



A Guide to SMSC at Holtsmere End Junior School 2017



At Holtsmere End Junior School we recognise the importance of promoting and developing Spiritual, moral, social and cultural understanding in order to prepare pupils for their exciting futures.

A variety of opportunities throughout the curriculum are provided for children to engage in and enjoy learning using 'awe and wonder' as a stimulus.

The school encourages deep reflection and thinking about a range of Spiritual, moral, ethical, social and cultural issues are developed through assemblies, curriculum time and circle time.

The experiences that are provided also incorporate a wide range of external visits, visitors and whole school events that celebrate achievement, cultural diversity and community, enriching the learning experience.



WHAT IS SMSC?

SPIRITUAL, MORAL, SOCIAL AND CULTURAL UNDERSTANDING

Spiritual development:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.

- Use of imagination and creativity in their learning.
- A willingness to reflect on their experiences.

Moral development:

- Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.
- Understanding of the consequences of their actions.
- An interest in investigating, and offering reasoned views about, moral and ethical issues.

Social development:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively.
- Interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural development:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.

Spiritual development is promoted through:

- Using 'awe and wonder' as a stimulus to lessons and topics
- The teaching of Religious Education through Living Difference. The RE curriculum develops children's spiritual journey through the exploration of a range of beliefs and cultures. Differences are celebrated as shaping a diverse and fascinating society

where each culture can learn positively from each other. Tolerance of and a positive interest in the beliefs and views of others is promoted throughout.

- Photographs around the school of the children involved in a variety of activities highlights the reflective nature of the school and this, combined with quotations and thought provoking pictures and posters encourage children to appreciate the world around them.
- Children are encouraged to work imaginatively in art, DT and the performing arts.
- A sense of enjoyment and fascination in learning is encouraged through the curriculum and observations show children demonstrating a sense of excitement, mystery and curiosity. Children are very engaged in the curriculum.
- High levels of empathy and reflection are evidenced from the curriculum and children show that they are able to put themselves in others' shoes
- Daily assemblies and within class reflection time
- Displays that show a wide range of spiritual development
- Rights, respect and responsibility. School & Class Charters
- Personal, Social, Health and Emotional Education
- Active Learning, children being involved in their learning and assessment of their learning
- Developing our learning behaviours-questioning, taking pride, being reflective, showing initiative, persevering, communicating, collaborating, being flexible, being confident and making links
- Developing artistic talents including art lessons and homework
- Developing musical talents including music lessons, choir, whole school singing, performances and performing during assemblies
- Science eg growing in the biodome
- Harvest assembly- giving to DENS the local homeless charity
- Maths eg solving problems and investigating
- School Council, Sports Council and Eco Committee
- Peer and self evaluation
- Empathy in Guided reading and reciprocal reading
- RE curriculum
- Responding/reflecting on events
- Residential Visit for Year 6
- Drama opportunities in lessons, visiting pantomimes and performances eg Oliver Twist
- Visits and Visitors eg artist, police, vicar, councillor, illustrator, author, Paralympic Athlete,
- Working with and in the community, visits to church, working with infants, elderly visitors served lunch by School Council
- Global diversity eg What It Means to be British, .
- Outdoor Learning
- School Values
- Using current affairs to raise questions eg floods, earthquakes, elections,

- Work with local council eg Invite councillor in, write to council over litter



Moral development is promoted through:

- The Behaviour Policy-very clear expectations about behaviour ensure that children have a very clear understanding of the difference between right and wrong and they readily apply this to their own lives. The positive approach to behaviour focuses on the positive reinforcement of our values The children are encouraged to take responsibility for their own actions & choices.
- Our Learning Behaviours are embedded in every lesson and are at the heart of all learning
- Regular PSHE lessons including debating moral & ethical issues
- Assemblies, anti-bullying week, child line awareness, road safety, children in need, comic relief
- Story writing
- Recycling topic
- Charity work including Children In need, Red Nose Day, Sport Relief, DENS local homeless charity
- Our School council make decisions and seek the opinions of their class mates
- Drugs education including alcohol and tobacco.
- Sex and relationship education.
- Staying safe when using the internet (E-safety) and Road Safety
- Aspirational visits to assembly
- Celebration assembly-Head teacher awards, Reading Awards, Handwriting awards, 5R target achievement awards and Attendance Awards
- Displays of School aims and values in every room

- Assemblies connected to the 5R's weekly theme
- Pupil Voice through The School Council
- Parent Participation, reading, Head's surgeries, meeting with SENcO



Social development is promoted through:

- When using Playground buddies in the playground to support friendships and encourage playtime games.
- Transition links with Infant and Secondary school
- Pair work/group work
- Monitors
- Children participate effectively in a variety of social settings and high levels of cooperation is demonstrated both in learning and social contexts eg sporting competitions, gifted and talented events with a variety of other schools.
- Effective social skills are modelled by staff
- Children demonstrate a high level of willingness to put themselves in difficult social situations eg productions, leading assemblies, showing visitors and parents around, being interviewed by governors
- Regular whole school or year group visits or visitors.
- Sports competitions.
- PSHE- resolving conflict
- Child line assembly/workshops
- School council
- Links with the infants
- Extracurricular clubs-karate, fencing, choir, art, ICT, lego, Rock Challenge, football, cricket, athletics, dodge ball, dance, gymnastics
- Literacy—speaking and listening.

- Team houses
- Paired Reading -reading buddies
- School Council & joint meeting with the infants
- Topic theme days eg Romans
- Residential foster and actively promote social skills as the children, parents and staff live harmoniously
- Year 6 aid and support the induction of year 3 children
- NSPCC assemblies
- RE-community visitors-
- Work experience students and teaching students
- Visitors eg nurse, artist, police, fire, travel agent, author, vicar, sports people etc
- Gifted and talented days with local schools eg Maths and Writing



Cultural

- Visits to different places of worship eg Church, Synagogue, Buddhist temple
- The vast majority of children fully engage in a wide range of artistic, sporting or cultural opportunities
- Children demonstrate positive attitudes to others regardless of ethnic, socio-economic or religious backgrounds
- RE curriculum-
- Global news events eg refugee crisis, earthquakes, disasters
- Children in Need
- Curriculum - art, RE, English, geography, history, drama promotes the positive attitudes to different beliefs and cultures
- Visitors to school eg vicar, priest, minister talk about different religious beliefs and cultures

- Modern foreign languages (MFL) promotes culture of France
- Culture in your family, eg: where your family eats dinner, family traditions
- Global awareness days eg water, Environment Day, World Book Day etc
- Theme assemblies-What it Means to be British celebrated the diverse nature of British
- Extra-curricular opportunities
- Parents in for cultural sharing
- Olympics
- Culture/ethos of school - Royal Wedding, Jubilee Celebrations.
- All areas of curriculum - RE, choice of texts, music, poetry, MFL, global issues/geography and citizenship.
- Tournaments and festivals - dance workshops, music
- Diwali, Sukkot, Hannukah, Celebrating differences