



# A Guide to SMSC at Calmore Junior School 2022/23



At Calmore Junior School we recognise the importance of promoting and developing Spiritual, moral, social and cultural understanding in order to prepare pupils for their exciting futures.

A variety of opportunities throughout the curriculum are provided for children to engage in and enjoy learning using 'awe and wonder' as a stimulus. The school encourages deep reflection and thinking about a range of Spiritual, moral, ethical, social and cultural issues are developed through assemblies, curriculum time and circle time.

The experiences that are provided also incorporate a wide range of external visits, visitors and whole school events that celebrate achievement, cultural diversity and community, enriching the learning experience.

## **WHAT IS SMSC?**

### **SPIRITUAL, MORAL, SOCIAL AND CULTURAL UNDERSTANDING**

#### **Spiritual development:**

- Beliefs, religious or otherwise, which inform their perspective on life and 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.
- A willingness to reflect on their experiences.

#### **Moral development:**

- 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.

- An interest in investigating, and offering reasoned views about, moral and ethical issues.

**Social development:**

- 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, co-operating 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 development:**

- 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.

**Spiritual development is promoted through:**

- Using 'awe and wonder' as a stimulus to lessons and topics
- The teaching of Religious Education through Hampshire Living Difference Curriculum. The RE curriculum develops children's spiritual journey through the exploration of a range of beliefs and cultures. Differences are celebrated as shaping a diverse and fascinating society where each culture can learn positively from each other. Tolerance of and a positive interest in the beliefs and views of others is promoted throughout.
- Photographs around the school of the children involved in a variety of activities highlights the reflective nature of the school and this, combined with quotations and thought provoking pictures and posters encourage children to appreciate the world around them.
- Children are encouraged to work imaginatively in art, DT and the performing arts.
- A sense of enjoyment and fascination in learning is encouraged through the curriculum and observations show children demonstrating a sense of excitement, mystery and curiosity. Children are very engaged in the curriculum.

- High levels of empathy and reflection are evidenced from the curriculum and children show that they are able to put themselves in others' shoes eg Year 6 Shakespeare topic on Romeo & Juliet shows tremendous empathy in their writing.
- Daily assemblies and within class reflection time
- Displays that show a wide range of spiritual development
- Rights, respect and responsibility. School & Class Charters
- Personal, Social, Health and Emotional Education
- Active Learning, children being involved in their learning and assessment of their learning
- Developing our learning behaviours-questioning, taking pride, being reflective, showing initiative, persevering, communicating, collaborating, being flexible, being confident and making links
- Developing artistic talents including art lessons, visiting artists, visiting The Tate Modern .
- Developing musical talents including music lessons, choir, whole school singing, performances and performing at Church
- Science eg growing plants, watching life cycles- caterpillars to butterflies
- Maths eg solving problems, reasoning and investigating
- School Council
- Residential Visits to Swanage and Tile Barn
- Drama opportunities in lessons, visiting puppet shows and performances, visiting The Globe in London
- Visits and Visitors eg artist, police, vicar, councillor, illustrator, author, Paralympic Athlete etc
- Working with and in the community, visits to church, working with infants, parent readers in weekly, Testwood sporting teachers, links with other schools/ churches, NFSP ( new Forest sports partnerships
- Global diversity eg Living in A Diverse World Topic, Fairtrade, Chinese New Year, RE topics, What It Means to be British- British Values

- Outdoor Learning & Residentials
- School Values-Respect, Honesty, Kindness, Responsibility, Friendship, ambition and curiosity
- Using current affairs to raise questions eg floods, earthquakes, elections,
- Work with local council eg Invite councillor in, write to council over litter

**Moral development is promoted through:**

- The Behaviour Policy-The Calmore Charter-very clear expectations about behaviour ensure that children have a very clear understanding of the difference between right and wrong and they readily apply this to their own lives. The positive approach to behaviour focuses on the positive reinforcement of our values- Respect, Honesty, Kindness, Responsibility, Friendship and Ambition and curiosity. The children are encouraged to take responsibility for their own actions & choices. They use 3 rules of behaviour. Our Learning Behaviours are embedded in every lesson and are at the heart of all learning
- The whole school community was involved in our school motto choice-*Do Our Best For Success*
- Volunteering opportunities eg librarians, office workers, play leaders, health and safety officers, litter pickers, Road Safety Officers etc
- Regular citizenship and Rights, Respect, Responsibility (RRR).
- Regular PSHE lessons including debating moral & ethical issues
- Assemblies, anti-bullying week, fire safety, Childline awareness, road safety, children in need, comic relief
- Charity work including shoebox appeal, Red Nose Day, Sport Relief, Basics Bank. Harvest, Children in Need our CJSA
- Our School council make decisions and uphold the Calmore Rules and values

