



SMSC at Overchurch Infant School 2022-23



	DEFINITION	EXAMPLES OF WHAT WE DO	IMPACT	ALL STAFF & ... RESPONSIBLE	NEXT STEPS FOR THIS ACADEMIC YEAR
SPIRITUAL	Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.	<ul style="list-style-type: none"> • R.E curriculum (see file) • Local Visits • Super heroes • Assemblies – Local Church help to lead • Diwali, Eid & Chinese New Year workshops (MEAS) 	Despite limited daily access to children from different beliefs/religions, children show acceptance for all.	J . Wilson C. Williams	MEAS related dance projects to build onto Eid and CNY work. Re-engage local visits.
	Sense of enjoyment and fascination in learning about themselves others and the world around them.	<ul style="list-style-type: none"> • Range of activities eg: dance, role play, visits, visits to enhance learning eg: KS1 visits, workshops, FS knowledge of the world activities 	Children at Overchurch Infant School are enthusiastic in their learning, showing fascination	J . Wilson (RE, assembly and MEAS) History (M. Mutch / S. Parker / S. Seymour) N. Roberts / (PE)	RE dance links - Y1 CNY Y2 St. Mary's visit (RE)
	Use of imagination and creativity in their learning.	<ul style="list-style-type: none"> • Links to art, dance & roleplay within RE & assemblies 	Creative enthusiastic children	J . Wilson (RE, assembly) N. Roberts (PE) T. McAdam (Art)	Dance links. Chinese New Year, Easter and Christmas.
	Willingness to reflect on their experiences.	<ul style="list-style-type: none"> • RAR times • Circle times • Opportunities to stand up & speak in assemblies • P4C sessions weekly in F2 and KS1 	Confident children	J . Wilson (RE, assembly and MEAS) C. Lilliot (singing) C. Williams (PSHE)	Continue to develop P4C and re-establishing superheroes.
MORAL	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.	<ul style="list-style-type: none"> • Golden rules exemplified by super heroes, to prepare children for civil/criminal law • Consequences of right and wrong • Superheroes created for 7 characters, with school council, to help children to understand/respect school and British laws. 	High standards of behaviour	J . Wilson (RE, assembly and MEAS) C. Williams (PSHE)	Re-launch of golden rules and superheroes.
	Understand the consequences of their behaviour and actions.	<ul style="list-style-type: none"> • Clear behaviour strategy across school & adapted where required 	High standards of behaviour	SLT	SLT to monitor behaviour throughout school. Re-launch of Golden Rules, 3 values and Ollie Rules.
	Interest in investigating and offering reasoned views about, moral and ethical issues and be able to understand and appreciate the viewpoints of others on these issues.	<ul style="list-style-type: none"> • Assemblies (and sharing) • Circle time and P4C • Opportunities to discuss & share things important to them. • No outsiders • Jigsaw PSHE scheme 	Children are respectful of others (children & adults)	J . Wilson (RE, assembly and MEAS) C. Williams	Continue to raise profile eg: through subject leader monitoring, circle times, No outsiders. Continue to embed JIGSAW.



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SOCIAL	Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.	<ul style="list-style-type: none"> • Circle time • PSHE • Assemblies • MEAS links • Multi-cultural days • Visits/visitors Local church and elderly group links. 	Children are confident in a range of social situations.	C. Lilliot (music) C. Williams (PSHE) J. Wilson (MEAS)	Re-establish links with The Manor care home and St. Mary's church elder branch (music link). MEAS workshops.
	Willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively.	<ul style="list-style-type: none"> • Singing/socialising at Sainsburys/ Elderbranch at local church/local nursing home. • Eco club • School Council • Circle time 	Children are confident School is well respected	R. Collins / L. Ham (Forest school) C. Lilliot (music) T. McAdam (Eco) S. Seymour (School Council)	Ensure this is maintained. Eg Year 2 visits in summer term. Develop links with church group with regard to up-keep and use of forest areas.
	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; 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"> • British values incorporated into circle time, Picture News and JIGSAW sessions. 	Making people in the community feel valued and respected Children are being prepared to contribute positively in their future local/national/global societies.	S. Seymour (School Council)	Ensure children can talk about what British Values looks like in our school. (School council to lead assembly on)



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CULTURAL	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.	<ul style="list-style-type: none"> Visit Upton War memorial and observe minute silence and Infant Proms Visit to Liverpool via ferry to learn about local heritage of the port. British celebrations - e.g. Royal wedding 	Children are developing an understanding and appreciation of their heritage.	J . Wilson (RE, assembly and MEAS) S. Seymour, S.Parker, M.Mutch (History)	Continue to make explicit links to help the children to understand and appreciate their world. (History and Geog links).
	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.	<ul style="list-style-type: none"> Use of ICT eg You Tube and websites to bring the wider world into the classroom. Special Penny Harvest and Christmas appeals Collections for Alder Hey / Claire House 	Children having appreciation of how they are similar and different from other people in our world.	J . Wilson (RE, assembly and MEAS) C. Williams (PSHE)	Continue to make the children aware of different cultures and make links explicit. RE & PSHE leaders to monitor
	Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.	<ul style="list-style-type: none"> Democratically vote for the school council members. See History Curriculum Bonfire night School council votes 	Children have a very basic understand of Democracy.	S. Elliott (school council)	School council bigger voice in promoting British Values eg half-termly assemblies.
	Willingness to participate in, and respond to, for example, artistic, sporting and cultural opportunities.	<ul style="list-style-type: none"> Infant Proms World Cup writing week Autism Awareness day CNY and Eid celebrations (inc dance and art) 	Experience a wide range of multi-cultural activities.	C. Lilliot (music)	Infant Proms to re-start?
	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"> See British Values in our School. RE curriculum Assemblies MEAS workshops for F2 and KS1 	Children are being prepared to contribute positively in their future local/national/global societies.	J . Wilson (RE, assembly and MEAS) C. Williams (PSHE) S. Elliott (school council)	Develop theme days with a British Values focus (led by school council). Ensure children can talk about what British Values looks like in our school.