

SMSC AT NICOL MERE PRIMARY SCHOOL

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. This is linked very closely to our school values which are clearly displayed around school and are referred to regularly.

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.

We aim to instil a sense of pride in being part of the Nicol Mere 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.

SPIRITUAL

- Pupils are encouraged to be reflective during collective worship and in R.E, PSHE lessons.
- The school follows the Wigan Agreed syllabus for R.E, which is supported by other curriculum areas.
- The school has a supportive ethos where pupils can be individuals, develop respect and be respected and are provided with opportunities through SEAL and collective worship to explore specific strategies to support them with this.
- Pupils lead celebration assemblies and share achievements using music, images, drama and reflect on their and other pupil's, successes.
- Pupils take part in prayer and are helped to reflect on how bible stories are relevant to their lives today.
- Pupils visiting special places (cathedral).
- Experiences that inspire awe and wonder.
- Creative and imaginative responses to art and music.
- Time for peace, happiness, tranquillity.
- Celebrating talents to develop a sense of self.
- Root spirituality in everyday experiences but develop an appreciation and curiosity of the mysterious.
- Develop a sense of values.

MORAL

- Policies and curriculum planning provide opportunities for children to explore questions of right and wrong and explore moral codes in their own and others' cultures, i.e. through books and stories.
- Pupils regularly raise funds for related charities and support a chosen charity each year (see additional information on the school website about our charity).
- Children understand what is happening in other parts of the world, this is discussed in assemblies and in class.
- Pupils feel comfortable to express their views and usually show good sportsmanship.
- Children participate in community projects.
- Pupils participate in class council discussions and contribute to school improvement.

- SEAL and behaviour management systems that promote fairness and morality based on intrinsic motivation.
- School rules, rewards and sanctions clearly defined and understood.
- Staff and older children act as role models during everyday life.
- Teaching the difference between right and wrong.
- Discussion of outcomes and consequences of actions.
- Staff help pupils develop a 'good moral compass' and reward good behaviour and attitudes.
- Our school values play a big part in all our everyday life at Nicol Mere and we all try to follow them and link them to decisions made.

SOCIAL

- New pupils adjust well to the school and are firmly accepted by their classmates.
- Nurture suite helps children to reach the right place emotionally in order to learn effectively.
- A critical skills approach to learning means that children are happy to collaborate with a range of pupils from other classes and year groups as well as their own.
- A range of afterschool clubs are offered and are usually oversubscribed.
- Residential trips are in upper KS2.
- Pupils join with other pupils from local schools to participate in sports contests and collaborate in teams to compete against other clusters of schools (see additional information on our website about Interschool challenges).
- Play Leader training successfully ran at school.
- Circle time and social stories activities help children understand different social situations and acceptable behaviour and develop emotional intelligence.

CULTURAL

- Help pupils appreciate their own cultures and traditions and those of others.
- Pupils enjoy participating in a range of cultural experiences and are keen to develop their knowledge of others' way of life, however more could be done to challenge pre-conceived stereotypes and develop children's knowledge of other places in the UK.
- The Y2 trip is specifically planned to be in London with a clear walking and activities route that provides the children with the opportunity to experience key places and activities.
- Children participate in a range of drama; music and art activities linked to different cultures and reflect on their significance.
- Through the curriculum and collective worship children learn about the traditions, challenges and experiences of people in less economically developed countries and show empathy and understanding.
- Themed meal days allow children to experience tastes linked to other parts of the world.
- Assemblies, PSHE and R.E lessons introduce the children to a range of cultures by looking at stories, festivals, traditions from a range of cultures so that they better understand the global communities in which we live.
- Our library contains a variety of story and text books about other cultures and countries.