



Spiritual, Moral, Social and Cultural (SMSC)



At St. John's CE we believe children fulfil their potential if they are happy, have fun, feel nurtured and grow from a foundation of strong Christian Values. We value spirituality and the holistic development of the child. We fully embrace the National Curriculum by "promoting pupils' spiritual, moral, social and cultural development."

Our role as educators is to guide the children in our care along the path of life. Children's spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.

The following overview focuses on the spiritual, moral, social and cultural aspects which are promoted in daily life at St. John's enabling children and adults to thrive in a supportive, highly cohesive learning community.

Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values.

Social: Investigate and moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

We use the Jigsaw PSHE programme to support PSHE development in school and this also supports and promotes the teaching of SMSC. Weekly Picture News sessions help the children discuss and keep up to date with the fast changing world around them. Helping to challenge their ideas and pre-conceptions and broaden their horizons; enabling them to deal with the modern world. Picture news focuses on world issues and British Values which we also use as a focus in our Collective Worship too.

Aspects of SMSC	School opportunities
SPIRITUAL	
<p>Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact peoples' lives.</p>	<ul style="list-style-type: none"> - Collective Worship identifies school rules and a Christian Value each term - Collective Worship timetable recognises key festivals in all religions and special days. - RE curriculum using RE today, Understanding Christianity and Discover RE which has 40% learning about different faiths - Church services led by school following the Christian Festivals - EYFS and KS1 nativity plays - Joint church and school Christingle service - Visits to other places of worship/visitors of other faith - Rewards for living out the school values in school and at home - Trips to different religious buildings/places of worship
<p>Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.</p>	<ul style="list-style-type: none"> - RE Curriculum discussions; use of the Big Questions. - Show and Tell in Reception where children explain what they have done when not in school. - Tapestry used for parents to highlight family celebrations and festivals - Reflection areas in each classroom - Values display changed each half term to match the current value - Celebration Assembly where children's school and home achievements activities are celebrated. - Encouraging pupils to share their beliefs with their classes and during assembly. - Prayer board developed for children's contribution to prayer - Celebrate different cultural and religious festivals across the year

<p>Encouraging pupils to reflect and to learn.</p>	<ul style="list-style-type: none"> -Positive Behaviour Policy with a focus on Restorative Practice -Anti-bullying Policy reviewed every year with the children during anti-bullying and e-safety week -Reflection areas in classrooms -Prayer board and reflection spaces in communal areas and outside - Big Question and Spirituality question posed each term and sent for parents to share -Charity and fundraising events throughout the year linked to a local, National and Global cause – reflect on how we can be charitable- does raising money always help? - Daily Collective Worship led by SLT, staff, children and the church clergy as well as the ethos committee. -Year 6 end of year service at Bath Abbey - Mindful Movement in Nursery & Reception
<p>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.</p>	<ul style="list-style-type: none"> - RE curriculum -Anti-bullying week and anti- racism week- focusing on how actions can impact on others - Black History month - PSHE curriculum - Jigsaw PSHE - Dedicated SMSC time in KS2 using Picture News - Global learning in Collective Worship - Young Leaders Programme in Year 6 linked to the church - Mental Health week - Raising Awareness (equity vs Equality) e.g. autism and celebrating difference -Well-being books on a display with positivity cards, emotional pebbles etc -Positive Behaviour Policy and restorative practice to talk through problems and retain relationships -Theme weeks linking curriculum areas with Global Issues -Character and citizenship award -Diversity book area which has books focusing on different families, faiths, cultures, religious, disabilities -Equity vs Equality focus - School council - Achievosaurus - Thrive - real time and reparative
<p>Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.</p>	<ul style="list-style-type: none"> - High expectations and modelling of manners and politeness for pupils and staff -House points given by staff to children who live out the values in school -Values awards for parents to record if children have lived out the school values at home - Home school agreement -Whole school expectations displayed in classrooms and communal areas - Positive Behaviour Policy reflecting when children have come out of step -Reinforcing concepts in class circle times and whole school assemblies - School council regularly gather children's thoughts and ideas which are shared with SLT and governors - High expectations of Health and Safety- children following rules, picking up things of the floor etc -PSHE curriculum - Forest School - Ethos committee

