

## Durston House

### Spiritual, Moral, Social and Cultural Development of Pupils (SMSC)

#### Opportunities Outside the Curriculum

##### Appendix 5: SMSC Outside the Curriculum

Area	Spiritual	Moral	Social	Cultural
<b>Assemblies</b>	Prayer and reflection, Hymns, Bible stories, Worship, a time for quiet	Social stories, following instructions,	Prize-giving, Awards, Meeting as a whole school community,	Prize-giving, respecting other religions,
<b>Final Assembly (termly)</b>	Attending church, Singing hymns, Prayer, Worship, respect for their setting	Obligations to support the school and celebrate achievements of others throughout the school, support the House that one belongs to,	Prize-giving, Awards, Meeting as a whole school community,	Prize-giving, entertainment on stage through music, song, dance, drama, observing charity work and fundraising for other cultures, Hearing stories of successful projects resulting from fundraising,
<b>Anti-Bullying Week</b>	Assemblies and prayer, thoughts for those less fortunate or troubled,	Challenging any unacceptable behaviour, showing strength and support for those affected, reporting incidents, social stories	Gathering together for work- shops and Assemblies,	Observing and respecting other people and their cultures/religions, understanding the differences between cultures, celebrating different cultures,

Area	Spiritual	Moral	Social	Cultural
<b>Remembrance Service</b>	Attending church, Singing hymns, Prayer, Worship, respect for their setting, remembering those who have given so much for our freedom, praying for the families of those lost in battle,	Respecting the place of worship, showing respect in a building that does not belong to the school, observing quiet and calm, understanding the sacrifice made by those who fought in wars for our freedom, to understand conflict and that it is wrong, to understand methods other than war for resolving conflict	Discussion with peers and staff about the Service,	Reasons discussed and understood relating to conflict and the reasons for it in different cultures,
<b>Carol Concert</b>	Observing the surroundings of the church setting, enjoying various pieces of music, readings and prayers	To listen respectfully to readings, prayers and carols,	Gathering with peers, friends and family to celebrate an important Christian festival which is an integral part of British values  Joining in with the singing of traditional Christmas Carols	Learning about traditional elements of a Carol Service,
<b>School Concert and Music Teas</b>	Observing the surroundings of the church setting, enjoying various pieces of music and the delivery,	To support fellow students and respect their talent, whatever the standard,	Gathering with peers, friends and family to celebrate musical talents, having refreshments at the end of the performance,	Learning about other instruments, music and songs,

Area	Spiritual	Moral	Social	Cultural
<b>Charity Work</b>	Understanding the needs of others  Supporting local places of worship	Knowing that it is right to help those who are less fortunate than ourselves	Learning about children from other places and communicating with them about fundraising	Learning about people from different places and their culture and linking this to how we are helping
<b>European Language Day</b>	Sharing in the thoughts and rituals of other countries, religions and races	Respecting difference, understanding differences, offering information about own culture, sharing views and opinions respectfully, enquiring about others,	Talking about language, discussing costume, asking questions about other cultures,	Learning about other languages, listening to those who speak a foreign tongue, displaying art/posters of other cultures, wearing clothes from other cultures
<b>Literary Festival</b>	Looking at the beliefs of characters, discussing books from different religions (if appropriate), using reading as a way of escaping to a new place	Looking at books with morals, discussing how these often appear in Literature and how they can influence our lives	Discussing the events, sharing books and reading experiences, reading together, completing tasks in a group, sharing thoughts and opinions on events in the festival	Reading books and having visiting authors from a range of backgrounds, introducing boys to new books
<b>STEM Week</b>	Understanding the benefits of Science and Technology in our lives and questioning the impact they have on people's lives	Knowing that technology has to be used responsibly and that it has the potential to harm as well as to be a positive force	Discussing new technologies, working collaboratively on practical projects, finding out what new things are being thought of	Understand the cultural changes that are taking place because of technology and developments in

