

SMSC Evidence at Surlingham Primary School 2026-2027

At **Surlingham Primary School**, our values *Believe, Explore, Achieve* run through every aspect of our SMSC provision. Each strand of SMSC supports children to grow into confident, inquisitive and successful learners who enjoy their childhood and develop as fully rounded individuals.

BELIEVE - We believe in ourselves and others

Spiritual

- Opportunities for reflection (assemblies, outdoor learning, RE, circle time) help pupils develop self-awareness and confidence.
- Celebrating effort, resilience and personal growth in class, assemblies and sports events nurtures self-belief.
- Creative subjects (art, music, dance) encourage children to express themselves and value their uniqueness.

Moral

- Clear behaviour expectations and restorative approaches help children believe they can make positive choices.
- Ethical discussions (PSHE, RE, debates) build confidence in expressing values and viewpoints.
- Leadership roles (play leaders, school council, eco council) build trust in themselves as responsible individuals.

Social

- Mixed-age play and lunch seating help children feel valued and supported by others.
- Team sports and group activities encourage pupils to believe in their ability to contribute and succeed.
- Community involvement (charity events, themed days, visitors) helps pupils feel part of something bigger.

Cultural

- Exposure to a range of beliefs, traditions, music, languages and arts helps children believe that diversity is valuable and celebrated.
- Trips and visitors broaden horizons and develop pride in their identity and community.

EXPLORE - We are curious and love learning

Spiritual

- Visits to places like nature reserves, farms and museums inspire awe, wonder and curiosity.
- Reflection activities prompt children to explore their feelings, identity and beliefs.

Moral

- PSHE and philosophy-style discussions allow children to explore complex ideas such as fairness, equality and responsibility.
- Sports competitions teach pupils to explore the impact of choices, rules and fair play.

Social

- Collaboration in lessons, clubs and wider activities encourages pupils to explore different viewpoints and learn from others.
- Wraparound care activities, mixed play and cross-year groups help pupils explore friendships and social situations safely.

Cultural

- Music, French, RE, and multicultural events allow pupils to explore diverse traditions.
- Trips to cultural sites and interactions with visitors (Reverend John, Buddhist guests, community members) help children explore the wider world.

ACHIEVE - We always do our best

Spiritual

- Children experience pride and fulfilment through activities such as performances, creative projects and reflective achievements.
- Calm, supportive learning environments help pupils achieve a sense of wellbeing.

Moral

- Understanding responsibility and perseverance supports children to achieve in behaviour, learning and personal development.
- Taking ownership of their actions (e.g., restorative conversations, peer leadership) helps them achieve maturity and independence.

Social

- Teamwork in sports festivals, competitions, and class projects enables children to achieve collective success.
- Active involvement in school and eco councils empowers pupils to achieve change and make meaningful contributions.

Cultural

- Celebrating cultural diversity helps children achieve a broad and enriched understanding of the world.
- Participation in festivals, performances and creative subjects allows pupils to achieve in artistic and cultural domains.

SMSC is therefore not an add-on—it is central to how the school lives its mission and nurtures confident, inquisitive and successful learners.

The evidence collected and tabled below gives some examples of where SMSC can be evidenced in school and has been collected through –

- Learning walks within school (including observations and QA's)
- Staff meeting discussions, training and feedback
- Curriculum progression maps
- Timetabled events (school calendar/trips tracker)
- Weekly Assemblies
- Staff, Parents and Pupil Voice

