



Keeping Christ at the heart of all we do.

Spiritual, Moral, Social and Cultural (SMSC) Development at St. Sebastian's R.C. Primary School

Audit of Provision – 2025 - 2026

SMSC development is referenced throughout Ofsted's School Inspection Handbook. We embrace all opportunities to ensure SMSC education permeates the curriculum as well as the promotion of physical and mental well-being, enabling our pupils to thrive in a supportive, highly cohesive learning community.

Good/Outstanding Practice Guidance	Evidence at St. Sebastian's R.C. Primary School
SPIRITUAL Development	
the ability to be reflective about their own beliefs, (religious or otherwise), and perspective on life.	Weekly Gospel and Celebration Assemblies (rolling programme of themes). Daily prayers. Advent/Christmas/Easter Stations of the Cross and liturgical celebrations. Key feast days/festivals. Crowning of Our Lady, St. Sebastian's Day. Remembrance Day Ceremony. Weekly class mass preparation and participation. Fr. Alphonsus' liturgy reflection. Church and other places of worship visits. Dedicated RSHE and PSHE education syllabus including future careers with age related themed discussions. Opportunities for prayer/meditation/quiet reflection. School Council and Mission Team activities, e.g. making Christmas cards for the vulnerable, care home visits, living out the Catholic Social Teaching principles. Sacramental programme. Themed weeks – Laudato Si, Diversity, Refugee, Anti-bullying and Mental Health. RE Curriculum syllabus/scripture discussions – Lighting the Path/Caritas in Action. Art and Design/Science/History/ curriculum themes. Super Six and English texts exploring values and feelings and promoting empathy and understanding of difference and attitudes. Visiting assembly speakers exploring issues/impact on lives, e.g. homelessness, racism, other faith speakers. Young Carers, INTO University, careers workshops.

	Access to mental health support with Place2Be and SEMH intervention. Mental health classroom activities.
Knowledge of, and respect for different people's faiths, feelings and values.	Diversity Week. Visitors to school speaking about other faiths, cultures – e.g. Judaism, Islam, Hinduism and wider world perspectives, e.g. CAFOD. Welcome approach for new to the UK arrivals. FLO as point of contact. Exploration of traditions and culture through special days, history, art and literature. Class curriculum discussions of other faiths, beliefs and values. Activities in class to celebrate key festivals – Chinese New Year, Diwali in EYFS, Harvest. Assembly themes. Key visitors. Studying art and craft work which concerns religious artwork, scripture, spirituality and ethics, such as war in paintings.
Sense of enjoyment and fascination in learning about themselves, others and the world around them.	Class topic work/curriculum discussions generating enthusiasm to learn about self and the wider world. Visits from Just Youth. Home projects – topic related, Easter Gardens, World Book Day dioramas. Working alongside authors/poets/illustrators – MG Leonard, Matt Goodfellow, Tom Palmer, Ian Bland, Marie Basting. Outdoor learning and off-site visits – e.g. RHS Garden Centre, farm, Manchester Museum (Egyptians), Staircase House, Chester Zoo, local area field trips. Pupil Premium Grant used to subsidise trips. Y4/5/6 high school transition visits. Y6 residential. Whole school themed days – Earth Day, Peace Day, Remembrance. After school clubs – Martial Arts/Gardening/Sports/Homework Club/Art/Craft/Baking/Netball/Board Game/Lego. Celebration Assembly where personal accomplishments are celebrated – swimming, sports, dance competitions. Show and Tell opportunities, phonics and maths packs sent home. Sports competitions. Library visits/EYFS enrolment in the local library. Sensory space accessible. Purposeful charity fundraising activities and support of charities linked to Catholic social teaching in action. In school and Peace garden – opportunities for reflection, including of nature. Music appreciation and music making. Music celebrations.

	On site workshops (Anglo Saxons/Vikings/Benin) and activities owls and chicks in school. Themed days.
Use of imagination and creativity in their learning.	School Choir. Floor Books. Gospel Values Workshops. Whole school musical Charanga performance. Whole school projects – scripture designs. Developing aesthetic appreciation of work – e.g. in gospel assembly/art/religion – ‘awe and wonder’ aspect.
Willingness to reflect on their own experiences.	Daily worship in class. Prayerful Gospel Assembly/Celebration of the Word/Wednesday Word. Restorative Practice/Behaviour Policy/Social Stories/Comic Strip Conversations. Zones of regulation strategy cards. Charity fundraising events – Cafod Big Lent Walk, Mother and Baby, Loaves and Fishes, Macmillan Coffee mornings. Place2Be groups - Journey of Hope. SEMH groups – e.g. Rainbows, Reducing the Anxiety Gremlin, Different Perspectives. Leavers’ Assembly and Mass PSHE/RSHE/RE/Art/History lessons. Effective questioning and feedback promoting critical and evaluative thinking.

MORAL Development	
Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.	Mutual respect promoted via consistent ready, respectful and safe principles, Gospel and British values. Visual displays reinforcing school’s mission, principles and values. Catholic Social Teaching principle class characters. Half termly British value and gospel value running through PSHE programme and assemblies. House point pupil passports/shop. Online safety workshops. Parent information bulletins/links. Safeguarding Week, including assembly. Child friendly policies for safeguarding, anti-bullying, acceptable use for ICT. Relationships education within PSHE/RSHE programme. Neighbourhood Officer in school and Fire Service visits. Workshops – Be Safe, Bikeability, Crucial Crew, Fire Service.

