

SMSC and PATHS Mapping



SMSC	Criteria	PATHS	Activities
Social	<p>Pupils' social development is shown by their:</p> <ul style="list-style-type: none"> use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. 	<ul style="list-style-type: none"> Co-operation Problem solving with others Dealing with obstacles Making a plan Making and keeping friends 	<ul style="list-style-type: none"> Inter-house activities Vertical grouping activities School/class councils Raising money for charity School events - fetes, quiz and chips Breakfast clubs/after school clubs Lunch time clubs – sports, cooking, growing, craft etc Links with local schools Links with local community – visiting old people's home
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, readily apply this understanding in their own lives 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 being able to understand and appreciate the viewpoints of others on these issues. 	<ul style="list-style-type: none"> Recognising differences between feelings and behaviour Consequences of behaviour choices Calming down Making ok decision choices 	<ul style="list-style-type: none"> Class socialisation Stories with morals Philosophy Exploring morals through creative subjects: story writing, music, art Cross curricular approach: exploring decisions and consequences in history, geography, PSHE
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"> Pupil of the Day – compliments Understanding own feelings and those of others Empathy 	<ul style="list-style-type: none"> PSHE curriculum: Anti-bullying week – role play, songs, posters Assemblies: with stories from different religions Exploring different faiths: music, art, dance, food Celebrations: Easter, Chinese New Year, Diwali Displays: Chinese New Year, Diwali Links with children in different places around the country/world. Fundraising, pupil voice, school council. Code of conduct/rules created by the children Visits from local leaders of different faiths Visits to local places of worship
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 that 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, sporting and cultural opportunities 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. 	<ul style="list-style-type: none"> Difference and diversity – respecting differences and similarities Tolerance and respect 	<ul style="list-style-type: none"> Promoting diversity : reducing homophobic bullying PSHE Difference and diversity – anti-bullying Exploring different cultures through creativity: music, food Inviting parents/carers in to share culture eg food, story, music Visiting local cultural sites Visiting local places of worship

