

SMSC at Wimborne Junior School

Spiritual, Moral, Social and Cultural Curriculum statement

At Wimborne 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, achieve and be happy individuals. We therefore aim to provide an education that provides children with opportunities to explore and develop:

their own values and beliefs;

their own spiritual awareness;

their own high standards of personal behaviour;

their critical thinking skills;

a positive, caring and respectful attitude towards other people;

an understanding of their social and cultural traditions; and

an appreciation of the diversity and richness of their cultures.

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 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, our PSHE curriculum, our RE curriculum and History lessons.

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 RE, PSHE, English, Drama, Music and Dance.

Developing a climate, or ethos, within which all pupils can grow and flourish, respect others and be respected; for example, school council; JRSOs; celebration assemblies and Head boys and girls and a variety of monitor roles and sports leaders.

Offering pupils the opportunity to appreciate the beauty and wonder of the natural environment; for example, visits to our local park and beach, Wimborne's developing outdoor garden area and our residential which encourage exploration of a variety of contrasting environments.

Accommodating difference and respecting the integrity of individuals; for example, our class charters, School Council, star of the week, playtime buddies, Explicit RE/PSHE lessons, assemblies on language of the half term and religion of the half term and Anti-bullying week.

Promoting teaching styles that:

Value pupil questions and give them space for their own thoughts, ideas and concerns.

Allow children to take ownership of and lead their learning through a Philosophy for Children approach (P4C)

Enable pupils to make connections between aspects of their learning.

Encourage pupils to relate their learning to a wider frame of reference; for example, asking 'why', 'how', and 'where', as well as 'what'.

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, Class Charters, Star Values, Anti Bullying Week and E-Safety week, among others.

Promoting equality relating to; gender, religion, ethnic origin, sexual orientation, age, disability, SEND (Inclusion policy & Equal Opportunities policy).

Promoting racial, religious and other forms of equality (Racial, Inclusion, Equal Opportunities, Inclusion 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 (PSHE; RE; History; English; assemblies; drama; school council; Community Police officer and Fire service visits).

Developing an open and safe learning environment in which pupils can express their views and practise moral decision making (PSHE Circle time sessions, P4C lessons, School Council; drama and role-play; Safeguarding policy & practice).

Rewarding expressions of moral insights and good behaviour (Celebration Assembly, STAR value awards, Code of Conduct awards, Star of the Week awards, class reward systems; green cards/ merits/ Headteacher awards).

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; Anti-bullying week; Celebration Assemblies; assembly themes).

Recognising and respecting different cultural groups represented in the school and the wider community (celebration of religious festivals in RE and newsletters, use of displays in the corridors, themed Assemblies).

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).

Providing models of moral standards through the curriculum (English; History; RE; PSHE; assemblies; drama).

Reinforcing the school's values through the use of posters, displays etc. (Learning Powers display and use in lessons, Celebrating Success Display, Language of the half term display, British Values display, religion of the half term display, author of the half term display).

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

Fostering a sense of community with common, inclusive values (Assembly; Home-School Agreement; 'Friends of Wimborne' events including Christmas & Summer fayres; gardening days which involve the local community, multiple charity events).

Promoting equality relating to; gender, religion, ethnic origin, sexual orientation, age, disability, SEND.

Promoting racial, religious and other forms of equality (Racial & Equal opportunities policies).

Encouraging children to work co-operatively (PSHE, Change for Life active activities during lunchtimes, Playtime Pals, mixed year group curriculum events).

Encouraging children to recognise and respect social differences and similarities; for example, where they live, different kinds of family models, age issues (PSHE, RE, Guided Reading, assemblies).

Providing positive corporate experiences; for example, special curriculum events, productions, school council, teacher led assemblies and supporting adults at specific community based events.

Helping pupils develop personal qualities which are valued in society, for example, thoughtfulness, honesty, respect for differences, moral principles, independence, inter-dependence, self-respect.

Helping children to relieve tensions between their own aspirations and those of the wider group (ELSA support groups).

Providing opportunities to participate in the democratic process and participate in making community decisions (School Council; votes in class on a variety of issues; Head boy/girl votes, P4C).

Providing children with opportunities to exercise leadership and responsibility (School Council Leaders, Head boy and Head Girl roles, class monitors; class early birds, Junior Road Safety officers (JRSO's) and sports leaders).

Welcoming members of the wider Portsmouth community into our school and keeping them informed of developments (Website; newsletter; notice board; community board; involvement in community events; for example, development of our garden, Summer Fayre, Sponsored Walk, Sports Day).

Providing the children with the opportunity to explore, support and fundraise for a variety of local and national charities which help people less fortunate than themselves and for the children to vote and choose a charity that they will fundraise for throughout the year. These charities include: Children in Need, Comic Relief, Sports Relief, Tom Prince Cancer Trust, Save the Children, Actionaid, Rocky Appeal and Sophia's Magic Wish.

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.

Celebrating the attitudes, values and traditions of diverse cultures (Geography; RE; History; English; Guided Reading; Library; assemblies; Art; Dance; Music; celebrating festivals and drawing on diverse parent cultural backgrounds).

Recognising and nurturing particular gifts and talents (Local Events with other schools (building challenge; multiple PE events including netball, football and cricket; Art reward trips).

Developing partnerships with outside agencies and individuals to extend pupil's cultural awareness (Drama, music and dance groups, links with local Museum).

Reinforcing the school's cultural values through displays and photographs.

Using computing and the world-wide web to extend partnerships with those from other cultural backgrounds (links with other schools).

SMSC



At Wimborne Junior School, we strive to immerse ourselves in using these skills to enable us to become confident, caring and successful adults of the future...

- **SOCIAL** skills
- **MORAL** skills
- **SPIRITUAL** skills
- **CULTURAL** skills

"Reach for the stars"
Sincerity, Teamwork, Achievement, Respect