

# Springfield Junior School



## Springfield Junior School SMSC Education Statement

Approved by: Jo Viner and Iona Romer-Lee

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## Introduction

This policy outlines the teaching, learning and management of SMSC (Spiritual, Moral, Social and Cultural) at Springfield Junior School. This policy has been written in line with our mission and values and it supports and enforces our whole school curriculum approach. This policy has been shared with staff in school and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teachers and all support staff who are involved directly with teaching and learning on a day-to-day basis. The responsibility for monitoring the effectiveness of the policy rests with the SMSC leader and the senior leadership team.

## Vision

At Springfield Junior School, Spiritual, Moral, Social, Cultural (SMSC) development underpins all aspects of our board and balanced curriculum, therefore, enabling children to develop the skills and attitudes encapsulated in our values.

Our vision for SMSC is to raise the aspirations of our students by nurturing a passion for learning, enriching their learning experiences, providing the knowledge and skills they need to be successful in adult life, and enabling them to secure outcomes which exceed their expectations. We want to create confident, resilient, and well-rounded adults who have an aspiration for self-improvement and are able to compete equally with their peers in a world beyond school life. We recognise that all students need to develop spiritually, morally, socially and culturally. This development allows them to make sense of their world.

Our highly engaging curriculum helps students develop an informed and balanced view on world events, beliefs and values of others. We endeavor to prepare our students for their future when becoming respectful individuals, life-long learners and active citizens in a modern British society.

This is achieved through incorporating our school values **Self-aware**, **Persevere**, **Reflection**, **Independence**, **Not afraid to take a risk**, **Group Champion** and consideration of our school drivers (Pupil Voice, Aspiration, Creativity).

## **Self Awareness and Reflection – we want our children to be confident and aspirational**

Through quality first teaching, challenge and support, children will grow to develop a positive image of themselves as learners. A broad and aspirational CUSP curriculum, our Jigsaw PSHE/RSHE curriculum and additional visits from inspirational visitors and trips will enable them to see an exciting world where they can flourish and achieve their goals and dreams.

## **Perseverance/Independence/Not afraid to take risks – we want children to be motivated and resilient.**

Through well-informed and high quality, engaging teaching, children will be excited to learn and determined to achieve goals and targets set for them and by them. They will see opportunities to further their learning both when they are successful and when they get things wrong. They are not afraid to take risks, and a 'can do' and 'can't do yet' approach will always be celebrated. We will encourage children to ask questions and develop a thirst for knowledge. Our children will gradually know more, remember more and do more with their knowledge. They will engage with issues and ideas that have local and global significance.

## **Group Champion – we want our children to use perseverance, belief and knowledge to achieve their dreams whilst working with and respecting others and the world around them.**

We hold strong the values of respect and responsibility and have these at the core of our ethos. Learners will show empathy, understanding, care and compassion and they will act to make a positive difference in the lives of others and in the diverse world around them.

## **What is SMSC?**

SMSC stands for spiritual, moral, social and cultural education.

The SMSC (spiritual, moral, cultural and social) curriculum can be described as the “hidden curriculum”. It is all the things that we do in school to build up children’s spiritual, moral, social and cultural understanding, thoughts and experiences. It is not taught as a standalone lesson, rather it may be part of Religious Education, Physical Education, Personal, Social and Health Education AND part of the ethos of the school which children experience on a daily basis. SMSC is now highlighted by the government as a key means of promoting basic British values and creating well rounded individual who can contribute towards a modern Britain.

## Why do we teach SMSC within the curriculum?

To develop children's self-awareness, confidence and decision-making skills

- To develop children's independent thinking and co-operative skills
- To encourage children to raise questions which lead them to search for their own answers to make sense of the world
- To stimulate children through effective questioning, both supporting and challenging their thinking
- To develop children's reflective and questioning skills
- To foster curiosity and stimulate imagination and fascination in the world around them
- To encourage children to consider rights, roles and responsibilities
- To develop respect and integrity
- To develop an awareness of the diversity and rich culture in our world
- To encourage children to engage with a variety of cultures and traditions Within SMSC learning opportunities pupils will:
  - Engage with a variety of learning experiences that encourage awe and wonder
  - Use their imagination and think creatively
  - Understand that choices carry consequences and that every person has rights and responsibilities
  - Develop the ability to make sensible choices and to value the importance of rules
  - Respect the differences between people regardless of culture, race, socio-economic background, ability or gender
  - Develop effective and satisfying relationships
  - Play an active role within the school and the wider community
  - Begin to develop a global perspective
  - Reflect on personal experiences and opinions as well as the views of others
  - Discuss issues that affect our world e.g. environmental, racial, etc
  - Develop effective collaboration skills
  - Develop their thinking skills
  - Provide specific opportunities for practising oracy
  - Promote awareness and understanding of gender, cultural, spiritual and moral issues
  - Develop the life skills to enable pupils to communicate, collaborate, persevere, question, reflect, use their initiative and be flexible

