



Charnock Hall Primary Academy  
A L.E.A.D. Academy

# SMSC

## Development

### @ Charnock Hall



## **Our Vision:**

At Charnock Hall Primary Academy, we aspire to be an outstanding hub of the community, where highly skilled staff nurture, develop and inspire a happy inclusive learning environment, so all pupils are equipped with the academic and social skills for their current and future life long journey, to be the best they can be. We do this through our 3 key values of being a Big Thinker!, a Big Dreamer! and Big Hearted!.

To ensure that this happens, we provide a curriculum that is rich in Spiritual, Moral, Social and Cultural Developments.

**Spiritual development** focuses on offering a spiritual and moral basis for the development of human wholeness and a sure foundation for personal and social values based on the person. As such, Spiritual Development incorporates feelings, emotions, attitudes and beliefs. As an inclusive environment for all pupils whatever their religious belief or not, we endeavour that spiritual development also leads us towards the deeper understanding of self and others.

**Moral development** focuses on building a framework of moral values for our pupils, which regulates their personal behaviour. It is the development of our understanding of society's shared & agreed values, including an understanding that there are contentious issues where there is disagreement, and that society's values change. Pupils are encouraged to understand the need for a common code and to follow it rather than because of rewards, sanctions or consequences.

**Social development** focuses on helping our pupils to work effectively with each other and to participate successfully within the local and wider community. It is about the development of the skills and personal qualities necessary for living and working together, as well as functioning effectively in a multi-racial, multi-cultural society. We also promote how there should be a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation that such membership requires.

**Cultural development** focuses on our pupils understanding their own culture, other cultures in the UK & beyond. It is about understanding and feeling comfortable in a variety of cultures & being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions & beliefs of others.

At CHPA, pupils are encouraged & enabled to:

- Reflect on beliefs, values and more profound aspects of human experience and use their imagination & creativity to develop curiosity in their learning.
- Overcome any barriers to their learning.
- Develop and apply an understanding of right & wrong in their daily life, both inside CHPA and the community.
- Take part in a range of activities requiring social skills, including: sporting activities, extra-curricular activities/clubs & collaborative learning groups;
- Develop an awareness of, and respect towards, diversity in relation to gender, race, religion & belief, culture, sexual orientation, disability and gender reassignment.
- Gain a well-informed understanding of the options and challenges facing them as they move through CHPA and on to the next stage of their education and training.
- Respond positively to a range of artistic, sporting & other cultural opportunities provided by CHPA.
- Develop the skills & attitudes to enable them to participate fully and positively in democratic, modern Britain.
- Understand & appreciate a range of different cultures as an essential element of their preparation for life.



As part of our evaluation of SMSC development across CHPA, we have noted the following:

