

Spiritual, Moral, Social and Cultural (SMSC) Development at Crawley Ridge Junior School

At Crawley Ridge Junior School, we have a thoughtful and wide-ranging promotion of pupils' Spiritual, Moral, Social and Cultural development and their physical well-being.

Good/Outstanding Practice Guidance	Evidence at CRJS
SPIRITUAL	
<i>Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.</i>	<ul style="list-style-type: none"> - Regular Assembly topics - Assembly timetable recognises key festivals in all religions and special days. -RE curriculum - Harvest Festival assembly in support of charity voted for by School Council. - Christmas assembly held in St Paul's church - leavers' assembly held in St. Paul's church - Speakers in assemblies
<i>Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.</i>	<ul style="list-style-type: none"> - RE Curriculum discussions; - Celebration Assembly where children's successes are acknowledged. - Encouraging pupils to share their beliefs with their classes and during assembly.
<i>Encouraging pupils to explore and develop what animates themselves and others.</i>	<ul style="list-style-type: none"> - RE Curriculum - PSHE curriculum
<i>Encouraging pupils to reflect and to learn from reflection.</i>	<ul style="list-style-type: none"> - Positive Behaviour Policy - Charity and fundraising events – Phyllis Tuckwell Hospice annual Reindeer Run, PTA fundraising events - Regular Church led assemblies - Collective worship led by Louisa from St. Paul's church - RE planning and curriculum; knowledge and response
<i>Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.</i>	<ul style="list-style-type: none"> - RE planning and curriculum; - PSHE curriculum - Positive Behaviour Policy - Well –being leaders - Monthly well-being whole school surveys (Started Feb 2020).
<i>Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.</i>	<ul style="list-style-type: none"> - Explicit teaching of manners and politeness for pupils and staff - Positive Behaviour Policy rewarding mutual respect - Reinforcing concepts in whole school assemblies - School values and British values displayed in each room - Pupil Parliament (Digital Leaders, Learning Council, Well-Being Council, Eco- Council) hold regular meetings and have responsibilities towards the smooth running of the school - Year 4/Year 3 buddies - Playground peer mediators

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	<ul style="list-style-type: none"> - ELSA counsellors - Trick Box (Emotional Management of Personal Development) - OPAL (Outdoor Play and Learning Programme) - Leader in Me training across whole school - Staff trained in Emotional Coaching
<p><i>Promoting teaching styles which:</i></p> <ul style="list-style-type: none"> -Value pupils' questions and give them space for their own thoughts ideas and concerns. -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'. 	<ul style="list-style-type: none"> - Teachers are encouraged to ask varied and differentiated questions; this is looked for on planning during scrutiny and during lesson observations. - Encouraging pupil thinking time when answering
MORAL	
<p><i>Providing a clear moral code as a basis for the behaviour, which is promoted consistently through all aspects of the school.</i></p>	<ul style="list-style-type: none"> - Positive Behaviour Policy with display in each class -7 Habits of Highly Effective People on display in corridors and classrooms - Positively worded whole school rules/promises - Regular updates and reinforcement in assemblies - Celebration assemblies each half term
<p><i>Promoting racial, religious and other forms of equality.</i></p> <p><i>Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for example personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.</i></p>	<ul style="list-style-type: none"> - In science, debate when used for good and bad. In history, focus on the decisions of key historical figures and debate their judgements and moral view- points. - RE planning - Positive Behaviour Policy - School Council - Eco club and gardening club: consider how local environment changed in a positive way or negative. - Diversity in the school is celebrated.
<p><i>Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.</i></p>	<ul style="list-style-type: none"> - E Safety Computing planning - Bullying lessons, assemblies and awareness in PSHE and during Anti Bullying Week. - School Council makes decisions on spending PTA funds
<p><i>Rewarding expressions of moral insights and good behaviour.</i></p>	<ul style="list-style-type: none"> - Positive praise - Lunchtime behaviour rewards – Golden Table - Phone calls/ postcards home

