



Yavneh Primary School

SMSC Policy

'Olam Chesed Yibaneh' **'A World Built on Kindness'**

Orah (Happiness), Yedidya (Friendship), Shalva (Peace), Achva (Brotherhood) and Hoda'ah (Gratitude).

'The Yavneh Way' of politeness, kindness, courtesy and respect are the ways that lead into and become a part of, the Yaveh College Academy Trust vision of a world built on kindness.

Introduction

This policy document sets out the schools aims, principles and strategies for the delivery of SMSC development throughout the school. This policy also supports and reinforces the aims of Yavneh Primary School, valuing all pupils and staff equally and as individuals.

At Yavneh Primary School we recognise that the personal development of children - spiritually, morally, socially and culturally (SMSC) – is crucial for them and for society as a whole. All relationships between staff, pupils, parents/carers are characterised by mutual respect, by positive attitudes, by a willingness to listen and be listened to. Spiritual, Moral, Social and Cultural development is cross curricular. It incorporates extended opportunities for our pupils to work collaboratively and underpins the aims and principles of all our policies which place the child at the centre of all we do with opportunities for them to grow, explore and develop. SMSC together with PSHE, Jewish and British Values takes learning beyond the classroom to the wider world to enhance understanding.

The **Spiritual** development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. Spiritual development is about feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith so is accessible to everyone.

Spiritual development is developed through:

- Giving our pupils opportunities 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 the implementation of *'The Yavneh Way'*, *Achievement Assemblies*, *Circle Times*, *R.E lessons with detailed planning and resources*. Our aim is to give all our pupils the opportunity to begin to understand human emotions, feelings and beliefs and the way they impact on people and society as a whole.

- Developing a climate, or ethos, within which all our pupils can grow and flourish, understand the need for respect for others and the right to be respected; for example through *School Council; Celebration Assemblies; Peer Mediators and Play Leaders; Junior Travel Ambassadors and Junior Cycling Ambassadors; Arts Council; Sports Ambassadors;*
- Offering our pupils the opportunity to develop an appreciation of the beauty and wonder of the natural environment; for example through cross curricular visits to areas of interest to support the pupils learning, residential trips, visits to the local parks.
- Celebrating diversity at Yavneh. Respecting at all times the integrity of individuals; for example through
- Delivering lessons that value pupil questions and give opportunities for pupils to develop their own thoughts, ideas and concerns.
- Enabling pupils to make strong connections between aspects of their learning across the curriculum.
- Encouraging our pupils to relate their learning to a wider frame of reference; for example, asking 'who' 'why', 'when', 'where' 'what' and 'how'.

The **Moral** development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily applying this understanding in their own lives and, in so doing, respecting the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues.

Moral development is developed through:

- Providing a clear moral code for behaviour which is promoted consistently and modelled by all adults working in the school, through all aspects of the school; for example, *The Yavneh Way, Behaviour Policy/1 2 3 Magic; Class Rules; Anti Bullying Week/E-Safety week.*
- Promoting racial, religious and other forms of equality (*Racial, Inclusion, Equal Opportunities, SEND policy and S.R.E. Policy*).
- Giving our pupils opportunities to explore and develop moral concepts and values throughout the curriculum; for example, truth, justice, equality of opportunity, right and wrong (*RE; History; Literacy; Assemblies; Drama; School Council; Sports Ambassadors; Arts Council; Play Leaders and Peer Mediators.*
- Developing an open and safe learning environment in which pupils can express their views and practise moral decision making (*School Council; Drama; Peer Mediators/Play Leaders, Safeguarding policy & practice*).
- Rewarding expressions of moral insights and good behaviour

Achievement/Good Manners Assemblies; class reward systems; personal points.

- Modelling through the quality of relationships and interactions between adults and pupils the principles we wish to promote; for example, fairness, integrity, respect for all, pupil welfare, respect for minority interests, (*whole school Charity Events; Celebration Assemblies; Assembly themes*).
- Recognising and respecting different cultural groups represented in the school and the wider community (*whole school multi-cultural events, display boards celebrating the different cultures within our school*).
- 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 (*Literacy; Drama; History; Geography; RE; PSHE; Assemblies*).
- Reinforcing the school's values through the use of posters, displays for example (*'Be the Best you can Be' displays; Dream Books; Sports Achievements and Cycling Achievements*).

The **Social** development of pupils is shown by their:

- progressive understanding of the competencies and qualities needed to play a full part in society.
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Social development is supported through:

- Fostering a sense of community with common, inclusive values through (*Assemblies; Home-School Agreement; 'Friends of Yavneh School/ PTA, events*.)
- Promoting all forms of equality across the curriculum.
- Encouraging children to recognise and respect social differences and similarities; for example, where they live, different kinds of family models, age issues (*English; SRE and PSHE*).
- Providing positive experiences; for example, *special curriculum events, productions, school council, "The Wow Factor" and 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.

- Providing opportunities for pupils to understand the importance of striving for success. Ensure our pupils are taught the skills to plan their steps to success whilst understanding that there may be set backs along the way but they have the tools to reach their own personal success.
- Providing opportunities to participate in the democratic process and participate in making community decisions (*School Council together with votes in class on a variety of issues*).
- Providing children with opportunities to exercise leadership and responsibility (*School Council Leaders, Class monitors; Sports Ambassadors; Arts Council, Junior Travel Ambassadors; Peer Mediators and Play Leaders*).
- Welcoming parents/carers into our school and keeping them informed of developments (*website; newsletter and notice board*)

The **Cultural** development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Cultural development is supported through:

- Providing our pupils with opportunities to explore their own cultural assumptions and values.
- Celebrating the attitudes, values and traditions of a wide diversity of cultures through (*Geography; RE; History; Literacy; Drama; using the school Library; Assemblies; Art; Dance; Music.*)
- Recognising and nurturing particular gifts and talents through, *drama; dance; music events and sports events with pupils competing against other schools.*
- Developing partnerships with outside agencies and individuals to extend pupil's cultural awareness (*through drama), music and dance groups*).
- Reinforcing the school's cultural values through displays and photos.
- Sharing and celebrating cultural diversity throughout the school through *Geography; RE; History; Literacy; Drama; using the school Library; Assemblies; Art; Dance; Music.*)

This policy will be reviewed every one – two years or earlier if necessary.

Date: June 2016

Date of review: June 2018