



Lime Tree Primary Academy SMSC Curriculum overview



Spiritual, Moral, Social and Cultural Overview-Lime Tree Primary Academy



The Outcome

At Lime Tree Primary Academy, SMSC underpins everything we do. We recognise that the personal development of the children, spiritually, morally, socially and culturally plays a significant role in their ability to learn and to grow into well rounded members of society.

By integrating SMSC into the life of our school, we aim to develop a sense of society, tolerance and collaboration that tackles prejudice and promotes equality. We aim to teach children to make sense of the world we live in, how to interact positively with others, how to know themselves and the person they may become in the future. The opportunity to be aspirational in how they can contribute to society and to have an awareness of current and topical issues.

Learning is relevant to our children, school and locality and a broader understanding of the world, beyond their locality is explored. This will be done formally; through taught lessons, informally; through providing activities and experiences and through the hidden curriculum/ ethos as displayed through the expectations, relationships and attitudes of everybody in school. Our rich and varied curriculum provides the opportunity to celebrate difference and diversity, have an understanding of moral obligations in life and to develop an awareness of influential and inspiring figures in religions and society from the past and to today.

We aim to instil a sense of pride in being part of the Lime Tree community and in the school as a building where all can learn and belong. Our learning environment is bright, relevant and well cared for. Our children feel safe and cared for. School council means the children have a say in changes that are made. Many visitors to our school comment on the positive ethos and welcoming atmosphere. We believe that the behaviour, manners and attitudes of our pupils is a real strength.

Threads



| Thinkers | Learners | Individuals |
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| Creative, imaginative, structured and adaptable | Skilled, knowledgeable, independent and resilient | World aware, community spirited, caring and healthy |

| Starting Points – Area of Study | | | |
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| <p><u>Spiritual Development</u> Relates to that aspect of inner life through which our children acquire insights into their personal existence that are of enduring worth. Spirituality is not synonymous with religion; all areas of the curriculum may contribute to pupils' spiritual development. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose</p> | <p><u>Moral Development</u> is about building a framework of moral values for our children, which regulates their personal behaviour. It is the development of our understanding of society's shared and agreed values; including an understanding that there are contentious issues where there is disagreement, and that society's values change.</p> | <p><u>Social Development</u> is about helping our young people to work effectively with each other and to participate successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together; and functioning effectively in a multi-racial, multi-cultural society.</p> | <p><u>Cultural development</u> is about our children understanding their own culture, other cultures in Sale and Greater Manchester and in the UK as a whole. It is about understanding cultures represented in Europe and elsewhere in the world; about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet.</p> |

What are we doing effectively?



| <u>School Aspect</u> | <u>Spiritual</u> | <u>Moral</u> | <u>Social</u> | <u>Cultural</u> |
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| <u>Experiences and Wider Purpose</u> | | | | |
| <u>Our School Community</u> | <p>PSHE walls are current and pertinent to each class and needs</p> <p>Word of the month displayed in the staff room window to inspire and motivate staff and children.</p> <p>EYFS have reflection areas within the classrooms</p> <p>Zones of regulation in every classroom as well as around the school environment</p> <p>Reading corners in every classrooms including a whole school library</p> <p>‘Learning Hero’ and ‘Kindness Award’</p> | <p>Year 6 Ambassadors</p> <p>Eco Warriors</p> <p>School Council- pupil led, contribute towards whole school improvements</p> <p>Anti-bullying posters are displayed around the school.</p> <p>School Behaviour Policy reflects promotion of intrinsic motivation, the understanding of right and wrong and consequences for actions are clearly defined</p> <p>Staff and children are positive role models</p> <p>Growth mind-set is displayed in KS2</p> | <p>Social and Communication groups - ELSA, Lego Therapy, R Time, LOLA, Commando/ 10/10/10 and Therapeutic Forest.</p> <p>Kir- our school therapy Dog</p> <p>Wrap around care and Extracurricular after school club activities</p> <p>Pastoral Care Team</p> <p>Year 5 and 6 Camp Residential trips</p> <p>Internet safety assembly for all children. NSPCC assembly. Road safety assemblies.</p> <p>Children move calmly and with respect around the</p> | <p>Singing Practise, Bonfire Night, Eid, Diwali, Chinese New Year- Festival of the Month?</p> <p>Greetings in other languages within the Avenue</p> <p>Home corners within classroom provision reflect diverse cultures incorporating authentic resources</p> <p>Diverse range of music played around school-changed weekly</p> <p>Books reflecting a variety of cultures and gender diversity including “Stories from around the world” in KS1/2 as part of</p> |



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| | <p>assembly each Friday, allows for reflection and celebration of learning and achievement.</p> <p>Forest school display shows children's awe and wonder of the outdoors</p> <p>KS2 Enrichment</p> <p>Class Yoga sessions</p> <p>Whole school sensory room</p> | <p>classrooms</p> <p>No Outsiders</p> <p>Stories with morals shared across the school, which is also embedded within our English Curriculum</p> <p>Pumpkind Day</p> <p>Charity Events (CIN)</p> | <p>school.</p> <p>Children hold the doors for visitors</p> <p>School council display board.</p> <p>School library is a place to relax and read during the dinner hour.</p> <p>New pupils are welcomed into their new school community</p> <p>Play Time Ambassadors</p> <p>Strong links with other classes/ opportunities to work together across cohort and Key Stages</p> <p>Emotional Coaching</p> <p>Anti-Bullying Week</p> | <p>our English Curriculum</p> <p>Inviting visitors in to share their culture- including parents and staff</p> <p>Enrichment- cooking foods from around the world</p> <p>Kurdish New Year Celebrations (Y1)</p> <p>Consistent annual, calendar celebrations and heavily embedded across our curriculum</p> |
| <p><u>Local Community</u></p> | <p>Whole School celebrations</p> | <p>Community Litter Pick</p> <p>Nature walks across our</p> | <p>Collaboration with other local schools- Commonwealth Baton,</p> | <p>EAL classes for parents</p> <p>Parents from different</p> |