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<p><i>Making an issue of breaches of agreed moral codes where they arise, for example, in the press, on television and the internet as well as in school.</i></p>	<ul style="list-style-type: none"> - Reinforcement in Assemblies – children very clear on expectations - Recognise days such as anti-bullying/ ‘be kind’ and movements such as Greta Thunberg’s protests and Black Lives Matter. Look at how feels to be “wronged”. - E Safety Computing planning and policy - Respond to national events in Assemblies - In PE, sports selection policy has clear code of conduct on the pitch and within school.
<p><i>Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.</i></p>	<ul style="list-style-type: none"> - RE planning and curriculum - PSHC curriculum - Each class displays the languages spoken in the room. Diversity in CRJS regularly celebrated in assembly. - Monthly Sporting Icon represents all races/genders/sexualities and both able bodied and disabled. - Annual French Day celebrated across the school. - Greek Day in year 4 - Bollywood Dance performed to the school by year 6
<p><i>Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.</i></p>	<ul style="list-style-type: none"> - Positive Behaviour Policy with consistent rules. - Class rules and expectations reinforced by Sports Leaders and Year 6 Peer mediators. - Eco club, looking after the school’s garden and school grounds -Forest School- developments an appreciation of the environment
<p><i>Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.</i></p>	<ul style="list-style-type: none"> - Whole school and Class Assemblies – see assembly timetables - By acknowledging the positive and negative benefits of the Internet. - Visitors as part of the collective worship including representatives from the local church - Wider opportunities in music; extra- curricular piano and flute lessons. - In sport, rules of fair play are reinforced.
<p><i>Reinforcing the school’s values through images, posters, classroom displays, screensavers, exhibitions etc.</i></p>	<ul style="list-style-type: none"> - Consistent display within all classrooms of school values and school promises. - British values displayed in all classrooms.
SOCIAL	
<p><i>Identifying key values and principles on which the school community life is based.</i></p>	<ul style="list-style-type: none"> - Positive behaviour Policy - Consistent whole school Rules

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<p><i>Fostering a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.</i></p>	<ul style="list-style-type: none"> - All policies have review statement for equality and inclusion. - Clear Equality policy which is considered in all policy renewal. - Competitive Sports Days in Houses - Community events; Church visits, Harvest celebrations, Christmas performances, Fund raising events, story reading mornings. maths mornings, Spring concert - Family learning through parental talks (IT safety, reading skills, maths skills)
<p><i>Encouraging pupils to work cooperatively.</i></p>	<ul style="list-style-type: none"> - School Council - Learning Partners during class discussions - Eco School Club - Sports Leaders Physi-fun Leaders -Forest School - Regular competitive sporting events - Fundraising Events - Playground peer mediators - Year 3/4 buddy system
<p><i>Encouraging pupils to recognise and respect social differences and similarities.</i></p>	<ul style="list-style-type: none"> - PSHE sessions on challenging stereotypes. - In History, children learn about how different civilisations are organised socially.
<p><i>Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.</i></p>	<ul style="list-style-type: none"> - Christmas Productions -Class assemblies - Sports Day - French Day - Creative high standard topic books. - Residential experiences in Year 5 and Year 6
<p><i>Helping pupils develop personal qualities which are valued in a civilised society, for example, through thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence and self-respect.</i></p>	<ul style="list-style-type: none"> - RE planning and curriculum - PSHE curriculum - Fund raising for Local Hospice - Reflected in our school values; positivity / respect / belong
<p><i>Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.</i></p>	<ul style="list-style-type: none"> - Whole school assemblies on stereotypes, aspirations, talents and targets. -Whole school assemblies on people who have made a difference (e.g. Rosa Parks, Martin Luther King, Malala Yousafzai)

