

Spiritual, Moral, Social and Cultural (SMSC) Development at Higher Bebington Junior School

At Higher Bebington Junior School, we have a thoughtful and wide-ranging promotion of pupils' Spiritual, Moral, Social and Cultural development and their physical well-being, which enables them to thrive in a supportive, highly cohesive learning community.

Good Practice Guidance	Evidence at Higher Bebington Junior School
SPIRITUAL	
<p>Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.</p>	<ul style="list-style-type: none"> - Regular Assembly topics – both whole school and class assemblies (when whole school assemblies can take place again) - Assembly timetable recognises key festivals in all religions and special days. -RE curriculum using Agreed Wirral Syllabus-updated 2020 - Harvest Festival class assemblies (Year 4) and supporting Charlie Thompsons Mission with foodbank donations. Entry in community Scarecrow Festival organised by Christ Church. -visits to a range of places of worship including local Christian church, Liverpool Synagogue, Birkenhead Mosque and Birkenhead Buddhist Centre- once permitted due to Covid-19 - Easter Assembly led by Rev Loach from Christ Church- if permitted due to Covid-19 - Christmas Carol Concert (Year 5) led by Rev Loach from Christ Church- if permitted due to Covid-19 - Advent assembly led by Rev Loach from Christ Church. if permitted due to Covid-19. Consider online if not possible in person. - Speakers in assemblies to discuss impact on lives; Rev Loach, Imam from Wirral Deen Centre, Tim Coltman (great grandchild of William Coltman WW1 Christian Faith in Action)- once permitted due to Covid-19
<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. - Celebration Assembly where children's achievements in and outside of school are celebrated (class based at present due to Covid -19) - Encouraging pupils to share their beliefs with their classes and during assembly.
<p>Encouraging pupils to explore and develop what animates themselves and others.</p>	<ul style="list-style-type: none"> - RE Curriculum - PSHE curriculum
<p>Encouraging pupils to reflect and to learn from reflection.</p>	<ul style="list-style-type: none"> - Positive Behaviour Policy - Charity and fundraising events –Claire House, Children in Need, Red Nose Day etc. - Regular Collective Worship - Collective worship led by Rev Loach from Christ Church once permitted due to Covid-19

	<ul style="list-style-type: none"> - RE planning and curriculum; knowledge and response - On Monday assemblies, pupils encouraged to reflect on the values studied over the course of the week.
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.	<ul style="list-style-type: none"> - RE curriculum - PSHE curriculum - Dedicated SMSC time through PSHE - Right Respecting Award- children encouraged to discuss the right of the week. - Positive Behaviour Policy
Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.	<ul style="list-style-type: none"> - Explicit teaching of manners and politeness for pupils and staff - Positive Behaviour Policy rewarding mutual respect through whole class recognition time. - Reinforcing concepts in whole school assemblies once permitted due to Covid-19 - Ready Respectful, Safe displayed in each room - Pupil Parliament; regular meetings held with real input into key school issues.
<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"> - Encouraging pupil thinking time when answering - Range of AfL techniques for whole cohort participation and effective questioning

MORAL

Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school.	<ul style="list-style-type: none"> - Positive Behaviour Policy with display in each class - Positively worded whole school rules - Regular updates and reinforcement in assemblies - Weekly Merit Certificates, Lunchtime Awards and Character Awards to celebrate positive attitudes and behaviours. - Whole-school house point system with House Captains - Ready, Respectful and Safe promoted throughout the school.
<p>Promoting racial, religious and other forms of equality.</p> <p>Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for</p>	<ul style="list-style-type: none"> - Trips organised with Religious theme studying different faiths once permitted due to Covid-19 - 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 viewpoints.

<p>example personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.</p>	<ul style="list-style-type: none"> - RE planning - Positive Behaviour Policy - Pupil Parliament
<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"> - E Safety Computing planning - Bullying lessons, assemblies and awareness in PSHCE and during Anti Bullying Week. - Drug and alcohol scheme Chris Winter used across school. - Pupil Parliament makes decisions on new policies e.g. Anti- Bullying
<p>Rewarding expressions of moral insights and good behaviour.</p>	<ul style="list-style-type: none"> - Positive praise - House points system with House Captains; termly winners - Golden Headteacher stickers for work/attitudes that is above and beyond. - Celebration assembly with Merit, Lunchtime and Character certificates relating to school values and good learning traits.
<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"> - Reinforcement in Assemblies – children very clear on expectations - Recognise days such as anti-bullying and safer recruitment. Look at how feels to be “wronged”. - Restorative time after incidents to discuss breaches of rules and the impact of this. - Winning house have extra playtime - E Safety Computing policy - Respond to national events in Assemblies
<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"> - RE planning and curriculum - PSHE curriculum
<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"> - Positive Behaviour Policy – 1 of 3 rules is ‘Respectful’ - Development of Pupil Leadership Team- House Captains, Pupil Parliament, Hall Helpers, Science Ambassadors, Reading Rep and Play Leaders. Help to model good behaviour to children and develop sense of citizenship.
<p>Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.</p>	<ul style="list-style-type: none"> - Whole school and class assemblies - By acknowledging the positive and negative benefits of the Internet. - Visitors as part of the collective worship including Rev Loach from Christ Church once permitted due to Covid-19 - Wider opportunities in music; teaching pupils’ self-discipline and learning J-sax in Year 4 once permitted due to Covid-19

	<ul style="list-style-type: none"> - In sport, make clear fair play and the shaking of hands once permitted due to Covid-19. Discuss other ways of showing this in the meantime.
Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc.	<ul style="list-style-type: none"> - School vision displayed around school 'Together We Achieve' - Classroom and corridor display all of a high standard, reflecting school rules of Ready, Respectful and Safe. - School values to be displayed and add pupil voice comments on the certain school or British values. - Consistent display within all classrooms with school rules and recognition board.