## SMSC Development @ CHPA

Spiritual	Moral	Social	Cultural
<ul style="list-style-type: none"> <li>• RE curriculum covers spiritual themes.</li> <li>• Assemblies.</li> <li>• Visitors/Visits to/from faith groups &amp; organisations.</li> <li>• Celebration Assembly &amp; CHPA rewards celebrate the worthiness of individual pupils &amp; self esteem &amp; confidence is built up.</li> <li>• Key festivals &amp; memorial days celebrated focussing on practices &amp; origins.</li> <li>• Self &amp; peer assessment techniques involve reflection of learning, attitudes &amp; behaviour.</li> <li>• Arts appreciated in English, Art, Music &amp; PE.</li> <li>• Human endeavour, determination &amp; endurance celebrated &amp; upheld to aspire to.</li> <li>• CHPA pledge &amp; values clearly displayed around CHPA &amp; upheld by staff.</li> </ul>	<ul style="list-style-type: none"> <li>• RE curriculum covers moral themes from an implicit/explicit standpoint.</li> <li>• Assemblies with moral messages.</li> <li>• Strong moral message of standing up to make change where necessary.</li> <li>• Positive behaviour policy in place which upholds &amp; rewards correct behaviour &amp; attitudes.</li> <li>• CHPA pledge &amp; values communicates moral values &amp; framework in which to function &amp; learn in.</li> <li>• Right decisions and determination celebrated &amp; upheld to aspire to.</li> <li>• Self &amp; peer assessment techniques involve reflection of learning, attitudes &amp; behaviour.</li> <li>• Self &amp; peer assessment techniques involve thinking critically, test outcomes &amp; make moral choices.</li> <li>• English skills focus on character's motives, choices, points of view &amp; moral dilemmas.</li> <li>• Esafety &amp; Safety Curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• RE curriculum covers social themes from a spiritual/moral/religious standpoint.</li> <li>• Assemblies with social messages on behaviour, attitudes, justice.</li> <li>• CHPA pledge &amp; values upholds the formation &amp; use of social skills in which to function &amp; learn.</li> <li>• Extra Curricular Clubs – sporting &amp; Arts focussed giving opportunity for social participation, team work, etc.</li> <li>• CHPA Environment provides opportunity for play, team games, co-operation, negotiation skills, etc.</li> <li>• Good relationships are modelled by staff &amp; exhibited by pupils.</li> <li>• Speaking &amp; Listening skills are valued &amp; developed in all curricular areas &amp; throughout CHPA.</li> <li>• Play facilitated to promote good relationships, team, work, friendly competition &amp; friendships.</li> <li>• Charity work (whole CHPA &amp; individually planned) has a social outworking &amp; benefit.</li> <li>• Self &amp; peer assessment techniques involve assessing own behaviour &amp; attitudes as well as empathising &amp; reconciling differences.</li> </ul>	<ul style="list-style-type: none"> <li>• RE curriculum covers cultural themes from a spiritual/moral/religious standpoint.</li> <li>• Assemblies with cultural messages about beliefs, practices, respect, tolerance, and opportunities for individual reflection.</li> <li>• Links with the community &amp; faith communities.</li> <li>• Visits (physical &amp; virtual) to religious buildings.</li> <li>• Whole CHPA charity work focuses on the needs of others.</li> <li>• Local &amp; National charity fundraising.</li> <li>• Global aspects of the Arts appreciated across the curriculum.</li> <li>• In History, pupils appreciate the significance, impact &amp; contribution of past &amp; present cultures.</li> <li>• Global awareness whole CHPA events.</li> <li>• Differences &amp; similarities recognised &amp; celebrated in faith, ethnicity, disability, gender, sexuality &amp; family backgrounds &amp; situations (Protected Characteristics).</li> <li>• Prejudices &amp; discriminatory behaviour &amp; stereotypes are challenged.</li> <li>• Zero tolerance of racist behaviour or attitudes not in line with British values.</li> <li>• CHPA has an Equality &amp; Diversity Policy</li> </ul>




