




Spiritual, Moral, Cultural and Social (SMSC) Development at Joy Lane Primary School

At Joy Lane Primary 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.

SPIRITUAL 	
Outstanding/Good Practice	Evidence at Joy Lane
<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"> • Varied assembly topics for Key Stage 1 and Key Stage 2 outlined in assembly timetable. • Assembly timetable recognises key festivals and special days in all religions. • RE curriculum using Kent Agreed Syllabus. • Harvest Festival annual assembly and Food Bank collection. • Easter celebrations. • Community Carol Singing / Christingle Service (in conjunction with Seasalter Christian Centre) • Assembly – Sacred works 'Handel's Messiah' • Displays to celebrate religions and festivals.
<p>Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.</p> <p>Encouraging pupils to explore and develop what animates themselves and others.</p>	<ul style="list-style-type: none"> • RE Curriculum discussions with use of 'Big Questions'. • PSHE curriculum sessions across both Key Stages (Jigsaw). • Global learning elements throughout all the topics and assemblies across school. • 'Show and Tell' in Reception where children share what they have done outside of school. • Weekly 'Celebration Assembly' where children's external activities and achievements are shared and celebrated. • Encouraging pupils to share their beliefs with their classes and during assemblies. • Friday Music assemblies – sharing musical talent

<p>Encouraging pupils to reflect and to learn from reflection.</p> <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"> • Restorative and relational Behaviour Policy. • Class display on RE theme with questions to prompt spiritual thought. • Charity and fundraising events – Children in Need, Red Nose Day, Walk for Water, Genes for Jeans. • External visitors and talks: Mental Health Week, NHS productions and talks, Fire Safety talk. • Regular Collective Worship planned once a week with the Seasalter Christian Centre. • RE planning and curriculum; knowledge and response. • Zen Zone and reflection areas and safe spaces. • Jigsaw Reflection ‘Chime Time’ • Dedicated SMSC time in Global learning issues.
<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"> • Explicit teaching of manners and politeness for pupils and staff through school values. • Positive restorative and relational Behaviour Policy. • Engaging and inspiring curriculum. • School ethos: 3Rs (Ready, Respectful, Responsible) • Reinforcing ethos in whole school assemblies and rewards. • British Values promoted in planning, assemblies and conversations. • Rewards and praise (in line with whole school policy) – Dojos, certificates, etc. • Class rules across EYFS and whole school and displayed in each room • School Council; regular meetings; display • Listening and valuing performance of others – assemblies/year group music performances
<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"> • Planned and targeted questions (lowest 20%). • Encouraging pupil thinking time and paired talk. • Voices for Choices animals to support metacognitive discussions and reflections on learning. • Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school. • Restorative Behaviour Policy. • PSHE curriculum and right not to answer / contribute.


MORAL



Outstanding/Good Practice	Evidence at Joy Lane
<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"> • Restorative and relational Behaviour Policy. • Positively worded whole school learning behaviours and ethos. • Regular updates and reinforcement of moral code in assemblies. • Pupil of the Week, Reading rewards, commendations and other achievements recognised in Celebration Assembly. • Promotion of School Ethos in conversations, assemblies, etc. • School Ethos actively encouraged positive behaviour (3Rs). • Adults consistently modelling correct moral behaviour. • Anti-bullying/kindness week.
<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 example personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.</p>	<ul style="list-style-type: none"> • Trips organised with Religious theme studying different faiths • RE day – celebrating different religions and festivals • In Science, debate when used for good and bad. • Trip to St Alphege church • In History, focus on the decisions of key historical figures and debate their judgements and moral viewpoints: e.g., Black History and Women’s History Month. • In Geography, cultural (such as tourism), human impact (such as deforestation and climate change), etc. • RE curriculum based on ‘big questions’ • Restorative Behaviour Policy • School Council / Eco-reps • Eco club focusing on local environment • Black history Month celebrated in lesson, assemblies, reading books, writing themes (poetry), home challenge. • British Values promoted in planning, assemblies and conversations.
<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"> • Online Safety Computing planning • Bullying lessons, assemblies and awareness in PSHE and during Anti-Bullying Week. • School Council meetings • Promoting British Values • PSHE curriculum promoting discussion / Reflection Steps • Voices for Choices animals to support conversation and reflection.
<p>Rewarding expressions of moral insights and good behaviour.</p>	<ul style="list-style-type: none"> • Positive praise • Restorative practices in line with Behaviour Policy