<p>Promoting teaching styles which:</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"> - Staff are encouraged to teach learning behaviours (achievosaurus) to help them; this is a focus during book scrutinises, learning walks and lesson observations. - Encouraging pupil thinking time when answering - Children's groups including school council and Rota kids lead charity work, random acts of kindness and prayer -Picture News with questions and space to debate current world issues weekly -Interactive displays which enable children to share their thoughts and ideas -In all lessons gaining children's thoughts and ideas - Thrive Time - Wellbeing offer
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MORAL

<p>Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school.</p>	<ul style="list-style-type: none"> - Positive Behaviour Policy which is reviewed annually in line with the school ethos and shared with all stakeholders - School expectations displayed around school and used to support children if conflict occurs with restorative practice and through reflection sessions where behaviour is not in line with the expectations and needs further discussion focus on understanding effect, consequences and forgiveness - Regular updates and reinforcement of school expectations in collective worship -Review of the school, statement and values at the start of each year with the children to reinforce our ethos in action -Living out the school values in school; house points from staff to children who live out the values -Star of the week for a child who has gone above and beyond to help, support or encourage someone else -Headteacher awards - Proud cloud and above and beyond awards - Postcards home - Thrive Time
<p>Promoting racial, religious and other forms of equality.</p>	<ul style="list-style-type: none"> - Collective Worship focusing on a school value each term, British Values and other world faiths and their celebrations - RE scheme- RE today, Understanding Christianity & Discovery RE for teaching of different faiths -PSHE curriculum-Visits to places of worship and visits from other faith leaders -Children from different faiths, cultures, families, differing abilities represented in displays, books and videos content around school and in lessons -Ensuring that significant people and events are shared from a range of cultures, places and faiths and children can read about them in books, magazines and using computer programmes -Celebrating special cultural traditions our families are involved in and asking them to share this through collective worship or videos