# How does SMSC look within the curriculum at Springfield Junior School?

Here is a brief definition of each area and an explanation of how it is covered at Springfield:

## Spiritual

This element focuses on the children developing a set of values, principles, and beliefs which they use to inform their perspectives on life and their behaviour. It involves children exploring the beliefs of others and encouraging the children to respect the faiths, feelings, and values of others. Underpinning this, is the knowledge and understanding of the British Values mutual respect and tolerance. At Springfield Junior School, spiritual development is covered through:

- Our school values of Self-aware, Persevere, Reflection, Independence, Not afraid to take a risk, Group Champion
- Our whole curriculum which includes exciting experiences that use imagination and creativity to inspire and fascinate learners
- A rigorous Religious Education scheme from Year 3 to Year 6
- Weekly whole school assemblies, including special assemblies covering topics such as Poppy Day etc
- Weekly celebration assemblies
- Promoting a culture of oracy and encouraging children to formulate arguments and opinions and to express themselves confidently
- Teaching and learning about festivals and celebrations
- Christmas Nativities for Year 3
- Celebrating diversity, different faiths, and cultures across school
- The use of reflective practice and questions/ thoughts- e.g. What if.../ Why and how... as part of our Jigsaw PSHE curriculum
- Topics/ projects to allow children to learn about the world around them
- School trips and visitors which inspire awe and wonder
- Promoting respect of each other's own cultures and beliefs or non-beliefs

### **At Springfield, pupils' spiritual development is shown by their:**

- Personal beliefs, religious views or otherwise, which inform their perspective on life & 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
- Willingness to reflect on their experiences

## **Moral**

Moral development focuses on children's knowledge, understanding, intentions, attitudes and behaviour in relation to right and wrong within the accepted behaviours of society. It relies on their knowledge and awareness of values and attitudes of individuals and society as a whole. Underpinning this, are the values and understanding of democracy, law, liberty, respect, and tolerance. The quality of relationships that students experience, the standards of behaviour in the school as well as the values promoted by the school will form the basis of any judgment on moral development.

The Equality Act 2010 protects all individuals from discrimination, and it is the school's duty to ensure that all individuals have equal access and opportunity to all that is on offer. Funding, including that for children with special educational needs and disabilities (SEND) and disadvantaged children, is used to target inequalities to ensure equality.

At Springfield, moral development is covered through:

- Our school ethos and values
- Our school's behaviour policy and principles
- Additional school policies and documentation (SEND/ Inclusion /Equal Opportunities policy, equalities objectives)
- Consistent adherence to the behaviour policy and rewards and sanctions consistent throughout school- all stakeholders are involved in the creation and implementation of this
- Achievement assemblies (PSHE celebration certificates)
- School ambassadors
- High quality SEND provision within school
- Assemblies based around moral and ethical issues
- A rigorous RE and PHSE scheme implemented across school
- Learning about other cultures and countries – respecting the values and ways of life of others
- Our school Pupil Council

- Developing positive sporting behaviours
- Developing empathy towards others and showing concern for other people's feelings and emotions • Charity fundraising days
- Discussions of right and wrong- reflective practice
- Promoting making right choices and modelling of positive behaviours in school- practitioners leading by example
- Visits and visitors e.g. Police officers etc
- Discussions and debates around matters in the world
- Moral stories- recognition of wrong and right
- Acceptance and celebration of similarities and differences- e.g. SEND, cultures, faiths, personalities, with an inclusive ethos displayed within school
- Tolerance and acceptance of others' views- Ambassadors of Change acting on behalf of the pupil voice
- Rejecting all forms of bullying, cruelty, dishonestly, violence and discrimination

**At Springfield Junior School, pupils' moral development is shown by their:**

- 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, being able to reflect and their ability to articulate this
- Interest in investigating and offering reasoned views about moral and ethical issues

## **Social**

Social development: developing an understanding of the rights and responsibilities of living in a community and being a "responsible citizen" in modern Britain. It also includes the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.

