



At Pirton, we aim to provide a broad and balanced Curriculum, believing that exciting and active events help learning recall, promote SMSC development and are memorable experiences for all pupils. This document should be considered alongside our document which shows Educational Visits and Visitors.

SMSC			
Social Development	Moral Development	Spiritual Development	Cultural Development
<p>Social development is about developing relationships with others and understanding how to interact with people from different backgrounds and cultures. It involves learning about social norms, customs, and traditions, as well as developing social skills and the ability to communicate effectively.</p> <p>House system where children have an opportunity at least once per term to work with other members of their house collaboratively e.g. Christmas card competition</p> <p>Pupil groups which bring learners across the school together to work on join projects.</p> <p>Year 6 buddies for the younger children to support the children to settle.</p> <p>Wider community is used to support children from the very beginning of their time in school (volunteer readers include grandparents and members of our local community)</p> <p>All children in KS2 have two opportunities to attend residential (LKS2 and UKS2) These are part funded by the school for PP and also by local grants.</p>	<p>Moral development relates to the development of a sense of right and wrong, as well as an understanding of how to behave in a way that is consistent with one's own values and beliefs. It also involves developing empathy and respect for others and their beliefs.</p> <p>Assemblies are linked to our learning behaviours and our rules (Mondays and Wednesdays)</p> <p>Therapeutic Thinking Behaviour Policy which encourages children to think about their actions and the impact on others. This is supported by visuals to make it accessible to all learners.</p> <p>Learning Behaviours of "Responsible" and "Respectful"</p> <p>Charity events such as Children in Need, Remembrance Day. These are used as learning opportunities as well as fundraising.</p> <p>Discussions about right and wrong.</p> <p>Circle Time as a key focus in PSHE curriculum.</p> <p>PSHE curriculum has a thread of "Citizenship"</p>	<p>Spiritual development refers to the development of a sense of identity and belonging, as well as an understanding of life's purpose and meaning. It includes exploring and developing an individual's own beliefs, values, and experiences, as well as respecting the beliefs and experiences of others.</p> <p>Regular Assembly topics including religious assemblies such as Divali, Eid</p> <p>RE curriculum embedded with visits and visitors from other faiths</p> <p>New RE curriculum launched this year by LA which focuses on worldviews. The RE curriculum teaches themes rather than religions which encourages children to see similarities in faiths.</p> <p>RE curriculum uses "Ultimate Questions" which encourage children to ask those big questions.</p> <p>Assembly timetable recognises key festivals in all religions and special days.</p> <p>Harvest Festival assembly which includes donating to local food bank.</p>	<p>Cultural development involves understanding and appreciating the richness and diversity of different cultures, and the ability to interact respectfully with people from different backgrounds. It involves learning about different customs, traditions, and beliefs, as well as understanding the historical and social contexts that shape them.</p> <p>Whole school visit to Pantomime in December each year.</p> <p>Peripatetic music lessons (guitar, flute, ukulele and piano) Participation is part funded for pupils in receipt of Pupil Premium Funding.</p> <p>Herts Music Service provide whole class teaching (one class per year) – Doods and Toots for Falcons and Owls this academic year.</p> <p>All classes have at least three curriculum enhancement opportunities each year.</p> <p>All classes visit places of worship including our local church regularly.</p> <p>Engagement with Herts Catering theme meals such as for Divali.</p> <p>Visitors to assemblies such as religious groups to talk to children (e.g. Year 6 bibles) and visitors from local synagogue.</p>

<p>Wide and varied range of clubs offered including inflatables, archery, fencing. These are open to a range of year groups ensuring children mix across ages.</p> <p>Lunchtime system means that children sit in small groups (Family style dining)</p> <p>Participation in events with the wider network of local schools such as Tag rugby, Maths competitions, football league.</p> <p>All parents are invited to join assemblies (monthly) and also parents of children receiving awards are invited to join Golden Assemblies (termly)</p> <p>Wide range of educational visits and visitors are offered (see separate Educational Visits document)</p> <p>Paired reading between partner classes which gives opportunities to read with children in other classes.</p> <p>Over the academic year, children are given the opportunity to present to their class. All other children are given the opportunity to listen and respond. This contributes to social development through listening to others and learning about their interests.</p> <p>Half termly book looks take place where children have the opportunity to talk about their learning to their parents/carers developing their communication skills.</p>	<p>Whole school, collaborative reward system rather than individual rewards mean that children value the contributions of others.</p> <p>Clear moral code for behaviour which has been shaped by the children and is promoted consistently through all aspects of school.</p> <p>Over the academic year, children are given the opportunity to present to their class. All other children are given the opportunity to listen and respond. This contributes to moral development through listening to others and learning about their interests.</p>	<p>Weekly assemblies with the local vicar, Rev Mary who is also a member of our parent community (Thursdays)</p> <p>Learning Behaviour of “Reflective” which teaches the skill of self-reflection. Learning Behaviour of “Respectful” teaches children to respect all members of their community and beyond.</p> <p>Therapeutic Thinking Behaviour Policy which encourages children to self-reflect.</p> <p>Christmas Carol Concert for members of the local community.</p> <p>Celebration Assembly where children’s external activities are celebrated and reflected on.</p> <p>Children are encouraged to reflect on their own beliefs in quiet moments in lessons and in assemblies.</p> <p>Three school rules permeate our school and our learning behaviours are used in a therapeutic way to encourage self-reflection.</p> <p>The school took part in the Great Representations programme, HFL, to focus on diversity in schools.</p> <p>In May 2025, we took part in the Heads Up Colour Carnival which focused on mental health and wellbeing.</p> <p>We engage with Phase Workshops which offer mindfulness support for children across the school.</p>	<p>Range of diverse texts in all classrooms – the mirrors and windows approach to materials provided to children.</p> <p>Small world and other provision reflects a range of cultures. Cultural events embedded into role play/home corner etc.</p> <p>Home visits used in Reception to gain an understanding of children’s lived experiences. These are then embedded into the curriculum.</p> <p>Participation in national music events such as Young Voices choir trip to Wembley.</p> <p>Whole school participation in VE day commemorative event – see blogs for further information.</p>
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