School aspect	Evidence			
	Spiritual	Moral	Social	Cultural

Assemblies (our assemblies cover the following within specific themed talks)	• The importance of gratitude • Finding purpose and meaning in challenges • Mindfulness and inner calm • Festivals of light (Diwali, Hanukkah, Christmas etc.) • Growth mindset & believing in your potential • Appreciating nature and the environment • Understanding different faith traditions • Hope in difficult times • Forgiveness and letting go • Kindness as a daily practice • Singing assembly • Celebration assembly • Values for Life assemblies	• Making good choices • Honesty and integrity • Responsibility for our actions • Bullying and being an upstander • Digital citizenship and online behaviour • Environmental responsibility & climate ethics • Equality and fairness • Consequences and accountability • Respect for differences • Ethics in modern life (AI, tech, consumer choices)	• Working together and teamwork • Building a positive school community • Friendship and resolving conflict • Celebrating diversity • Leadership and taking initiative • Mental health awareness • Anti-racism and inclusion • The importance of volunteering • Helping others in school and beyond • Celebrating collective achievements • Anti-bullying week • Safer Internet Day	• Celebrating cultural diversity • Global citizenship • British values and heritage • Important cultural festivals around the world • The arts: music, dance, literature • How culture shapes identity • Creativity and innovation in different cultures • Historical events that shaped society • Languages of the world • Understanding stereotypes and challenging them • Christmas/Easter assemblies • Visits from community members (Padmaolka – Buddhist) • Reverent John – Out of the box assemblies and sessions
Break and lunch times	• Enjoying the Daily Mile as a moment to connect with nature and personal goals • Reflecting on personal bests in weekly timed runs • Pupils encouraging each other — recognising their own strengths and those of others • Quiet zones where children can relax, calm, or reflect • Celebrating effort as much as achievement (e.g., “What went well?” moments)	• Play leaders modelling fair play and enforcing simple rules • Older pupils helping younger ones solve disputes appropriately • Children sharing equipment and taking turns • Responsibility for looking after playground resources • Following safety rules during the Daily Mile	• Mixed-age friendships formed naturally through shared play areas • Play leaders organising games that include all age groups • Pupils supporting each other at lunchtime in mixed seating arrangements • Clubs run by children (e.g. football, skipping, dance) • Teamwork and communication in organised sports events	• Introducing playground games from different cultures (e.g., Elastics, Kabaddi, 1-2-3 Block) • Celebrating national initiatives such as the Daily Mile, Comic Relief Mile, Sports Relief • Sharing traditional games taught by pupils’ families • Playground competitions inspired by global sporting events (e.g., Olympics, World Cup)