At Springfield, we provide an environment where pupils can take responsibility for themselves and others in school and the wider society. At Springfield, social development is covered through:

- Our school values and drivers
- Positive and well-developed relationships with each other, parents and teachers
- Having a rich language environment

- The PSHE curriculum- Jigsaw
- Weekly PHSE lessons across school from Year 3-Year 6
- Our highly creative Arts and Culture curriculum
- The use of the outdoor environment when delivering high quality learning opportunities via Opal play scheme
- Our Physical Education curriculum
- Encouraging pupils to formulate arguments/ debates and express views and opinions
- Opportunities for collaborative learning- co- operative work, talk partners, paired work
- Unstructured times of day- e.g. playtimes/lunchtimes
- Problem solving activities and teamwork in all areas of the curriculum
- School trips, visits and residential
- Role-play/drama activities
- Parental involvement opportunities
- After school clubs
- Opportunities for pupil voice – e.g. regular pupil questionnaires, school council meetings, book looks
- Charity fundraising days – e.g. Children in Need, Red Nose Day, World Mental Health Day
- Targeted support to promote confidence and social skills, delivered by Thrive and Elsa practitioners
- Groupings- independent, group work, opportunities to share expertise and key skills
- Transition days- dedicated time with new teachers to promote positive attachments
- Promoting good manners throughout school
- Wider links with the community and carrying out community work (eg. local library visits and litter picking)
- Inter-schools sporting competitions.

**At Springfield Juniors, pupils' social development is shown by their:**

- 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, cooperating 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

Cultural development is defined as the knowledge and understanding of others' cultural traditions. It is about feeling comfortable with a variety of cultures and experiencing a range of cultural activities (for example art, theatre, travel, concerts). Within cultural development at Springfield, children develop the fundamental British Value of mutual respect and tolerance. They do this through valuing and celebrating the cultural diversity of our school, our society, and of the world. Through our curriculum, we promote an appreciation of our cultural traditions and explore the diversity of other peoples' cultural traditions and beliefs. We place a high focus on Arts and Culture within our curriculum because we believe that it:

- Improves self confidence
- Improves levels of concentration
- Improves levels of engagement
- Enhances enjoyment for learning
- Has a positive impact on other curriculum areas Art, DT, music and drama are an integral part of our school curriculum.

The arts are taught as distinct subjects in a skills-based manner. Experimentation, risk and innovation are actively encouraged. A great deal of time and energy is focused on the children's creative journeys. Our intention is to create confident, independent artists who can articulate and value their own creative journeys whether that be in art, music, drama or dance.

At Springfield, cultural development is covered through:

- Our highly creative, broad and balanced curriculum
- Well planned school visits to museums, galleries and theatres
- Our large, well-resourced Music Room, where children can use a variety of materials to explore their ideas and creativity
- Providing children with workshops with professional artists, craftsmen, poets, authors, actors
- Allowing children chance to create, design, devise, compose and choreograph their own work in collaboration with classmates (dance, playscripts, drama)
- Encouraging children to be adventurous about their choices of cultural activities – e.g. literature, films, visual arts, crafts, heritage, music, and dance
- Learning about people who have created art forms and the historical development of these (human creativity and achievements)
- Our application for the Arts Mark Gold award
- A variety of dance after school clubs – e.g. street dance and musical theatre

- Instrumental teaching (e.g. recorders, piano, drums, ukulele)
- Weekly singing assembly and weekly music lessons
- Visits from people of different cultures
- MFL teaching
- Workshops based on culture and performing arts (Wooden Roots project)
- Sports Day
- Encouraging children to have high aspirations for themselves and to have knowledge of the career opportunities available to them (visits from Primary Futures volunteers)
- Promoting acceptance and sensitivity to other cultures and beliefs- celebration assemblies and celebrations in RE topics.
- Awareness of leadership- in home, at school and the wider context - e.g. UK parliamentary system
- Awareness of the global issues that impact on children's lives- e.g. flooding/homelessness via weekly talking assemblies.

**At Springfield, pupils' cultural development is shown by their:**

- 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
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in local, national and global communities

# The Fundamental British Values

The Government set out its definition of British values in the 2011 Prevent Strategy. These values have been reinforced by the Department of Education in 2014, stating the need 'to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.' (DFE, 2014)

At Springfield, we understand that the society we live in is diverse, and therefore our curriculum and life within school reflects this. For our children, we aim to continually weave the thread of the fundamental British Values throughout our day-to-day school life. British values are promoted in so much of what we do, not least during our talking assemblies, Religious Education and Personal, Social and Health Education sessions. The values have always been an integral part of our school mission and values and are entwined within our school values and drivers.