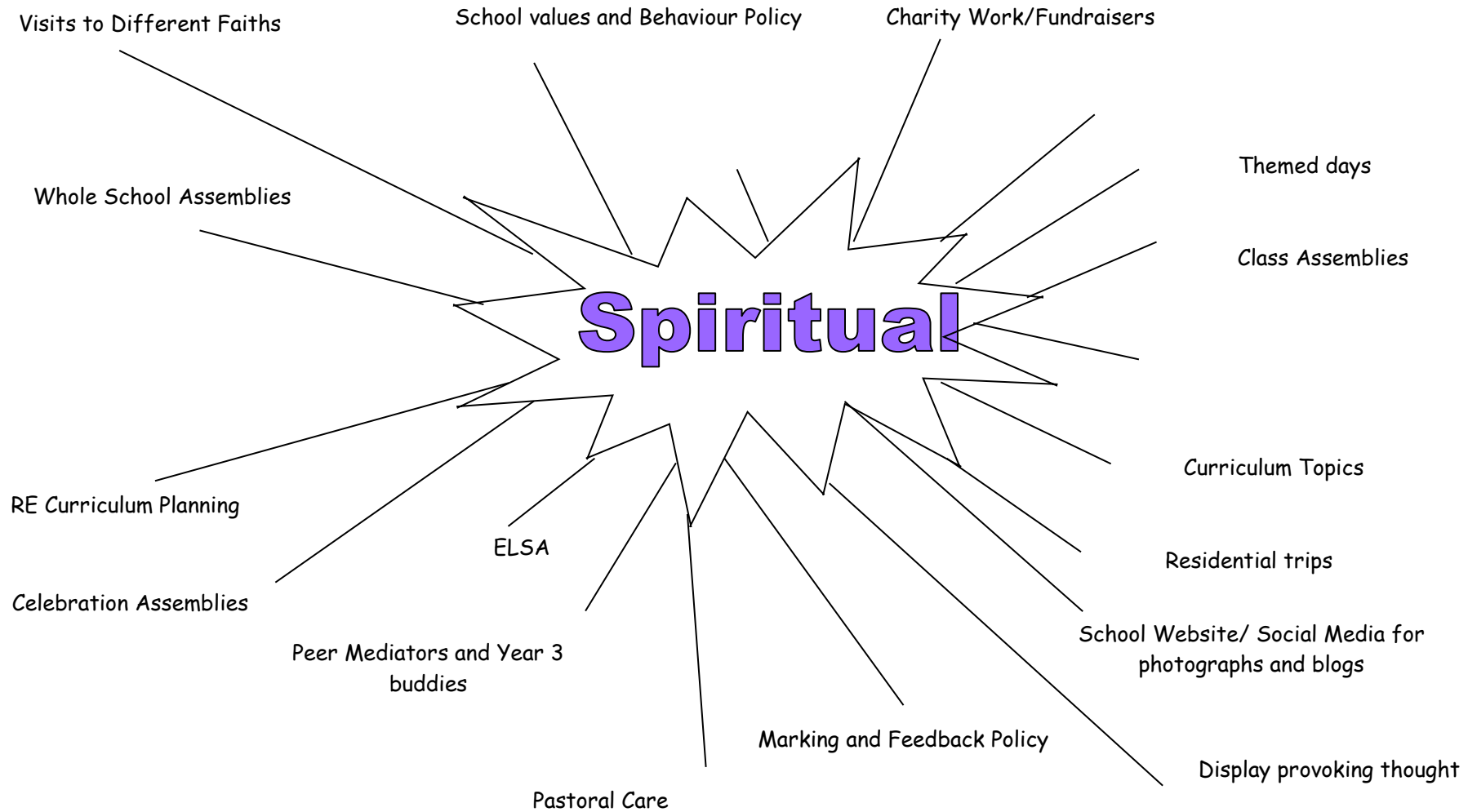
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<p><i>Providing a conceptual and linguistic framework within which to understand and debate social issues, providing opportunities for engaging in the democratic process and participating in community life.</i></p>	<ul style="list-style-type: none"> - Pupil elections and democratic vote for Pupil Parliament Children write own speeches for Council - Pupil training for Playground peer mediators and Sports Leaders - Involvement in Senior Leader Interviews
<p><i>Providing opportunities for pupils to exercise leadership and responsibility.</i></p>	<ul style="list-style-type: none"> - School Council choose how to raise money and fundraise for charities and involved in whole school change. - Children plan further ways to improve our school - Pupils have roles in school such as sports leaders, playground peer mediators, well-being leaders, eco-council representatives year 3/4 buddies.
<p><i>Providing positive and effective links with the world of work and the wider community.</i></p>	<ul style="list-style-type: none"> - Promoting parents to volunteer to support pupil's learning, including regular reading - Clubs: Parents invited in to work with pupils on creative tasks. - Student teachers
<p>CULTURAL</p>	
<p><i>Providing opportunities for pupils to explore their own cultural assumptions and values.</i></p>	<ul style="list-style-type: none"> - Geography curriculum PSHE- challenging stereotypes.
<p><i>Extending pupils' knowledge and use of cultural imagery and language.</i></p>	<ul style="list-style-type: none"> - Cultural elements in topics studied: / Mexico / Greece / Egypt - Sharing stories from other cultures and countries in assemblies
<p><i>Recognising and nurturing particular gifts and talents.</i></p>	<ul style="list-style-type: none"> - Differentiation in planning to challenge pupil's learning. - PSHE curriculum look at personal gifts and talents. - Giving the pupils opportunities to display talents in various subjects including sport, drama and music. - Participation in gifted and talented workshops:
<p><i>Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.</i></p>	<p>Links exploited and when studying other cultures make links to art / music / crafts. For example, year 6 study Hinduism and perform Hindu dance, year 5 study space in science and examine Holst's 'The Planets'.</p> <ul style="list-style-type: none"> - In literacy, engage in texts from different cultures. - In RE and assemblies, children will learn about different events in various religions' calendars. - Art Exhibition? - Making links with global events such as the Olympics, Winter Olympics or World Cup. - Christmas performance - Spring Concert