	• Activities that promote mindfulness (e.g., calm colouring table, sensory play) • Appreciating outdoor spaces and showing care for the environment (Eco council)	• Choosing games that include everyone • Dealing with conflict through restorative conversations • Encouraging honesty during competitive sport games	• Peer mentoring during the Daily Mile (older pupils pacing younger ones) • Social skills developed through role-play games • Pupils helping staff set up and tidy equipment • Encouraging new pupils to join games and feel included • Cooperative challenges such as obstacle courses or team relays	• Using inclusive language and learning game instructions from various backgrounds • playground activities • Encouraging creativity through art or chalk drawing linked to cultural themes
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Curriculum Links	English — The Write Stuff • Reflective writing and personal responses • Exploring characters' motivations and emotions • Poetry that captures awe or wonder Maths — White Rose • Appreciating patterns and logic • Reflecting on perseverance during problem-solving • Understanding real-life meaning behind maths History & Geography — Connected History/Geography • Exploring human experiences across different eras • Considering big questions about our world and environment • Appreciating the significance of places and cultures PSHE & RE — Jigsaw	English — The Write Stuff • Debating moral issues in texts • Considering consequences of characters' actions Maths — White Rose • Fairness in sharing, grouping, and logic • Representing data honestly History & Geography — Connected History/Geography • Understanding injustices and their impacts • Ethical discussions about environment and sustainability PSHE & RE — Jigsaw • Learning right from wrong • Understanding consequences and responsibility	English — The Write Stuff • Group discussions • Drama, role play, partner work Maths — White Rose • Collaborative problem-solving • Explaining thinking to partners History & Geography — Connected History/Geography • Group research and presentations • Exploring how communities change over time PSHE & RE — Jigsaw • Empathy, listening, turn-taking • Building relationships and resolving conflict Music — Charanga / Ukulele / Keyboard • Ensemble performance • Supporting peers in musical development	English — The Write Stuff • Literature from many cultures • Stories that explore identity and heritage Maths — White Rose • Contributions of diverse mathematicians • Cultural number systems and patterns History & Geography — Connected History/Geography • Exploration of global cultures and societies • Heritage studies and world geography PSHE & RE — Jigsaw • Learning about world faiths and beliefs • Respecting cultural traditions and diversity Music — Charanga / Ukulele / Keyboard • Music from around the world
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	• Mindfulness practices (“Calm Me”) • Exploring beliefs, identity, values • Reflecting on personal experiences Music — Charanga / Ukulele / Keyboard • Emotional expression through music • Experiencing the joy of performance • Responding to a variety of musical styles French — Rigolo • Appreciating language as a bridge between people • Reflecting on identity through multilingualism PE — PE Hub • Personal reflection on physical achievements • Recognising effort and growth Art & Design • Expressing feelings and identity through art • Responding to nature and beauty in artwork • Reflecting on deeper meanings behind artistic styles and choices • Experiencing mindfulness through sketching and creativity	Music — Charanga / Ukulele / Keyboard • Respecting others’ performances • Understanding intellectual property and copyright French — Rigolo • Respectful communication in a different language • Cultural etiquette and politeness PE — PE Hub • Sportsmanship and fair play • Respecting rules and each other Art & Design • Respecting others’ artistic work and ideas • Discussing ethical themes in protest art or historical art • Using materials responsibly and sustainably • Understanding rights and ownership of artwork	French — Rigolo • Paired dialogues and communication tasks • Cooperative vocabulary games PE — PE Hub • Teamwork, roles, leadership • Inclusive participation Art & Design • Group murals or collaborative projects • Peer feedback that supports and encourages • Roles such as art monitors or display helpers • Exhibitions and sharing work across the school	• Cultural significance of musical styles French — Rigolo • French culture, festivals, food, traditions • Learning about the wider Francophone world PE — PE Hub • Traditional games from other cultures • Global sporting events and heroes Art & Design • Studying artists from a range of cultures • Exploring global art traditions and techniques • Celebrating British art and heritage • Understanding how art expresses cultural identity
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Wrap around care (including sports clubs)	Breakfast Club • Quiet, calm start to the day encouraging reflection • Children choosing their own breakfast and recognising personal preferences • Opportunities to enjoy creative craft activities that promote mindfulness • Building a sense of gratitude for food and shared time • Mixed-age interactions that foster empathy and care After School Club • Enjoyment and fulfilment through creative crafts • Opportunities to explore personal interests (e.g., drawing, building, reading) • Calm, reflective moments during quieter sessions such as movie club •	Breakfast Club • Taking responsibility for choosing and serving their own breakfast appropriately • Practising good table manners and showing respect during shared meals • Sharing resources fairly during craft or game activities • Understanding expectations around behaviour in a mixedage environment After School Club • Fair play during sports and games • Respecting rules and equipment • Making sensible food and snack choices • Learning that actions have consequences (e.g., turn-taking, resolving small conflicts) • Respecting others' opinions during movie or activity choices	Breakfast Club • Mixed-age seating helps build friendships across year groups • Older pupils naturally support younger ones during self-service breakfast • Children interact through board games, group activities, and shared crafts • Developing conversation skills in a relaxed environment After School Club • Teamwork through group sports and cooperative games • Taking turns to choose activities or movies • Strengthening friendships beyond classroom groups • Collaboration during craft projects • Developing leadership skills (e.g., helping set up games or organise activities) • Building a strong sense of belonging to the school community	Breakfast Club • Trying different breakfast foods, including those from varied cultural backgrounds • Opportunities to learn about food traditions through themed mornings (e.g., Pancake Day, World Food Days) • Sharing stories, interests and traditions while eating together • Craft activities inspired by cultural festivals (Diwali, Christmas, Chinese New Year, Eid etc.) After School Club • Exploring games and sports originating from a range of cultures • Movie club featuring diverse stories and characters • Craft activities linked to cultural celebrations, historical events, or world themes • Opportunities to celebrate the school's cultural identity through displays or projects • Learning about and appreciating the interests and backgrounds of other children
School council	• Members reflect on the needs of others when	• Making fair decisions on how school funds should be used	• Representatives from each year group working together as a team	• Choosing charities and projects that promote equality, inclusion, and global awareness