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| | | <p>local parks</p> <p>Local Educational/ Geographical class trips</p> <p>Ambassador projects</p> | <p>strong links with Sale High School</p> <p>Sporting Events</p> <p>Arts Events- MMU Exhibition</p> <p>Parents' Forum</p> <p>Community Volunteers Programme (Intergen readers, Groundforce Volunteers , FOLT Farm and LARCO Community Courses</p> <p>Lime Tree Apprentice Programme (which includes College placements, weekly projects and work experience)</p> <p>Sale Moor Community Partnership</p> <p>Friends of Lime Tree</p> <p>Local Geography school trips/ visits such as Sale</p> | <p>cultures will come in and share their culture across classes</p> <p>MM Chinese Club Sale delivering Chinese New Year Workshops</p> <p>Flag designs</p> |
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| | | | <p>Water Park</p> <p>Christmas and Summer Fair</p> <p>Phonics learning walks for parents and reading mornings</p> <p>Wrap up coat scheme</p> <p>Running Club-Mrs Terry</p> | |
| <u>The Wider World</u> | <p>Involvement in Global/ National charity events</p> <p>Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.</p> <p>Christmas/Easter assemblies. Celebrations of saint days ~ St George, Andrew, Patrick and David.</p> | <p>Charity events throughout the year are promoted in assembly</p> <p>Children in Need, Comic Relief assemblies</p> <p>Anti- bullying and World Mental Health Week</p> | <p>Bonfire/ Firework Safety safety- Classroom visits from our local fireman (Miss Sewell's Dad)</p> | <p>Remembrance Day</p> <p>Black History Month</p> <p>Religious celebrations such as Chinese New year, Diwali etc</p> |



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| <u>Does our school website reflect SMSC ethos?</u> | <p>School ethos shared with parents-Vision, Mission and Values evident-reflects all areas of SMSC</p> <p>Class Twitter pages-evidence of children reflecting on their work and others</p> <p>Virtual Tour provided</p> | <p>School behaviour and Safeguarding policy on website</p> <p>School Uniform</p> | <p>School website links to Twitter pages. These accounts cover many aspects of SMSC and its impact is visible in the comments that the parents and wider community make with each Tweet</p> | <p>Year group curriculum for subjects are displayed on the website.</p> <p>Whole school Twitter account, as well as individual class, PE, Forest School and Enrichment accounts</p> <p>Curriculum Newsletters sent out termly</p> |



Skills:

- Empathy
- Resilience
- Compassion
- Understanding
- Aspiration
- Awareness
- Confidence
- Communication

Calendar 2022/2023

| | Autumn term | Spring term | Summer Term |
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| Spiritual | National Poetry Day (7th Oct) Children’s Mental Health Day (10th Oct) World Nursery Rhyme Week (14th-18th Nov) | Random Act of Kindness Day (17 th February) LGBT & History Month (1 st - 28 th February) International Day of Happiness (20 th March) Empathy Week (27 th Feb- 3 rd March) Twosday (22nd Feb) | Children’s Mental Health Week (9 th -15 th May) Pride Month (1 st -30 th June) World Youth Skills Day (15 th July) International Youth Day (12 th August) |



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| | | World Book Day (2 nd March) | |
| Moral | Harvest (Oct 23rd) Remembrance Day (11th Nov) Anti Bullying Week (14-18th Nov) BBC Children in Need 18th Nov) | International Day of Education (25 th January) Holocaust Memorial Day (27 th January) International Day of Women's and Girls in Science (11 th Feb) National Careers Week (6 th -12 th March) International Women's Day (8 th March) Comic Relief (17th March) Earth Day (22nd April) | Diversity Week (20-24th June) |
| Social | Safer Internet Day (8th Feb) | Safer Internet Day (7 th Feb) World Autism Acceptance Week (27 th March-2 nd April) British Science Week (10 th -16 th March) World Water Day (22 nd March) Community Garden week (4 th -10 th April) | Walk to School week (20 th May-25 th May) Trafford Commonwealth Games (July) MMU Art exhibition (13th June) Sports Day (22nd June) |
| Cultural | Diwali (4th Nov) Advent - (24-27th Nov) Christmas (25th Dec) Hanukkah (18-26 Dec) | Chinese New Year (22 nd January) Race & Equality Week (6 th -12 th February) Pancake day/ Shrove Tuesday (21 st February) | Bastille Day (14th July) Global Wellness Day (10 th June) |



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| | | Lent - (22 nd February - 6 th April) St George's Day (23 rd April) St David's Day (1 st March) St Patrick's day (17 th March) Holi (8 th March) Nowruz (20 th March) Easter (17 th April) Ramadan (22 rd March – 21 st April) Eid (21 st - 22 nd April) | |
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What next?

(Taken from next steps on SMSC Gold Award letter):

- Consider appointing a governor to lead on SMSC.
- Provide further opportunities for the children to initiate Social Action projects.
- Consider an assessment format for SMSC, possibly running alongside the school's system for tracking enrichment opportunities.