St Andrew's CE Junior School

SMSC Policy

Our Vision

Through experiences rooted in Christian Values and through mutual Respect, we guide children to develop Compassion, Responsibility and Resilience in a caring environment.

1 Aims and objectives

1.1 At St Andrew's CE Junior School we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

1.2 The curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathise with others as well as giving them the confidence to provide their opinions and develop their own view points.

We promote our values across school and in Collective Worship through the 'Roots and Fruits' materials and closely link SMSC with our PSHE scheme of work HeartSmart. The use of SuperPowers from the Transformative Communication Programme also links closely to our Christian and British Values.

2 Spiritual Development

2.1 Definition
Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.

2.2 Our learning environment and curriculum
Curriculum opportunities enable pupils to:

- Be curious and to express feelings of delight and wonder, (scientific investigations, new life, Global Goals, Collective Worship)
- Empathise and consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in familiar stories)
- Consider how a belief can change people's lifestyles, (R.E, investigating communities and faiths, historical case studies, biblical texts)
- Discuss what they think they have achieved and what they need to do to be successful in the future, (reflection activities)

3 Moral Development

3.1 Definition
Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

3.2 Our learning environment and curriculum
The classroom environment and curriculum promote moral development through:

- Five school rules and class rules, agreed with children and displayed in the classroom
- Clear and consistent rewards and sanctions that children understand and believe to be fair, including The Dojo Den and Restorative Justice sessions.
- Class and school collective worships that discuss moral values and cite expectations.
- Activities that enable pupils to give opinions and display their values through acts of consideration and compassion.
- Discussing the choices made by the pupils and others and the resulting outcomes, character studies, studies of historical figures).
- The values of 'Responsibility, Unity and Justice' are explicitly taught within the curriculum and modelled throughout the school

4 Social Development

4.1 Definition
Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

4.2 Our learning environment and curriculum
At St Andrew's CE Junior School, social skills are developed through:

- Modelling of positive social behaviour by all staff
- Roles of responsibility within school, such as Head Boy & Girl and Tree Ambassadors.
- MACAWS provision (refer to MACAWS mission statement on website)
- After school clubs
- Sporting activities
- Play Leader team games at play times and lunch times
- Turn taking and team building activities
- Pair and small group work within the classroom
- Working with others across the local community (local care homes, cluster schools, community projects)
- MACAWS Mental Health Champions supporting during playtimes and weekly drop-ins

4.3 The values of ‘Responsibility, Respect, Compassion, Caring/Sharing, Friendship and Love’ are explicitly taught and modelled throughout the school

5 Cultural Development

5.1 Definition
Cultural development enables learner’s to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

5.2 Our learning environment and curriculum
Children are introduced to a regional and global perspective in life through:

- Links with local and international schools (Fort Usher in Zimbabwe)
- Stories from different cultures
- First hand experiences through local visits, theatre, art and artists
- Visitors from the local and international community
- Being part of local, National and International fund raising events
- Studies of a different lifestyle including different food, dress, festivals and places of worship.
- Learning about other cultures when raising money for charity
- Children are taught to understand the lifestyles and choices made by the variety of different cultures and faiths that exist within the school.

8 Monitoring and review

8.1 The planning and coordination of SMSC are the responsibility of the RSHE/PSHE lead under the guidance of the Head teacher who will:

- Support colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC;
- Speak to the children about different elements of SMSC and uses this to inform future planning.
- Use specially allocated, regular management time to review planning of SMSC across the curriculum, evidence of the children’s work and to observe elements of SMSC across the school.
- Take part in half- termly MACAWS team meetings to explore identified values and to review certain children and/or assess impact and develop the SMSC provision as required.