	choosing charities to support			
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	• Developing a sense of purpose through representing their peers Feeling pride and fulfilment in contributing to school improvements • Considering the impact of their decisions on the whole school community • Reflecting on moral values during discussions about charity events and fundraising • Understanding that their voice and actions can make meaningful change • Encouraging pupils to recognise their own strengths, leadership qualities, and potential	• Considering ethical issues when choosing charities or community projects • Debating and agreeing on improvements that benefit everyone, not just individuals • Learning responsibility through leadership roles (Chair, Vice Chair, representatives) • Modelling integrity and fairness for other pupils • Listening to different viewpoints and making balanced, justified decisions • Encouraging honesty when presenting class ideas or feeding back from meetings	• Developing strong communication skills during meetings and feedback sessions • Building confidence through speaking in front of peers and adults • Collaborating to plan school events and themed days (e.g., Children in Need) • Supporting the local community through chosen service projects • Strengthening relationships across year groups through shared leadership • Encouraging pupil voice and ensuring everyone in school feels heard • Running surveys or class discussions to gather pupil ideas and opinions	• Planning themed days that celebrate cultural events or national charity campaigns • Encouraging diverse voices and perspectives from across the school • Learning about different needs within the local community and beyond • Promoting cultural understanding through activities, posters, and school-wide campaigns • Helping to shape events that celebrate British values and cultural heritage • Representing the views of pupils from all backgrounds and year groups • Understanding how communities work together to bring about positive change
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Eco-Council	• Encouraging pupils to appreciate the beauty and wonder of the natural world • Reflecting on the importance of caring for the environment • Feeling a sense of purpose and pride through contributing to a greener school • Developing gratitude for the outdoors and natural spaces around the school • Creating wildlife areas (mini pond, garden spaces) that	• Making informed, ethical decisions about how to protect the environment • Understanding moral responsibility to reduce waste and care for resources • Choosing eco-friendly actions that benefit the whole school and planet • Reviewing and improving school habits (e.g., recycling, energy use)	• Representatives from every year group working together toward shared goals • Collaborating on projects such as gardening, pond creation, and green initiatives • Developing leadership skills as members guide eco-friendly changes across the school • Encouraging teamwork during gardening club and	• Learning about global environmental issues and how they affect different communities • Exploring cultural approaches to sustainability, gardening, and caring for nature • Contributing to the school's environmental identity by working toward the Green Flag
	• promote calm, reflection, and connection with nature • Considering how individual choices impact the wider world and future generations • Experiencing wellbeing benefits through gardening and outdoor activities	• Working towards the "Green Flag" teaches accountability and longterm commitment • Discussing environmental justice and fairness (e.g., impact of climate change) • Making sustainable choices during gardening and outdoor projects	outdoor improvement tasks • Communicating ideas back to classes and gathering suggestions from peers • Engaging the wider school community in activities such as litter picks, recycling drives, or nature days • Strengthening relationships through shared responsibility and collective success	• Understanding how caring for the environment is part of global citizenship • Celebrating eco-friendly events or international environmental days • Exploring how environmental changes impact cultures around the world • Promoting a school culture where sustainability is valued and embedded

