

## ***Policy & Procedure***



# **SMSC Policy 2020-2023**

This policy is reviewed every three years and was agreed by the Governing Body of Chellaston Junior School in Autumn 2020 **and will be reviewed again in Autumn 2023**

Signed: \_\_\_\_\_ Chair of Governors

Date: \_\_\_\_\_

## ***Non-Statutory Policy***

**Aims and Vision**

**Chellaston Junior School**

“Together we are **stepping to success**. Together we are **working to achieve our best**.”



**Our aim** In striving to become an outstanding school, at CJS we will help ALL pupils to be:

- **Successful Learners** who enjoy learning, make excellent progress and achieve very high standards across the curriculum
- **Confident Individuals** who are able to lead happy, safe, healthy and fulfilling lives
- **Responsible Citizens** who make a positive contribution to British and the global society

**Curriculum Intent**

At Chellaston Junior School, we ask, “**Why?**”. Our curriculum is based on developing enquiring minds.

Through our curriculum, we teach our pupils core knowledge, which then equips them with the ability to showcase their **reasoning** skills. We want our children to ask ‘why?’ and develop their independence and **resilience** to answer their own questions for themselves.

We encourage and foster pupils’ **creative thinking**, allowing them to explore and respond to the world we live in, through the curiosity of asking ‘why?’

At Chellaston Junior School, we never put a ceiling on what pupils can achieve; we stretch them so that each pupil can reach their full potential. We adapt our curriculum to suit the needs of all our learners. Our adaptations allow equality of opportunity for every child; no pupil is left behind.

**What is SMSC (Spiritual, Moral, Social and Cultural) Education at CJS?**

The ethos at Chellaston Junior School school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

Through living the school vision (see the image above), the school aims help the pupils to develop an inner discipline and will encourage pupils to not just ‘follow the crowd’ – they will make up their own minds and be ready to accept responsibility for what they do. We want the children to show a commitment to their choice but also to recognise the need to reflect and

evaluate on that choice - if the decision isn't right for them or for well-being of those around them, we would want them to have the confidence to adjust that choice if needed.

This policy links directly to many other school policies including the Behaviour (and Restraint) Policy, the RE and Collective Worship Policy and the British Values Policy.

## **Planning**

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PSHCE, RE and RHE activities.

### **1. Spiritual Development**

Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, self being, worth and purposefulness

The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

These can occur during any part of the school day, e.g. When listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future etc.

### **2. Moral Development**

At Chellaston Junior School we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgments
- Ensure a commitment to personal values
- Have a respect for others need, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience.

Our school develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school and is explicit in the school rules
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views

and practice moral decision making

- Rewarding expressions of oral insight and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the schools values through images, posters, classroom displays , etc. and monitoring in simple ways, the success of what is provided.

Teachers always discuss, with their classes, the school rules. These rules are consistently applied across all classes and represent the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through collective worship, weekly PSHCE sessions and other discussion sessions. We are interested in the development of the whole child and endeavour to raise their self-esteem through praise, stickers, Pupil of the Week, Dojo points and other means that highlight both academic and social achievements (see Behaviour and Restraint policy).

Many different moral dilemmas are looked at through reading class novels. Class teachers use these opportunities to discuss characters choices and actions.

### **3. Social Development**

At Chellaston Junior School, we recognise that pupils, the majority of whom have begun to become socially aware in other schools in KS1, are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family and the school
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupil social development by:

- Fostering a sense of community, with common, inclusive values and a shared vision
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work cooperatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community – e.g. through assemblies, residential experiences, school productions
- Helping pupils develop personal qualities which are valued in a civilised society, e.g. thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs

- Providing opportunities for engaging in the democratic process and participating in community life
- Providing positive and effective links with the world of work and the wider community
- Monitoring in simple, pragmatic ways, the success of what is provided

#### **4. Cultural Development**

Children at CJS should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This is done through music, PE, Geography, PSHCE, History, Art and many other curriculum areas. (see medium term plans for each subject)

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops pupil cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions etc. As well as developing partnerships with outside agencies and individuals to extend pupils cultural awareness, e.g., theatre and museum visits
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with subject leaders of PSHCE, RE, Languages and the School Council.

#### **Pupil Voice**

The term 'pupil voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life.

Pupil Voice permeates all levels of our work together, from pupils participating in small group and whole class conversations to pupils establishing procedures, events and contributing to the overarching ethos of the school. A Pupil Questionnaire is issued twice annually to enable the school's leaders to hear how the pupils feel about their experiences at CJS. Individual subject leaders conduct pupil voice interviews to allow groups of pupils to share their experiences of the subject within the classroom. This is used to impact future planning.

School Council, whose members were elected by their peers, meet roughly monthly and are a valuable asset to the school.

#### **Inclusion**

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

### **Monitoring and Evaluation**

The implementation and impact of SMSC across the school is a joint responsibility held by the Senior Leadership Team, the Well-Being leader and the PSHCE leader,

### **Equality Statement**

At Chellaston Junior School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- sex;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.