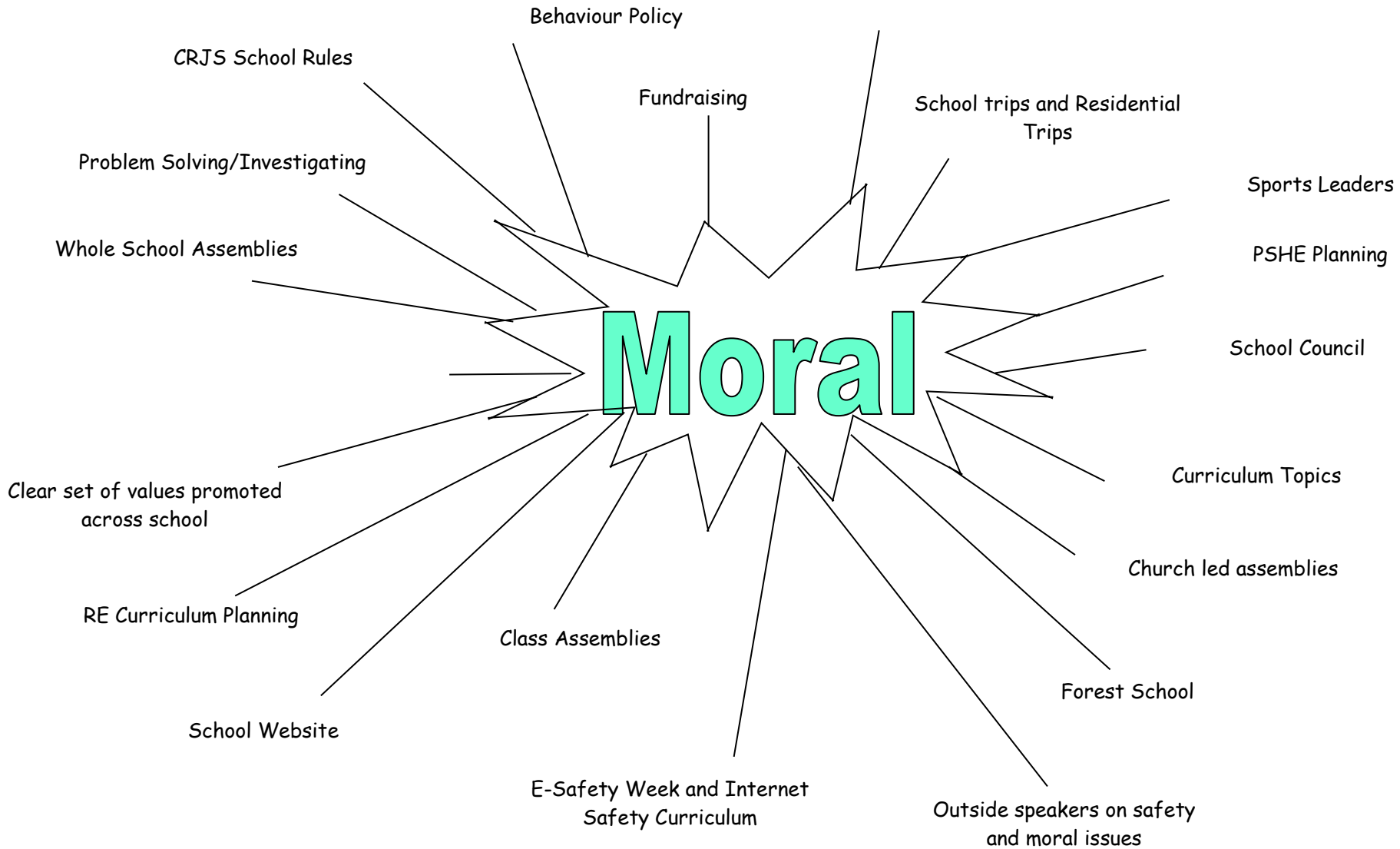
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<p><i>Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists and cultural exchanges.</i></p>	<p><i>Egyptian Theatre workshop visit (year 5) Hampton Court Palace visit (year 5) Planetarium visit (year 5) Mary Rose Museum (year 5) Weald and Downland Living Museum (year 5) Trip to Woking Mosque (year 5) Zoo visit (Year 3) Wisley Gardens (Year 3) Wild Bird Exhibition (Year 4) World War II visit (Year 6) French Theatre (whole school)</i></p>
<p><i>Reinforcing the school's cultural values through displays, posters, exhibitions etc.</i></p>	<p><i>- Learning Environment Expectations which reflect themes taught</i></p>
<p><i>Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.</i></p>	<p><i>- In history and science, look at how developments from around the world affect our daily life</i></p>

