



## SMSC, Keeping Healthy and RSE Definitions and Activities



Definition	Examples of what we do (by no means exhaustive)...
<b>Spiritual</b>	
<ul style="list-style-type: none"> <li>• Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>• Knowledge of, and respect for, different people’s faiths, feelings and values</li> <li>• Sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>• Use of imagination and creativity in their learning</li> <li>• Willingness to reflect on their experiences</li> </ul>	RE PSHE Assemblies Trip Visitors All curriculum subjects

Definition	Examples of what we do (by no means exhaustive)...
<b>Moral</b>	
<ul style="list-style-type: none"> <li>• Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England</li> <li>• Understanding of the consequences of their behaviour and actions</li> <li>• 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</li> </ul>	ECO Schools Awards Eco Council Outdoor Learning All curriculum subjects

Definition	Examples of what we do (by no means exhaustive)...
<b>Social</b>	
<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Acceptance of and engagement with the fundamental <b>British values</b> of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain</li> </ul>	Outdoor Learning / Beach Schools Assemblies Class Readers All curriculum subjects Behaviour Mark Anti-Bullying Ambassadors



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<b>Cultural</b>	
<ul style="list-style-type: none"> <li>• Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>• Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> <li>• Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>• Knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>• Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>• 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. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</li> </ul>	PSHE ARTS Council Award - Gold Assemblies Class Readers All curriculum subjects

Definition	Examples of what we do (by no means exhaustive)...
<b>Keeping Safe and RSE</b>	
<ul style="list-style-type: none"> <li>• Pupils’ age-appropriate understanding of healthy relationships through appropriate relationships and sex education</li> <li>• Equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique</li> <li>• An inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation</li> <li>• Pupils to recognise online and offline risks to their wellbeing – for example, risks from criminal and sexual exploitation, domestic abuse, FGM, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them</li> <li>• Pupils to recognise the dangers of inappropriate use of mobile technology and social media</li> </ul>	PSHE Assemblies School Council All curriculum subjects



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<b>Keeping Healthy</b>	
<ul style="list-style-type: none"><li>• Pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy</li><li>• Pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities</li></ul>	PE and Sport School Games PLATINUM Award Extra-Curricular Clubs PSHE Sports Days Intra/ Inter-school events Cookery Club Breakfast and After School Club Lifebus – SCARF Education Healthy Schools Award