<p>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.</p>	<ul style="list-style-type: none"> -Picture News - A range of multicultural books in the school library and class books areas -In the corridors a specific book shelf containing books about diversity- different cultures, families and celebrating difference, a section containing well-being books and celebrating children's differences, a shelving section containing books about courageous advocates from around the world, now and in the past and a shelving section containing books about how to look after our world -Quality texts to support reading, writing and all subject areas which reflect a range of cultures and modern Britain -Displays around school which reflect diversity by representing people of different heritage, different families, people with disabilities and different cultures - Persona dolls
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<p>Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.</p>	<ul style="list-style-type: none"> -PSHE curriculum -Picture News - E Safety Computing Policy updated annually with the children and shared with parents/carers - Annual anti-bullying week- reviewing of policy together -Anti-bullying lessons, assemblies and awareness raising in PSHE lessons - Lots of time during class discussions for children to give their thoughts and ideas and reflect on school life -Children's annual questionnaires to gather feedback on all aspects of school life including if children feel safe and to give them the opportunity to share their ideas -School council & Rota Kids make decisions on charity work and feedback pupil voice to the school governors. -Focused work on healthy relationships and keeping safe using NSPCC materials -Democratic votes when whole school decisions need to be made.
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<p>Rewarding expressions of moral insights and good behaviour.</p>	<ul style="list-style-type: none"> - Children are rewarded for living out the school values with respect - Headteacher awards for positive attitudes to learning -Characteristics of Effective Learning identified across school -Hot chocolate Friday - children invited to join SLT as a reward - Star of the Week in each class - Commenting on children's acts of kindness when seen. - Dojo and house point system - Postcards home
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<p>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.</p>	<ul style="list-style-type: none"> - Clear expectations on how children should move around school - Respond to national events - When school expectations are not followed lost learning may be used- if behaviour is extreme or repeated 'reflection' on behaviour focusing on the actions taken, the impact on others and forgiveness, -Children know that when they are wearing the school uniform in and out of school they should wear it with the utmost responsibility towards showing our school ethos and living out the values
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<p>Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.</p>	<ul style="list-style-type: none"> - Collective Worship focusing on a school value each half term, British Values and other world faiths and their celebrations -Understanding that other cultures follow different rules and respecting this - RE scheme- RE today and Understanding Christianity has 40% teaching of different faiths -PSHE curriculum- Jigsaw - Global Learning planning in each topic -British Values teaching in KS2 Picture News sessions Collective Worship and through curriculum themes -Celebrating the heritage of the different families in school e.g. Spanish, Greek, Indian
<p>Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.</p>	<ul style="list-style-type: none"> -Job roles within each class to ensure a shared responsibility towards daily routines -Forest School- looking after our school and local environment, learning how to live and survive off the earth, looking at how valuable the natural world is to humans and animals -Positive Behaviour Policy with consistent rules across the school; school rule relates to respect towards others and their belongings - Class rules and expectations reinforced by staff, Sport Ambassadors and Playground leaders. -Character and citizen award -Gardening club, looking after the school's plants and encouraging wildlife into our school grounds -Librarians to ensure our precious books are looked after -Class jobs for each child to take responsibility for looking after an aspect of their classroom/cloakroom
<p>Providing models of moral virtue through literature, humanities, sciences, arts, and worship.</p>	<ul style="list-style-type: none"> - Cross curricular theme weeks - By acknowledging the positive and negative benefits of technology - Visitors as part of the collective worship including Revd.'s from St. John's Church, Welton Baptist and different faith leaders - Global learning fed through all curriculum areas - In sport, make clear fair play and the shaking of hands, being a good sports person. -Exploring the local area and beyond into Bath -Take part in Science week in school and in wider community -Looking at St. John's and others saints as role models -Looking at courageous advocates in history and those who live now to see how they act against injustice and stand up for what is right -Identifying key significant people in history, science, and art
<p>Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc.</p>	<ul style="list-style-type: none"> - School mission, ethos statement and values posters displayed in front entrance, each classroom, the staffroom and the hall - School vision regularly shared so all understand how it is rooted in theology and share each aspect including the rooted bible quote, ethos statement, s -All policies and formal documents, letters have the school ethos on them -SLT, governor and staff meetings are focused around our purpose at St. John's enabling us to live out the school values in the work we do -Classroom and corridor displays all of a high standard, reflecting school's ethos and vision for curriculum. - Reflective areas around school to develop pupil voice and celebrate children's and staff's thoughts and ideas -Prayer spaces in classrooms, corridors and outside - Consistent display within all classrooms showing motto, ethos statement, values and expectations

SOCIAL

<p>Identifying key values and principles on which the school community life is based.</p>	<ul style="list-style-type: none"> -The school vision rooted in all decision making -The school ethos and values lived in and out by staff and children -Positive Behaviour Policy help the staff and children to have a shared understanding of what behaviours are valued at St. John's and a clear understanding of what behaviours we should not see -School expectations upheld and monitored -Being the best, we can be at all times and, in all places, -High priority that this is a place to learn and grow together -High expectations of all learners across school developing a growth mind-set -British Values- focus on what makes Britain great and how we respect each other -Culture days and faith week- focus on different faiths, cultures and looking at world-wide issues -Developing the understanding of Injustice in the world and focusing on how we can make a difference -Focusing on local and national charities raising awareness, funds and collecting in different ways -Working with the community on joint projects - community arts trail, Church Christmas tree festival -Random Acts of Kindness in the community -Parent involvement in school helping on trips and visits, PTS events, assemblies, performances and church services.
<p>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.</p>	<ul style="list-style-type: none"> -Clear school vision shared and reviewed with all stakeholders -Welcoming environment for all -Clear anti-bullying policy which is built on the Church of England's document Valuing All God's Children -Inclusivity for all in daily school life, planning and decision making with an inclusion statement included on all policy documents -Theme days including culture days, art theme days, music festivals - Community events including- Carol Concert, Church visits, Harvest and Easter celebrations, Christmas performances, singing in local places, Coffee mornings, Fundraising events, Remembrance, selling sustainability fayre -Family learning through children and parent talks- e.g. NSPCC, e-safety, phonics workshops, meet the teacher -PTA events and meeting which are inclusive and value everyone's contributions -Supporting our local community - Raising funds and helping to improve the facilities -Joint events with church including Christingle, Christmas, Easter -Displays around school which reflect diversity by representing people of different heritage, different families, people with disabilities and different cultures
<p>Encouraging pupils to work cooperatively.</p>	<ul style="list-style-type: none"> - Ethos committee- plan and lead worship events -Year 6 buddies- the new reception children receive a letter welcoming them to school and their buddies meet for events -Playground leaders- trained by sports development to lead playground games - Learning Partners during class discussions - Forest School weekly sessions encouraging growth mind-set and team work - Staff training on whole class participation techniques, group work and learning partners. - Regular competitive sporting events