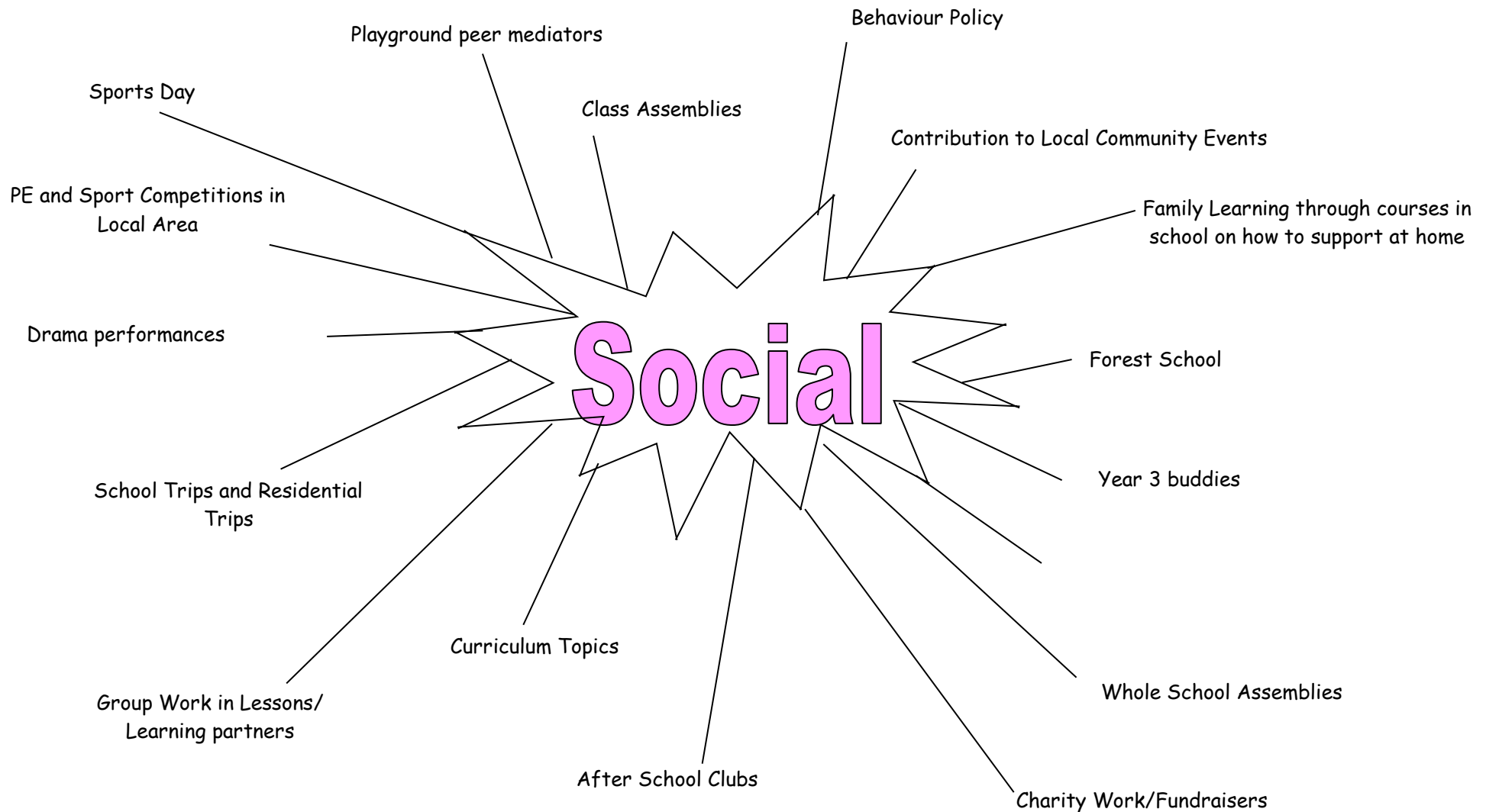
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