Trips and Visitors (including visitors in school)	- Children experience awe, pride and self-belief during activities such as the Dance Festival, the Spirit of the Games Festival, and the Athletics Competition, where they challenge themselves and celebrate personal growth. - Reflective moments during nature-based trips such as Whitlingham Country Park and farm visits, helping pupils appreciate the natural world. - Assemblies led by Reverend John encourage pupils to explore values, faith and spirituality. Out of the Box storytelling sessions and visits from a Buddhist practitioner provide opportunities for	- Sporting events such as the Dodgeball Competition, Tag Rugby Festival, Basketball Competition, Football Tournaments, Swimming Gala, and Cross Country reinforce fairness, respect, sportsmanship and responsibility. Active Leaders Training develops leadership qualities, encouraging honesty, reliability and encouraging others. - Visitors such as Dental Nurses promote making safe, healthy and responsible choices. - Discussions around ethics, teamwork and integrity take place	- Pupils work cooperatively during group activities including Multi-skills Festivals, Athletics Competitions, Tag Rugby, and Team Sports Clubs. Three-session skiing progression lessons build perseverance, communication and mutual support. - Trips such as the visit to Wymondham Heritage Museum and the Local Farm encourage teamwork, shared experiences and positive peer relationships. Whitlingham Watersports sessions promote resilience, collaboration and trust.	- Events such as the Dance Festival, Spirit of the Games Festival, and Multiskills Festival allow children to explore sporting and creative cultures from different traditions. - Visits to local cultural sites such as the Wymondham Heritage Museum deepen understanding of local history and heritage. Exposure to religious and cultural diversity through sessions with Reverend John, Buddhist visitors, and Out of the Box Bible storytelling. - Outdoor water sports at Whitlingham introduce pupils to national outdoor activity culture and broaden their life experiences.
	pupils to reflect on different beliefs and worldviews. Year 6 – Bawdsey Residential – Children taking risks, developing independence and developing self-esteem.	before and after competitions and festivals.	- Visitors (Reverend John, Buddhist guest, Dental Nurses) support social interaction, discussion and community awareness. - Parent café's – Both children showing off their learning, sharing knowledge and wisdom from adults too.	

Staff Training, Policies	• Staff engage in reflective practice and professional development that promotes wellbeing, resilience and a calm, nurturing environment. Mandatory training (e.g. safeguarding, mental health awareness) encourages staff to consider the emotional wellbeing and dignity of every child. • Policies such as behaviour, equality, and inclusion support a culture of respect for every individual. • Staff training on pastoral support equips adults to listen empathetically and sensitively to pupils' views and concerns. CPD opportunities that explore values, personal development and reflective practice help embed a positive school ethos.	• School policies ensure fairness, consistency and justice in behaviour management, antibullying, and rewards systems. Mandatory safeguarding training ensures staff are confident and responsible in keeping pupils safe. • Equality, diversity and inclusion training promotes ethical decision-making and challenges discriminatory attitudes. Staff training on restorative approaches supports moral understanding and accountability. Clear policies (e.g. behaviour, anti-bullying, complaints) ensure high standards of integrity, responsibility and respect. • All staff clear to have clear knowledge on prevent and to have completed Prevent Training	• CPD and training in teamwork, communication, and collaborative teaching practices strengthen professional relationships and support pupil outcomes. Policies such as staff code of conduct, safeguarding, and duty of care promote a safe, cooperative and supportive school environment. • Regular training ensures staff have the skills to foster positive social relationships among pupils (e.g. facilitating group work, supporting conflict resolution). Professional learning on pastoral care strengthens the supportive networks pupils experience daily. • Staff training in inclusive practice ensures everyone feels valued and represented.	• Equality and diversity training promotes understanding and celebration of cultural differences. Policies for British values, SMSC, and equal opportunities ensure that cultural awareness is embedded across the curriculum. • CPD opportunities explore cultural perspectives and how to incorporate diverse voices and traditions into learning. • School policies support inclusive representation in resources, displays, lessons and wider school life. Staff training on global learning encourages pupils to become culturally aware citizens who respect different traditions and worldviews.
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