## Evidence

Spiritual	Moral	Social	Cultural
<ul style="list-style-type: none"> <li>• Pupils show spiritual awareness, have a sense of wellbeing &amp; are well developed emotionally.</li> <li>• RE Curriculum.</li> <li>• Assembly display &amp; Powerpoints.</li> <li>• CHPA environment.</li> <li>• Residential &amp; day visits records &amp; risk assessment</li> <li>• Certificates, prizes, rewards, Celebration Boards, Star of the Day, etc.</li> <li>• Celebration Assembly.</li> <li>• Work, displays, performances &amp; assemblies showing celebration of festivals.</li> <li>• Remembrance Day &amp; WWI events.</li> <li>• Self &amp; Peer assessment resources used by teachers &amp; in pupils.</li> <li>• English, Art, Music &amp; PE lessons where the Arts are appreciated, plus lesson observations.</li> <li>• Performances, productions, church services, community events involving drama, singing, dance, etc.</li> <li>• Sports display.</li> <li>• Assembly powerpoints involving sporting heroes, philanthropists, acts of heroism &amp; endeavour.</li> <li>• CHPA Pledge and values/displays &amp; literature for parents</li> <li>• Website</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils show a moral awareness, speak of their conscience &amp; (mostly) make the right choices in terms of behaviour.</li> <li>• RE Curriculum.</li> <li>• Assembly display &amp; Powerpoints on moral themes, philanthropists, civil rights, democracy, prejudice &amp; discrimination, anti-bullying, etc.</li> <li>• Positive behaviour policy.</li> <li>• Class rules and behaviour chart.</li> <li>• Learner of the week, Star of the day, etc.</li> <li>• CHPA Pledge and values/displays &amp; literature for parents.</li> <li>• Pupils's work shows critical thinking &amp; self assessment.</li> <li>• ESafety Week planning &amp; pupils's outcomes.</li> <li>• Website.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils show a social awareness, are aware of themselves &amp; others &amp; observe the etiquettes of pleasant social behaviour.</li> <li>• RE Curriculum.</li> <li>• Assembly display &amp; Powerpoints covering social behaviour, social awareness of others &amp; social responsibilities.</li> <li>• CHPA Pledge and Values.</li> <li>• Break times.</li> <li>• Lunch times</li> <li>• Extra Curricular Clubs.</li> <li>• Opportunities for communication skills, speaking &amp; listening, drama, presenting, Circle Time, PSHE, etc.</li> <li>• Support sessions, nurture groups, 1:1, etc.</li> <li>• Peer groups, buddy work between year groups.</li> <li>• Transition preparation for secondary CHPA.</li> <li>• Lesson observations &amp; write ups.</li> <li>• Observation of relationships between adults &amp; pupils &amp; to each other.</li> <li>• Assembly participation &amp; presentations by pupils..</li> <li>• Roles &amp; responsibilities involving working as a team &amp; feeding back to others: lessons, Play leaders, Peer mediators, Digital Leaders,</li> <li>• Special events: discos, trips, residentials, sports days, mini-olympics, productions, charity / fundraising days &amp; events, etc.</li> <li>• CPD, social events &amp; celebrations for staff.</li> <li>• Community links &amp; partnerships with other CHPAs.</li> <li>• Positive feedback from visitors to the CHPA, when on CHPA visits &amp; when we take part in community events.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils that are culturally aware, that value &amp; celebrate their own as well as the culture of others.</li> <li>• RE Curriculum.</li> <li>• Assembly displays &amp; Powerpoints covering religious festivals, prejudice, Black History month, disability awareness, aid &amp; need, charity work &amp; Enterprise Project, etc.</li> <li>• Visits (real &amp; virtual) to religious buildings &amp; visitors from different cultures.</li> <li>• Visits to &amp; visitors from art galleries, theatres, libraries, music performances &amp; museums.</li> <li>• MFL taught (Spanish).</li> <li>• Sports participation in events &amp; activities.</li> <li>• Music lessons.</li> <li>• Extra curriculuar clubs.</li> <li>• Variety of cultures refleted in Curriculum.</li> <li>• History celebrates aspects of our own culture as well as of others.</li> <li>• Sex Relationship Education recognises different family backgrounds &amp; make ups.</li> <li>• Positive images of people from different cutures &amp; backgrounds around CHPA.</li> <li>• Stereotypes are challenged as part of behaviour policy &amp; curriculum.</li> <li>• Racist Incident Records &amp; Head teacher's Reports to Governors.</li> </ul>



