

Promoting SMSC at Meldreth Primary School

Spiritual

At Meldreth Primary School pupils' spiritual development is shown by their beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values and use of imagination and creativity in their learning.

Within our Curriculum at Meldreth Primary School, pupils are encouraged to explore and reflect on their own beliefs and values. Opportunity is provided for children to speak freely about their beliefs and have opportunity for prayer/reflection and silence.

When exploring spiritual development our **PHSE and Religious**

Education curriculum encourages a balance of music, speech, silence and the creative arts, and explores what commitment means and looks like to children.



Moral

At Meldreth Primary School pupils' moral development is shown by their ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.

Through our **peer mediation** support system Year 5 and 6 pupils are trained to support other pupils in times of trouble in the playground. **This can be seen in practice when peer mediators are resolving conflict arising from playground disputes.** The children are able to identify the needs of others, and act accordingly (e.g. elderly visitors, parent helpers, and during visits to Meldreth Manor School).

Through our **assembly programme** children experience an interest in investigating, and offering reasoned views about, moral and ethical issues. All pupils have access to high quality **PSHE and Citizenship learning opportunities** and to a range of experiences, the school has been recently recognised by the local authority for our work in this area.

Children are given the opportunity to plan their own learning with open ended activities or by using the 'Plan Do Review' model. Our **assertive mentoring** approach to assessment places children at the heart of shaping their own learning agenda.

Children demonstrate a developing understanding of sustainability and inclusion (equality) issues, and regularly feel empowered to make changes to the world around them. With support children are encouraged to plan and implement charitable initiatives. These initiatives form a regular part of extended curriculum activities within the school.

Social

At Meldreth Primary School pupils' social development is shown by their willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.

Ground rules for team working and discussion in the classroom are negotiated at the beginning of the year and implemented consistently across all activities within the classroom. Space for **speaking & listening/debate** is built into the school timetable and lesson plans. Children frequently act as **responsible partners**, and know how to give constructive feedback to each other and younger children, as seen during **buddy reading** across the school.



Children's views are regularly sought on matters relating to the curriculum delivery e.g. through **research questionnaires**, such as the annual health related behaviour survey, and form part of the school and county evaluation procedures. The **School Council** fairly represents the children's views, and makes a significant contribution to school improvement.

Cultural

At Meldreth Primary school pupils' cultural development is shown by their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.

The school fosters prides itself on being an inclusive school that works hard to develop a sense of community belonging.

The school curriculum is broad and sufficiently flexible to take account of the needs of individual pupils, and to incorporate and **celebrate their cultural experiences**, including resources from our membership of the **National Association of Teachers of Travellers**. The school has close links with local agencies and representatives. Members of the community are regularly invited to participate in school functions, and to contribute to the curriculum.

Regular exploration of the **local neighbourhood** is at the heart of our planning for geographical and historical enquiry. This includes visits to the **Topcliffe mill**, **Holy Trinity parish church** and **Melwood** our local nature reserve. This includes our **nature detectives** visit programme. The school initiates and is actively involved in **community projects** including support for **Shepreth Hedgehog Hospital** and the **Alliance counselling service** supported by the local cluster of schools.