



***Promoting SSMC
at Lodge Primary
School***

How we promote SSMC at Lodge



Area	Ofsted Definition	Through the curriculum	Through other school activities	Through the school ethos
Spiritual	<p>Pupils' spiritual development is shown by their:</p> <ul style="list-style-type: none"> ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them use of imagination and creativity in their learning willingness to reflect on their experiences. 	<ul style="list-style-type: none"> RE SACRE units of work. 	<ul style="list-style-type: none"> Collective act of worship Whole school assemblies 	<ul style="list-style-type: none"> Harvest - Donating food to the food bank
Moral	<p>Pupils' moral development is shown by their:</p> <ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions 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. 	<ul style="list-style-type: none"> PSHE –Anti bullying week PSHE – SEAL <p>New beginnings, Getting on and falling out, Going for goals, Good to be me, relationships, changes</p>	<ul style="list-style-type: none"> Code of conduct and school rules. School council PCSO assembly talks Healthy eating promoted through sound pound reward scheme Fit Friday – Katrina Hart athletics and fitness. 	<ul style="list-style-type: none"> Through behaviour policy and following wholes school rules. (Raffle tickets and class points, golden time) Class charters Star of the week assembly 'Playtime buddies – KS2
Social	<p>Pupils' social development is shown by their:</p> <ul style="list-style-type: none"> use of a range of social skills in 	<ul style="list-style-type: none"> E-safety unit of work Yr 1 – Road safety 	<ul style="list-style-type: none"> Code of conduct and school rules. E –safety 	<ul style="list-style-type: none"> Nurture – Foundation and KS1

	<p>different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</p> <ul style="list-style-type: none"> • 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 • acceptance 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 develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. 		buddies	<ul style="list-style-type: none"> • Creative home learning project. • Feelings box in every classroom
Cultural	<p>Pupils' cultural development is shown by their:</p> <ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others • understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain • knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities 	<ul style="list-style-type: none"> • Black History Week • TOPIC – Year 5 WW2 – Rights of women equality changing role of women (Summer) • TOPIC Year 4 Terrible Tudors – (crime and punishment) • TOPIC – Year 4 Victorians (rich and poor. Roles of men and women) 	<ul style="list-style-type: none"> • Circle time discussions. • School trips and visits. • School council • Yr 5/6 – safeguarding day. (Prevent/women's aid/ Anti – racism/Local police) • Children in need/Red nose day • Whole school assemblies • Festivals and celebrations • Class collective worship • RE – Visits to places of 	<ul style="list-style-type: none"> • Involvement of parents in 'stay and learn' lessons/parent workshop. • Local community/religious leaders into school • Weekly school newsletter

	<ul style="list-style-type: none">● 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, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.		<p>worship</p> <ul style="list-style-type: none">● WOW launch days including visitors● Trips as part of topic learning	
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