<p>Encouraging pupils to recognise and respect social differences and similarities.</p>	<ul style="list-style-type: none"> - Through resources we provide in all subject areas, choice of quality texts reading, writing and library areas and through PSHE lessons we challenge stereotypes. -Through PSHE lessons children learn about society and how different people live, work and behave. -In worship and daily life around school we talk through life's big events to show how these things can impact on individuals and families and influence life choices -- In History, children learn about how different civilisations are organised socially. - Global Links are encompassed into our topics and themes across all subject areas -Big questions help to unpick stereotypes and question children's understanding -Bible stories read in Collective Worship highlight differences in our community and the wider context, showing children that other people do not live their lives the same way as they do but that we value everyone in our society and help and support people in different ways -When ordering new books for the library and the class books areas we focus on books which show people and families from different backgrounds.
<p>Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.</p>	<ul style="list-style-type: none"> -Christmas nativities and carol concerts -Summer production -Performances from classes during church services -Choir performances at Church, school events and community events -Annual year 6 Leavers Service in Bath -Sports week and annual sports day -Termly topic plans have enrichment and enhancement opportunities with visitors and trips -Annual STEM fair to open up children's awareness of STEM activities -Music Service events and workshops -Class learning celebrations linked to that term's learning - Whole school theme days and weeks -Charity events -Awareness Raising days/weeks including Black History month, anti-racism week, anti-bullying week, Mental Health Week -Random acts of kindness -Trips to different places linked to curriculum learning - Residential experiences in Year 4 and Year 6

<p>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.</p>	<ul style="list-style-type: none"> - Children are rewarded for living out the school values with readiness, respect and care -Respect for different families is modelled by staff and governors with a shared commitment to ensuring school is inclusive and welcoming to all -A range of multicultural books in the school library and class books areas -In the corridors a specific book shelf containing books about diversity- different cultures, families and celebrating difference, a section containing well-being books and celebrating children's differences, a shelving section containing books about courageous advocates from around the world, now and in the past and a shelving section containing books about how to look after our world -Quality texts to support reading, writing and all subject areas which reflect Modern Britain -Displays around school which reflect diversity by representing people of different heritage, different families, people with disabilities and different cultures - RE scheme- RE teaching of different faiths -PSHE curriculum - School involvement in community events - Look at moral issues throughout the curriculum.
<p>Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.</p>	<ul style="list-style-type: none"> - Whole school vision which promotes high aspirations and values individual, talents and targets. -Children confident to share their opinions and ideas -Children confident to share 'injustices' they feel have happened in school/the community and the wider world -Children challenge each other and staff if they feel a response or opinion doesn't follow our school ethos or isn't inclusive -PSHE curriculum -British Values teaching in KS2 Picture News sessions Collective Worship and through curriculum themes
<p>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.</p>	<ul style="list-style-type: none"> -Awareness of injustice in the world shared in collective worship -Democratic vote for whole school decision making -Children writing applications to be ambassadors - Children's involvement in Senior Leader Interviews - Pupil voice through various groups -British Values aspects fed through into collective worship -British Values teaching in KS2 Picture News sessions Collective Worship and through curriculum themes
<p>Providing opportunities for pupils to exercise leadership and responsibility.</p>	<ul style="list-style-type: none"> -Rota kids choose how to raise awareness of the work of different charities, fundraise for charities and support charity work in different ways e.g. collecting food, materials, resources, blessing bags for the homeless etc -Children plan further ways to improve our school - Pupils have roles in school such as house captains / sports ambassadors and playground leaders, wellbeing leads. All have various responsibilities. - Year 6 buddies- the new reception children receive a letter in the welcoming them to school and their buddies meet them during shared events -Playground leaders- trained by sports development to lead playground games -Ethos committee work with the local church to deliver services in the Church -Librarians- ensuring the books are catalogued, stamped and sharing books with children -Digital Leaders supporting safety in school