- Drugs education including alcohol and tobacco.
- Sex and relationship education. (RSE)
- Staying safe when using the internet (E-safety) Road Safety
- Careers and enterprise education-Careers Fair in Year 6
- Celebration assembly-Head teacher award, Best awards, Reading Awards, Always tea Attendance Awards
- Displays of School rules - Be ready , safe and Respectful
- Assemblies- weekly themes
- Rights, Respect and Responsibilities
- Pupil Voice through The School Council
- Parent Participation, reading, maths, exit days, performances, coffee morning, come and do events, sports days, parents evenings

**Social development is promoted through:**

- When using Play Leaders in the playground to support friendships and encourage playtime games.
- Transition links with Year 3 and Year 5 and year 6
- ELSA is available for children to support them through social and emotional issues
- Family support worker to support families
- Children participate effectively in a variety of social settings and high levels of cooperation is demonstrated both in learning and social contexts eg sporting competitions, with a variety of other schools, working with year 2 & 3, reading buddies
- Effective social skills are modelled by staff

- Children demonstrate a high level of willingness to put themselves in difficult social situations  
eg auditions for solos, productions, leading assemblies, showing visitors and parents around,  
being interviewed by governors
- Regular whole school or year group visits or visitors.
- Sports competitions.
- Extracurricular clubs- eg fencing, choir, art, ICT, lego, football, cricket, athletics, dodge ball,  
dance, gymnastics, coding
- Literacy—speaking and listening.
- Team houses
- Paired Reading -reading buddies
- School Council & joint meeting with the infants
- Topic theme days
- Residential foster and actively promote social skills as the children, parents and staff live harmoniously
- Year 3 aid and support the induction of year 2 children
- Child line have worked with years 5 & 6
- RE-community visitors-Testwood Baptist Church
- Joint theme days with infants eg Jubilee
- Work experience students and teaching students
- Visitors eg nurse, artist, police, fire, travel agent, author, vicar, sports people etc
- Hampshire Illustrated Book Award
- Parent Workshops

- The school has ingrained social conscience with many fundraising events and charitable causes eg Basics Bank, Children in Need, Shoe Box Appeal, Poppy Day, Comic Relief, Sport Relief
- Children volunteer for jobs within their classroom setting, taking responsibility for assisting the group
- Events in the local community

### **Cultural**

- Visits to different places of worship eg Testwood Baptist Church
- The vast majority of children fully engage in a wide range of artistic, sporting or cultural opportunities
- Children demonstrate positive attitudes to others regardless of ethnic, socio-economic or religious backgrounds
- Global news events eg refugee crisis, earthquakes, disasters
- Environment protection-everyone doing their bit around the world to protect the planet
- Year 6 Careers Fair gives the children to hear about role profiles of many different jobs and employment which gives their education a sense of purpose-involves a range of people from the community and further afield
- Displays around the school promote positive attitudes to others eg vision, geography, world map & news,
- Children study different projects that promote cultural diversity.
- Curriculum - art, RE, English, geography, history, drama promotes the positive attitudes to different beliefs and cultures
- Visitors to school eg vicar, priest, minister talk about different religious beliefs and cultures



- Modern foreign languages (MFL) promotes culture of France-m Twinning project- Penpals
- Culture in your family, eg: where your family eats dinner, family traditions
- Global awareness days eg water, Environment Day, World book/ poetry Day etc
- Theme Day-What it Means to be British celebrated the diverse nature of Britain

Special days - mathematics, science, RRR days

- Using community partners eg Testwood, Hounslow, Infants, local schools, church, council, police, ASDA, School Library Service, parents
- Local contrasts - wider, national
- Productions
- RRR
- Extra-curricular opportunities
- What does it mean to be British?
- Parents in for cultural sharing
- Olympics
- Annual school World Cup celebrated in school with children entering teams in different countries
- Culture/ethos of school - Royal Weddings, Jubilee Celebrations.
- All areas of curriculum - RE, choice of texts, music, poetry, MFL, global issues/geography and citizenship.
- Tournaments and festivals - dance workshops, music , theatre shows, Marcus Dilly shows
- Productions
- Handling artefacts cross curricular eg Museums, Hampshire Wardrobe, Artefacts boxes
- Language
- Teaching, demonstrations - instrument groups, pottery, illustrator

- Community Cohesion
- Weekly School Themes eg Chinese New Year,
- Diwali, Sukkot, Hanukkah, Celebrating differences

## British Values

# Core British Values