Area	Spiritual	Moral	Social	Cultural
<b>Sports fixtures and tournaments</b>	Reflection on performance and attitude	Honesty and ‘fair play’, pride and humility in victory and defeat, respect for teammates and opposition, respect for grounds, facilities and fields	Interaction with other schools’ pupils, interaction with parents of teammates,	Observing others’ limitations in certain sports, breaking down language barriers on the field of play
<b>Sports Day</b>	Observing and understanding the honor of representing your school/Year Group and House during a whole school sporting event, Savor the beauty of exceptional speed, rhythm, balance, or strength	Honesty and ‘fair play’, pride and humility in victory and defeat, respect for teammates and opposition, respect for grounds, facilities and fields	Sitting in Houses and discussing tactics with other athletes, eating lunch with parents, friends and family, communicating with other Houses, conversing with teachers, track officials and the ‘starter’, travelling on coaches/minibus to venue and interacting with others,	Observing others’ strengths and skills in some areas of track and field
<b>School Productions</b>	Putting on productions with a spiritual theme (e.g. The Nativity Story), experiencing situations through someone else’s eyes	Putting on productions with morals (e.g. Joseph, Oliver!), knowing that by making a commitment to perform and take part, there is a moral obligation to fulfill this	Working as a team, learning to rely on each other, working cooperatively towards a common goal.	Putting on productions from a variety of cultural backgrounds (e.g. Aladdin, Lion King, Bugsy Malone, The Nightingale) and empathizing with the characters

Area	Spiritual	Moral	Social	Cultural
<b>Outings / Trips</b>	Observing and appreciating in how much we are privileged to make use of cultural and educational facilities outside the classroom	Respecting other participants in the trip / outing, and their boundaries  Being aware and mindful of members of the public and their needs, Respecting other schools	Interacting with peers, friends and staff outside the classroom  Taking part in team-building activities	Appreciating cultural and educational venues and events and how they contribute to society
<b>Workshops</b>	Some focus on topics such as Roman and Greek Gods, others allow for deeper thinking and questioning of the topic being covered	Listening to visitors politely and thinking about what they are saying – sometimes debating the rights and wrongs of decisions that have been made	Working in small groups, taking part in the workshop, carrying out activities that require trust within the group	Learning about other cultures, their history and their beliefs from people with an in-depth knowledge of the topic
<b>School Council</b>	Learning to use individual strengths to help others, and understanding that helping others is just as rewarding as getting what we want	Learning to be committed to something and go the extra mile to achieve something for the common good	Working as part of a team, sharing responsibility for projects helping to make the community a better place for everyone	Helping to inculcate a culture of communication and openness between different parts of the school

Area	Spiritual	Moral	Social	Cultural
<b>House Assemblies and Vertical Groups</b>	Appreciating and tolerating the beliefs of others, sharing these in small groups and celebrating festivals from a variety of religions	The older boys take responsibility for helping the younger boys, often discussing moral issues e.g. linked to Anti-Bullying or other topical issues	Boys meet in groups from Reception to Year 8, so get to be part of a different group, discussions and group work take place	Boys share experiences from different cultures, listen and discuss
<b>House Competitions</b>	Gaining a sense of belonging to a community and feeling passionate about it	Boys learn to play fairly against their peers appreciating that the House Competitions are a positive form of rivalry	Boys bond together under the House Banner to compete in a variety of competitions from dressing in newspaper to singing, as well as competing on the sports field	Different competitions provide for different opportunities – recent cultural understanding has come from those linked to the Olympics and the nations that take part
<b>School Displays</b>	SMSC and RS displays around the school focusing on different topics at different times	Displays about British Values, Anti-Bullying, PSHME topic throughout the school	Some displays interactive and designed to spark conversation, especially during Anti-Bullying Week and The Literary Festival	Displays reflect the cultural diversity of Durston and highlight Workshops, Outings and Trips to different places.