## Impact

Spiritual	Moral	Social	Cultural
<ul style="list-style-type: none"> <li>• Pupils that are spiritually aware, have a sense of wellbeing &amp; are well developed emotionally.</li> <li>• Pupils have the opportunity to develop their own religious beliefs &amp; respect those of others.</li> <li>• Pupils that can reflect on their own feelings, attitudes, efforts &amp; behaviours.</li> <li>• Pupils that can empathise with the feelings of others.</li> <li>• Pupils that can find their own solutions to problems.</li> <li>• Pupils who can access help from others.</li> <li>• Pupils who can celebrate their own &amp; others' achievements.</li> <li>• Pupils who aspire to reach their potential.</li> <li>• Pupils who have core values, a strong sense of morality &amp; an understanding of right &amp; wrong.</li> <li>• Pupils have a strong sense of self-worth, self-confidence, resilience &amp; determination to do well.</li> <li>• Pupils who are respectful of others, their differences, beliefs, opinions &amp; backgrounds.</li> </ul> 	<ul style="list-style-type: none"> <li>• Pupils that are morally aware, develop a sense of conscience &amp; try their best to do the right thing.</li> <li>• Pupils show respect &amp; care for adults &amp; other pupils, particularly those who are vulnerable.</li> <li>• Pupils that can reflect critically on their own &amp; other's behaviour &amp; moral questions.</li> <li>• Pupils that can empathise with the feelings of others by considering moral viewpoints.</li> <li>• Pupils that can find their own solutions to problems by measuring up moral issues.</li> <li>• Pupils who can celebrate the achievements of others simply to build &amp; encourage.</li> <li>• Pupils have a strong determination to work hard &amp; do what is right because they see it as a moral responsibility.</li> <li>• Pupils (mostly) get on with each other, bullying &amp; conflicts are resolved quickly.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have a social awareness, are aware of themselves &amp; others &amp; observe the etiquettes of pleasant social behaviour.</li> <li>• Charnock is a positive place to live &amp; grow together in.</li> <li>• Pupils work &amp; play well together in pairs, groups &amp; teams.</li> <li>• Pupils show respect &amp; care for adults &amp; other pupils, particularly those who are vulnerable.</li> <li>• Pupils that can reflect critically on their social relationships &amp; identify where things have gone wrong &amp; offer solutions to resolve conflicts.</li> <li>• Pupils that can empathise with the feelings of others &amp; respect the viewpoints of others.</li> <li>• Pupils understand their place, contribution &amp; responsibility as part of social groupings, the community &amp; society as a whole.</li> <li>• Pupils (mostly) get on with each other, there is no bullying &amp; conflicts are resolved quickly.</li> <li>• Pupils have good interpersonal skills &amp; can speak confidently to each other &amp; most adults as ambassadors for the CHPA.</li> <li>• Pupils's sense of social responsibility leads them to help others.</li> <li>• Pupils contribute &amp; know that they have a voice in CHPA improvement. Pupils have responsibility &amp; feel valued as a result.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have a cultural awareness; they are aware of themselves &amp; others, they recognise the unity of all &amp; see difference positively.</li> <li>• Pupils respect each other &amp; work &amp; play well together no matter what their differences.</li> <li>• Pupils have excellent role models to aspire to often from underrepresented groups, such as BAME, women &amp; Paralympians.</li> <li>• Pupils have a good knowledge &amp; understanding of their own culture as well as different countries &amp; cultures around the world.</li> <li>• Pupils have some experience of the foods, art, dance, songs, music, stories, etc. from different countries &amp; cultures.</li> <li>• Pupils have an appreciation of the Arts through participation &amp; observation.</li> <li>• Pupils have an appreciation of PE &amp; Sport through participation &amp; observation.</li> <li>• Pupils have a good understanding &amp; awareness of racism &amp; prejudice &amp; hold the people who changed situations &amp; attitudes in high regard.</li> <li>• Pupils have a strong social awareness &amp; feel a responsibility to help others less fortunate than themselves from other cultural backgrounds. They organise their own wide variety of charity events in response.</li> <li>• Pupils have a good knowledge &amp; awareness of different religions &amp; their practices. They show respect for the beliefs, views &amp; opinions of others who have a faith or no faith.</li> <li>• Pupils have a good understanding of Sex &amp; Relationships (appropriate to their age group) &amp; recognise different family backgrounds &amp; make up.</li> <li>• Pupils have a good awareness of disability &amp; different needs. They show a high level of respect, care &amp; support for others.</li> <li>• There are (mostly) no racist or homophobic incidents in the CHPA and conflict is resolved quickly if necessary.</li> </ul>