<p>Providing positive and effective links with the world of work and the wider community.</p>	<ul style="list-style-type: none"> -Promoting parents to attend parents' workshops -Providing placements for work experience students -Parent and family members coming into school to talk about their different job roles
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CULTURAL

<p>Providing opportunities for pupils to explore their own cultural assumptions and values.</p>	<ul style="list-style-type: none"> - Exploring traditions and how traditions from different cultures are part of life in Modern Britain -Focus on respect for others and what that looks like through PSHE curriculum and how they should expect that back from others -Opportunities to discuss how we welcome people into school from all backgrounds and cultures, how we welcome people into the country, especially those visiting or fleeing their own countries- Picture news discussions support these debates -Celebrate children's heritage and cultures through culture days -Through PSHE and RE discuss how religious might look different if people life in different parts of the world e.g. Christians living in Spain, Hindu's living in America, Muslims living in France
<p>Extending pupils' knowledge and use of cultural imagery and language.</p>	<ul style="list-style-type: none"> - Cultural elements in topics studied: South America / Brazil / Africa/ Greece/Aztek Mayans -Sharing stories from other cultures and countries in class reading times and Collective Worship -Fiction and non-fiction texts purchased for curriculum work, reading books, library books and class and corridor book areas represent different cultures around the world -Different cultures visited in PE dance, history and music sessions -A range of books including images of children/adults from all different cultures. Traditional stories from different cultures. -Representations of different cultures on displays around school
<p>Recognising and nurturing particular gifts and talents.</p>	<ul style="list-style-type: none"> - Deepen the moment challenges planned into lessons to further challenge children who meet the learning intention quickly/easily or before the end of the lesson - PSHE curriculum celebrates personal gifts and talents. - Giving children opportunities to showcase talents in various subjects including sport, drama and music. -Choosing children for specific jobs/roles around school e.g. leading debate group, digital leaders,etc -Providing extra-curricular activities that enable children to develop their talents whilst providing new opportunities for other children - Celebrating and sharing success e.g. parts in plays, TV roles, medal for swimming championship etc

<p>Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.</p>	<ul style="list-style-type: none"> - Participating in Sports Week - Quality texts to support reading, writing and all subject areas which reflect a range of cultures and Modern Britain - In literacy, engage in texts from different cultures. - In RE and assemblies, children will learn about different events in various religions' calendars. - Participation in Art Projects and display work at as a Gallery in school - Making links with global events such as the Olympics, Coronation or World Cup. -Participation in Sports competitions - Looking at the local history and how different cultures have shaped it -Performing (dance, poems and singing) at church and the local community for their events -Annual STEM fair to open up children's awareness of STEM activities -Singing at community events -Music Service events including singing and dancing - Dance umbrella at Bath Forum
<p>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.</p>	<ul style="list-style-type: none"> - School choir performances -Opportunities to take part in a range of after school clubs led by staff, Ed Start Sports and Music Centre Rock Band - Participation in the annual Dance Umbrella -Visits to museums, Roman Baths - Travelling by coach, train or car to places