

Newport Junior School

'Learning to make a difference'

SMSC

Spiritual, Moral, Social and Cultural Curriculum Statement

At Newport Junior School we recognise that the personal development of children - spiritually, morally, socially and culturally (SMSC) - plays a significant role in their ability to learn and achieve.

At Newport Junior School we recognise the importance of key British Values; tolerance of others, the importance of being part of the community, the rule of law, the role of democracy, the ability to resolve conflicts and an understanding of their cultural heritage.

Newport Junior School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At Newport Junior School all pupils, staff, school governors and visitors to our school are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

In formulating this policy, the Governors have taken account of the guidance from the Department for Education (DfE) who has called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting.

We have created a warm and supportive environment which enables every child to feel happy, safe and valued.

Our Christian ethos enriches our children making them confident learners ready to embrace their future.

We therefore aim to provide children with opportunities to explore and develop:

- their own values and beliefs;
- their own spiritual awareness;
- their own high standards of personal behaviour;
- a positive, caring attitude towards other people;
- an understanding of their own social and cultural traditions;
- an appreciation of the diversity and richness of Britain today.

We consciously facilitate opportunities in these four areas in the following ways:

SPIRITUAL DEVELOPMENT: This refers to children's beliefs, religious or otherwise, which inform their perspective on life and their interest in, and respect for, different people's feelings and values. This is developed by:

- Giving children the opportunity to flourish and grow in the presence of God.

- Having opportunities to develop their spiritual self through the exploration of key Christian Values. Each term we focus on a different Christian Value for example trust; friendship and thankfulness.
- Giving children the opportunity to reflect and be still. Stillness and times of quiet reflection are valued by the children. We encourage children to experience and develop the use of prayer.
- Children will lead prayer and worship e.g. House Team Meetings and Harvest Festival Assembly. Children are encouraged to write prayers and attach them to the Prayer Tree which they can access in the School Library.
- Giving pupils the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact on people's lives. This is done, for example, through Assemblies, RE work, use of Working on Worship booklets and House Team Meetings.
- Giving pupils the opportunity to understand human emotions and feelings, the way they impact on people and how an understanding of them can be helpful; for example, through Literacy and Drama, Music, Art and Dance.
- Developing a climate, or ethos, within which all pupils can grow and flourish, respect others and be respected; for example, Use of Learning Tree skill understanding others; School Council; Celebration Assemblies; Eco Club.
- Offering pupils the opportunity to appreciate the beauty and wonder of the natural environment; for example, use of school grounds, outside worship, visits that include appreciation of the natural world e.g. Arthog.
- Accommodating difference and respecting the integrity of individuals; for example, School Council, Super Learning Day and Study Buddies.
- Promoting teaching styles that:

- Value pupil questions and give them space for their own thoughts, ideas and concerns.
- Enable pupils to make connections between aspects of their learning.

MORAL DEVELOPMENT: refers to a pupil's understanding, attitude and behaviour to what is right and what is wrong. This is developed by:

- Providing a clear moral code for behaviour which is promoted consistently through all aspects of the school; for example, Behaviour Policy; School Council Behaviour Booklet; Class Rules; Anti Bullying Week and E-Safety lessons.
- Promoting racial, religious and other forms of equality (Racial, Inclusion, Equal Opportunities, SEND policies).
- Giving pupils opportunities to explore and develop moral concepts and values throughout the curriculum; for example, truth, justice, equality of opportunity, right and wrong (P4C;RE; History; Literacy; Assembly; Drama; Senior Citizens Party; School Council; STAR programme, Community Police officer visits).
- Developing an open and safe learning environment in which pupils can express their views and practise moral decision making (School Council; House Team Meetings; Drama; Safeguarding policy & practice).
- Rewarding expressions of moral insights and good behaviour (Headteacher's Awards; Class Stars; reward systems e.g. house points).
- Modelling through the quality of relationships and interactions the principles we wish to promote; for example, fairness, integrity, respect for persons, pupil welfare, respect for minority interests, resolution of conflict keeping promises and contracts (Whole school charity events, e.g. Children in Need and Harvest Festival ; Celebration Assemblies; Assembly themes developing Christian Values).

- Recognising and respecting different cultural groups represented in the school and the wider community (Global Learning; Super Learning Day; recognising the celebration of religious festivals in RE).
- Encouraging children to take responsibility for their actions; for example, respect for property, care of the environment and code of behaviour (Behaviour Policy; Assembly themes; House Team Meetings).
- Providing models of moral standards through the curriculum (Literacy e.g. use of texts like Mufaro's Beautiful Daughters, to address moral issues; History; RE; PSHE; Assembly; Drama).
- Reinforcing the school's values through the use of posters, displays etc. (The Learning Tree; Christian Values).

SOCIAL DEVELOPMENT: refers to a pupil's progressive acquisition of the competencies and qualities needed to play a full part in society. This is supported by:

- Fostering a sense of community with common, inclusive values (Super Learning Day; Assembly themes; PAG Group; Home-School Agreement; Senior Citizens Party; Choir performances; visits to St Nicholas' Church; Christmas & Summer fairs; involvement with community arts projects; Grand Day Out).
- Promoting racial, religious and other forms of equality (RE; Racial & Equal opportunities policies).
- Encouraging children to work co-operatively (Learning Tree skills; Study Buddy system; House Team meetings; Jumping Jaxx; mixed aged classes; group curriculum events e.g. Brazil, Raising Aspirations Week).
- Encouraging children to recognise and respect social differences and similarities; for example, where they live, different kinds of family models, age issues (RE; literature; PSHE).
- Providing positive learning experiences; for example, Special curriculum events such as First World War One Day, Drama and Music Productions, School Council, Class Assemblies.
- Helping pupils develop personal qualities which are valued in society, for example, thoughtfulness, honesty, respect for differences, moral principles, independence, inter-dependence, self-respect. These are reflected in our Learning Tree Skills of Concentrate, Understand others, Try new things, Work hard, Don't give up, Push yourself, Imagine and Improve.
- Providing opportunities to participate in the democratic process and participate in making community decisions (Voting for class School Council representatives; School Council Meetings; votes in class on a variety of issues; voting for House Captains; Super Learning Day; P4C).
- Providing children with opportunities to exercise leadership and responsibility (House Captains; School Council representatives; class monitors; Eco reps; Pupil librarians).
- Welcoming members of the wider Newport community into our school and keeping them informed of developments (Website; newsletter; PAG group; Year 2 Transition Programme; involvement in community events; for example, Newport Show).

CULTURAL DEVELOPMENT: refers to pupils developing their understanding of beliefs, values and customs in social, ethnic and national groups different to their own. This is supported by:

- Providing children with opportunities to explore their own cultural assumptions and values.
- Fostering links with a school in Ghana. Gaining an increased awareness of our own cultural heritage as well as that of our partner school in Ghana.

- Celebrating the attitudes, values and traditions of diverse cultures (Geography; RE; History; Literacy; Library; Assembly; Art; Dance; Music; celebrating festivals; European Day of Languages).
- Recognising and nurturing particular gifts and talents (Choir; Drama; sporting clubs and competitions; gifted and talented register).
- Developing partnerships with outside agencies and individuals to extend pupil's cultural awareness (Trips and visits; Pantomime; visiting music groups).
- Reinforcing the school's cultural values through displays and photographs.
- Using ICT and the world-wide web to extend partnerships with those from other cultural backgrounds (links with other schools e.g. Ghana).