SOCIAL

Identifying key values and principles on which the school community life is based.	<ul style="list-style-type: none"> - Positive behaviour Policy - Consistent whole school rules- Ready, Respectful, Safe
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.	<ul style="list-style-type: none"> - Clear Equality policy which is considered in all policy renewal. - Competitive Sports Days in Houses once permitted due to Covid-19 - Community events; Carol Concert, Church visits, Harvest and Easter celebrations, Christmas performances, singing in local places, Fund raising events, Remembrance week. once permitted due to Covid-19
Encouraging pupils to work cooperatively.	<ul style="list-style-type: none"> - Development of Pupil Leadership Team- House Captains, Pupil Parliament, Hall Helpers, Science Ambassadors, Reading Rep and Play Leaders. Help to model good behaviour to children and develop sense of citizenship. - - Regular competitive sporting events once permitted due to Covid-19 - Fundraising Events
Encouraging pupils to recognise and respect social differences and similarities.	<ul style="list-style-type: none"> - PSH lessons on challenging stereotypes. - In History, children learn about how different civilisations are organised socially.
Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions. All events currently postponed or cancelled due to Covid-19	<ul style="list-style-type: none"> - Christmas Productions Year 3 -Harvest Assembly- Year 4 -Easter Assembly -Year 5 -End of Year Performance- Year 6 -Development of events with local church- Harvest, Christmas, Easter. -Music performances- Rock Band, Guitar, J-Sax, Strings and Woodwind - Sports Day

	<ul style="list-style-type: none"> - Termly topic plans have enrichment and enhancement opportunities with visitors and trips - Enhancement days where dress up / thematic creative tasks - Creative high standard topic books. - Residential experiences in Year 4 and Year 6
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.	<ul style="list-style-type: none"> - RE planning and curriculum - PSHE curriculum - School involvement in community events such as remembrance - Involved in community improvements with Parish Council- eco project
Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.	<ul style="list-style-type: none"> - Whole school assemblies on aspirations, talents and targets- class based at present due to Covid-19
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.	<ul style="list-style-type: none"> - Pupil elections and democratic vote for Pupil Parliament Children write own speeches for election. - Pupil training for Playground leaders - Involvement in Senior Leader Interviews - Mirror General election with school's own election - Pupil voice on selection of House Captains
Providing opportunities for pupils to exercise leadership and responsibility.	<ul style="list-style-type: none"> - Children plan further ways to improve our school - Development of Pupil Leadership Team- House Captains, Pupil Parliament, Hall Helpers, Science Ambassadors, Reading Rep and Play Leaders. Help to model good behaviour to children and develop sense of citizenship.
Providing positive and effective links with the world of work and the wider community.	<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 -Parent speakers for themed weeks e.g. Science Week

CULTURAL

Providing opportunities for pupils to explore their own cultural assumptions and values.	<ul style="list-style-type: none"> -Rights Respecting School / challenging stereotypes / war and peace through remembrance.
Extending pupils' knowledge and use of cultural imagery and language.	<ul style="list-style-type: none"> - Cultural elements in topics studied: South America / / Africa / Greece / Egypt - Sharing stories from other cultures and countries in assemblies

<p>Recognising and nurturing particular gifts and talents.</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 showcase talents in various subjects including sport, drama and music. - Participation in gifted and talented workshops run by local high schools- ICT, Science, Writing, Art 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"> - In literacy, engage in texts from different cultures. - In RE and assemblies, children will learn about different events in various religions' calendars. - Making links with global events such as the Olympics, Winter Olympics or World Cup. - Looking at the local history and how different cultures have shaped it. - Year 4 all play instrument with tutor & perform to parents All year groups perform an assembly or show to parents in stage.
<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> <p style="color: red;">All events currently postponed or cancelled due to Covid-19</p>	<ul style="list-style-type: none"> - Specialist Music teacher and Tutor for Year 4 so everyone learns an instrument. - Opportunities for musicians to perform to their parents. - Visitors from Living History providing workshops for various year groups (recently Ancient Greeks and Invaders) - Visit to local church for 'experience' themes (recently Remembrance and 'Church'). - Gallery visits and involvement in Arts projects (Williamson Art Gallery)
<p>Reinforcing the school's cultural values through displays, posters, exhibitions etc.</p>	<ul style="list-style-type: none"> - Learning environment expectations which reflect themes taught
<p>Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.</p>	<ul style="list-style-type: none"> - School's creative curriculum. Plan exciting thematic topics with cultural and local links. - In history and science, look at how developments from around the world affect our daily life - SMSC books in each class capture opportunities for each class.