	English text work (including poetry) and discussion of moral issues/values and personal rights and responsibilities. History studies within our curriculum exploring equality, slavery and moral implications of actions of key historical figures. School Council/Laudato Si/Head Boy/Girl members elected using fair voting system. Equality throughout curriculum, e.g History. Emotionally Friendly schools Bronze award in recognition of consistent whole school approach to building positive relationships and wellbeing.
Understanding of the consequences of their behaviour and actions.	Mission Statement displayed in all classes. Classroom rules established. Restorative approach to promote moral decision-making. Relationships and Behaviour Policy/School Code of Conduct/Home School Agreement. Educational Psychology Service Relational approaches research project. Weekly Gospel Value and Catholic Social Teaching certificates. Whole school house point system with individual passports and shop. Stickers for positive reinforcement. Reconciliation programme. PSHE programme. Zones of regulation programme. RE lessons – e.g. Oscar Romero. Reflective Journals/comic strips/social stories. Attendance rewards. Science/DT/PSHE – how advancement in science and technology can affect society and environment and/or create dilemmas, e.g. creating a pulley system to move vegetables down a valley.
Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	Promoting care for the environment - litter picking, reduce, reuse, recycle. Geography – fairness in distribution of earth's resources, trade and climate change. PSHE and RSHE education – exploring issues of equality and sex education. Other faith studies within each year group. Themed weeks exploring equality, ethical, moral issues and viewpoints, e.g. wheelchair basketball, Goalball and blindfold trampolining and Paralympian visitor during Diversity week. Themed RE visits to other faith institutions. Music studies – how music reflects beliefs/emotions and can be used as a vehicle to promote values/beliefs. DT – moral dilemmas created by technological advancement/considering the notion of sustainability. Capturing pupil voice in school.

SOCIAL Development	
Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.	Looking after Bertie, the school dog. Entering competitions and seeking awards – Athletics, Arts. Homework/Breakfast and all clubs. Whole school theatre sessions fostering a sense of community. Reward Activity – Peel Park, Afternoon Tea. Maths/PE competitions with other schools. Equality Policy driving the school ethos. RSHE syllabus – respecting difference.
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	Cooperative learning structures – partner/table work. Experience and enrichment activities. Residential experience Y6 (subsidised by PPG). Into University visits. Links with the wider world – parent volunteers. Communal activities – School Council fundraisers, Bake Off, School Disco, Summer Social for families, Big Lent Walk, Team activities (e.g. Mission, Laudato Si..)
- Acceptance of 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 - Development and demonstration of skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	Jubilee/Pentecost celebrations. Positive behaviour reinforcement and class rules. Respect and tolerance of one another's culture and beliefs. Head boy/girl and elections for post. Visits from people who help us. Local community visits – post office, library. Transition trips. Into University programme raising aspirations. Debate activities in topics, e.g. Ancient Greece. Sports Day. Pupil responsibilities giving opportunities to exercise leadership – class prefects/leadership teams. Electricity and Computer Explorers workshops – enriching technological opportunities to connect/succeed in the wider world. Specific outdoor activities – Boogie Bounce, Bikeability, Road Safety. Gardening Club, CCT Communication/Collaboration and Teamwork. Positive links with the community events: Carol concerts, cake sales, church visits together with St. Boniface's school, family and pupil discos, coffee mornings, spring and summer socials, Christmas Fairs.

	Stay and Play/Super Six reads/Maths workshops/Technology displays inviting parents to interact alongside pupils.
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CULTURAL Development	
Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.	Celebrating various saints' days – St. Sebastian, St. George, St Patrick, St. Andrew and key events in the liturgical calendar. Celebrating festivals – Harvest, Remembrance Day. Dramatisation of Literary Heritage. History – how our society has evolved, art studies and fieldwork/study of architecture, design and technology. English text work – how language changes over time and societal influence on the use of language. Music studies – composing and key composers. Exploration of link between music and art. Maths – the contribution of other cultures. Geography – reflecting on earth's origins, how diverse society and traditions have developed. Trip to Wardley Hall to see sacred relic.
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	School population – this element permeates the curriculum implicitly with what the children contribute daily. Opportunities to challenge stereotypes and cultural assumptions. Engaging curiosity in individuality and identity in Spanish speaking countries Key Stage Two.
ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities	Exploring stories from other cultures and countries. Elements of culture studied via history/geography/art/religious topics. Developing confidence in basic Spanish – exploring commonalities (food, pets...) Geography – study of physical geography which determines community lifestyle/economy. DT/History – studying inventions which have improved/given pleasure – considering eco-friendly materials used in modern designs – Y6 costume design.
Knowledge of Britain's democratic Parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.	Royal Celebrations. History Units. Field trips. PSHE work linked to democracy. History topics which have influenced the British system. Trips – National History Museum, WW2 Trip, Slavery Museum.

• Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.	Christmas pantomime theatre trip. Cluster sports tournaments. Trim Trail in outdoor area. Swimming lessons in Y4. Choir visits to the local old people's home.
• 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 respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities	Opportunities to showcase our talents. Musical performance with LA diocesan schools. Choir performance at Bridgewater Hall. Ukelele concert at Lowry. Nativity and Christmas concerts. Trips and enrichment activities. PSHE/diversity themed activities.