-working focus) • HRSE curriculum Y1 Aut 1; Y2 Sum 2; Y3 Aut 1; Y4 Spr 1) • Diversity Day • RS process • Mental Health Provision • Behaviour Policy (Guide) • Friendship/Multi-Cultural Week (mosque/temple visits) • Multi-cultural school (including staff)
• sense of enjoyment and fascination in learning about themselves, others and the world around them	• RE/Sci/HRSE curriculum • Curric Intent (3 Ms) • Growth mindset • Assemblies • Pr and Lit • Pastoral Provision • 7 Ss (Gratitude)
• use of imagination and creativity in their learning	• Superskill focus – whole-school and Rec (creativity) • Broad range of curriculum experiences which promote imagination (writing; art; music; dance; DT designing etc) • Lunchtime activities (e.g. den-building)
• willingness to reflect on their experiences	• Pr and Lit • Mass • Examen • Assemblies • Mindfulness time • RS process • Pastoral provision • Behaviour Policy (RS process)

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Provision for the moral development of pupils includes developing their: • 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	• Behaviour Policy (RS process / Guide) • HRSE curriculum • British Values (rule of law) • Assemblies • Referrals to and visits from police (e.g. knife crime)
• understanding of the consequences of their behaviour and actions	• Behaviour Policy (RS process / Guide) • HRSE curriculum (Y2 Spr 2' Y3 Sum 1&2; Y4 Sum 1; Y5 Aut 2&Sum 1; Y6 Aut)
• 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	• HRSE (Y1 Sum 2; Y4 Sum1) • Turn-taking in class discussion • RE (forgiveness) • Sci (rainforests) • His (WW2) curriculum • Assemblies • COP26 Zoom session with Royal Society • Hello Green Day (environmental focus) – idea from Sch Cou • Cafod Club - global community
Provision for the social development of pupils includes developing their: • 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	• Christmas Fayre • Old Folks singing • 7 Ss (team-working; peace-making; problem-solving; creativity; empathy; resilience; gratitude) • Careers Fair (Y6) – mixing with other children from different school • Young Voices – performing with 3000 other children • Sports competitions • Mass with parishioners • Multi-cultural school (including staff) • Trips in local community, e.g. Sainsburys; Buddhist temple; Fire Station; Deepdale) • Rec visits into school (people and their jobs)
• willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively	• Parish Masses • RS methods (Superskills needed) • Old Folks singing (even via Zoom!) • HRSE (Y3 Spr 2) • Cafod Club - global community – fund-raising

Examples of SMSC (including British Values) Provision – leading to good 'social and cultural capital'

• 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	• Assemblies • School Council (democracy) • Superskills (empathy, peace-making, team-working) • Behaviour Policy (rule of law; individual liberty; mutual respect and tolerance - Guide) • Diversity Day • Friendship / Multi-cultural Week (Respecting Differences, Celebrating Similarities – indi lib and mut respect) • HRSE (Y4 Aut 2 Respect)
Provision for the cultural development of pupils includes developing their: • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	• His (Roman culture)/Art/DT (Tram Bridge project) / Music (composers – Y4) • Assemblies • Masses
• 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	• Assemblies • HRSE/RE curriculum • Diversity Day July'21 • Team-working • Multi-cultural school (including staff) • Friendship / Multi-cultural Week (Respecting Differences, Celebrating Similarities)
• ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities	• Assemblies • HRSE (Y3 Spr 2) • RE curriculum • Diversity Day • Team-working • Multi-cultural school (including staff) • Friendship / Multi-cultural Week (Respecting Differences, Celebrating Similarities) • MFL curriculum • Cafod Club - global community • Link with Shalom Academy in Africa
• knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	• Assembly (democracy) • School Council Elections and monthly meetings • Local councillor visit

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• willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	• Rocksteady • Panto • Quigley Band • Young Voices • Football teams • Assemblies and Mass – singing • Sporting Competitions (internal and external) • Puppet Display re environmental issues • Local heritage initiatives, e.g. Lancashire Turns and Tunes project / Tramway Bridge competition • KS2 to opera in Morecambe • Easter art competitions
• interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities	• Assemblies • HRSE (Y3 Spr 2) • RE curriculum • Diversity Day • Team-working • Guide – respect • Multi-cultural school (including staff) • Friendship / Multi-cultural Week (Respecting Differences, Celebrating Similarities – trips (mosque/temple) • MFL curriculum • Cafod Club - global community • Link with Shalom Academy in Africa