The fundamental British values will be taught explicitly and implicitly within our curriculum at all key stages, supporting the children's understanding of the meaning of democracy, law, liberty, respect and tolerance.

We value and celebrate children for positive attitudes, choices, and behaviours in the context of British Values, and exemplary examples of this are displayed on our whole school display.

## Democracy

Democracy is alive within our school. Children have the opportunity to have their voices heard through our pupil questionnaires, our inclusive curriculum, and our school councils. Children elect their Pupil Council representatives after hearing personal speeches from different children and voting in a secret ballot. These children then represent their class within the school council.

The Pupil Council discuss issues such as behaviour, rewards, school environment and lunchtimes and each member represent their peers' views.

Springfield's behaviour policy is fair and consistent, with agreed rewards and sanctions. Throughout our curriculum, the children learn about different democratic systems through topics such as The Mayans, Ancient Egypt, Ancient Greece and WW2.

Our pupils believe that our school is fair and open. They are confident to share their opinions or issues as they know that they will be listened and responded to. Further to this, we acknowledge British traditions such as Remembrance Day.

How can pupils show this?

- Take into account the opinions of others before making a decision
- Respect the consensus opinion and the importance of a group decision
- Contribute to the school council process
- Display attitudes and behaviours in line with our school values

## The Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the school day and when dealing with behaviour. We believe that children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it.

The children at Springfield Junior School understand how laws are there to protect us and keep us safe. They acknowledge their responsibility to uphold laws and understand the consequences when laws are broken. At Springfield Junior School we have a clear and fair behaviour system where actions are respectfully justified. Children also have the opportunity to be rewarded as part of our weekly celebration assembly.

Throughout the curriculum, children are given opportunities to learn about the rule of law. This learning is further supported by visits from the police.

### How can pupils show this?

- Seek permission before they take something or do something
- Walk around school sensibly and quietly
- Listen carefully to instructions and following these
- Display attitudes and behaviours in line with our class charters
- Following the school's behaviour policy.

## Individual Liberty

Within school, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we provide boundaries for our children to make choices safely. We encourage children to express and justify their opinions by exercising their rights and personal freedoms. We provide children with opportunities to listen to others, understand their choices and make informed choices for themselves. Children voice their opinions and choices through class discussion, online safety lessons and throughout the PSHE curriculum. We hold daily after-school clubs which offer a range of activities. This range of activities allows pupils to be given the freedom to make choices for themselves. This is extended to many opportunities to participate in events within the community or with other schools, for example inter-school sports competitions and musical opportunities.

### How can pupils show this?

- Make positive choices to develop themselves and further contribute to the school or wider community
- Participate positively in clubs and sports events, engage in homework
- Display attitudes and behaviours in line with our school values

## Mutual Respect

Respectful schools are, by definition, democratically informed learning environments where people feel safe, supported, engaged, and challenged. Respect does not happen in isolation; it is based in relationships. Adults in school model respectful relationships at all times by showing children respect, and children are expected to behave respectfully towards each other and towards all adults in school. A sustainable, positive school climate fosters children's development and the learning necessary for a productive and satisfying life in a democratic society.

In such a climate:

- People are engaged and respected
- Children, families, and educators work together to develop and contribute to a shared school vision
- All staff model and nurture an attitude that emphasises the benefits and satisfaction of learning
- Each valued person contributes to the operation of the school and the care of the physical environment

Within our school, we reinforce this message in a variety of ways. Awards linked to good attitudes and behaviour for learning, assemblies, parent tea afternoons and community activities. We have a whole school system to promote behaviours for successful learning which the children have been involved with creating. We strive to keep parents and carers informed at all points to ensure that we uphold a respectful and informed communication system including newsletters, information evenings, website, tea afternoons and transition days.

### How can pupils show this?

- Listen to and respect other people's opinions
- Show respect towards the school environment
- Contribute towards a positive environment for learning
- Be kind, sensitive and helpful
- Display attitudes and behaviours in line with class charters

## Tolerance (of those of different faiths and beliefs and for those without faith)

We expect our children to have the understanding and respect to be tolerant members of our society. This is within their own school and community and within wider society. We strive to ensure that children receive rich experiences to develop their knowledge and understanding and therefore tolerance of others and of their faiths and beliefs. It involves enhancing children's understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying are addressed. Our RE and

PSHE curriculum ensure that children learn about other faiths and beliefs and that they learn about how people are different.

**How can pupils show this?**

- Show positive attitudes when learning about and discussing the faiths and beliefs of others
- Show understanding of other children's differences
- Show kindness
- Display attitudes and behaviours in line with our class charters and rights
- Following the school's rules