	<ul style="list-style-type: none"> • Weekly Celebration Assembly with Pupil of the Week certificates relating to school values and positive learning behaviours. • Weekly Attendance Award – Attendance Ted • Regular certificate/rewards (Dojos) for demonstration of good manners and politeness with class bonus. • Leadership awards (House and Sports Captains, play leaders) and Ambassadors (MFL, Reading) • Dojos awarded for different learning behaviours and contributions.
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.	<ul style="list-style-type: none"> • Recognise days such as Anti-Bullying and Internet Safety. Reflect on how it feels to be “wronged”. • Online Safety Computing planning and policy • Respond to national events in assemblies, class discussion and Newsletter. • When on ‘Reflect’, pupils complete Reflection Sheets which is followed up by senior leaders. • Behaviour charts collected by Senior Leaders and followed up.
Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.	<ul style="list-style-type: none"> • RE planning and curriculum • RE day • PSHE curriculum - Jigsaw • Global Learning planning in each topic assembly
Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.	<ul style="list-style-type: none"> • School Ethos embedded and reinforced in all areas of school life. PSHE (Jigsaw) and Global learning assembly themes. • Being ‘responsible’ encouraging children to take responsibility for playground and class equipment. • Oysters – children help set-up Sensory Circuits • Respectful use and use of expensive musical and computing equipment • Eco reps / School council • Plogging club (looking after nature) • Class rules • Harrier Lodge / St Martin’s Care Home visits • Remembrance service (with Royal British Legion) • ‘All Wrapped Up’ Christmas campaign with Riverside Church
Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.	<ul style="list-style-type: none"> • Christmas Nativity Productions EYFS and KS1 • Sports Day • Termly topic plans include enrichment and enhancement opportunities with visitors and trips • Enhancement days with dress up / thematic creative tasks • Residential experiences in Year 5 and 6 • Example of Handel’s Messiah – Music assembly and lessons • Links with Seasalter Christian Church – assemblies across the school, Christingle Service, Food Bank collections • Diverse read aloud texts

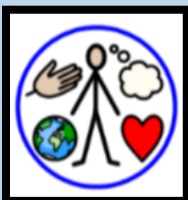
	<ul style="list-style-type: none"> • Weekly Music assemblies / Performances • Reading assemblies with cultural and moral themes • Remembrance service (with Royal British Legion)
<p>Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc.</p>	 

<p>SOCIAL</p> 	
<p>Outstanding/Good Practice</p>	<p>Evidence at Joy Lane</p>
<p>Identifying key values and principles on which the school community life is based.</p>	<ul style="list-style-type: none"> • Restorative Behaviour Policy • Consistent whole school learning behaviours - 3Rs • Consistent 3 core values the school have agreed upon and promote – Be Ready, Be Respectful, Be Responsible • British Values promoted in assemblies, lessons and discussions.
<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"> • Competitive and inclusive Sports Days • Community events: Carol singing at Tesco/Harrier Lodge Care Home/St Martin's Care Home, Harvest Festival and Food Bank collection, Christmas performances, Coffee mornings, Fundraising events, Remembrance service • Family learning through parental talks e.g. Reading, IT/Dojo drop-in sessions • Oysters show – inclusion and integration

<p>Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.</p>	<ul style="list-style-type: none"> • Oysters integration (play/ curriculum) • Sexual equality is explicit in assembly and lessons, as well as celebrating International Women’s Day • Musical Role models - Hildegard Von Bingen (Oldest composer) • Staff encouraged to perform and play alongside pupils in Music assemblies/concerts • Adaptive teaching and inclusion by design • Termly topic plans have enrichment and enhancement opportunities with hooks, visitors and trips • Enhancement days with dress up / thematic creative tasks • Residential experiences in Year 5 and Year 6 • Shared learning across year groups e.g. pop-up museums • Year 4 Musical Production / Year 5 Show / Year 6 end-of-year Production
<p>Encouraging pupils to work cooperatively.</p>	<ul style="list-style-type: none"> • Children belong to Houses (Discovery, Endeavour, Victory, Mayflower) and work in teams to gain House Points each term to earn a reward. • School Council / Eco-reps • Outdoor Learning – promoting resilience and growth mindset • Voices for Choices – promoting choice and metacognition • Talk partners in classes • Regular competitive sporting events (as part of CACOT) • Fundraising Events • Y6 Play Leaders and Reading Ambassadors working together to support younger children. • Houses sport competition (as part of Sports Day) • House Captains ‘Catch-up’ in Newsletter • Pupil / Staff bands • Promoting the value of every player in an ensemble (music) • Y6 teaching Maths (Y4) - Peer teaching younger years.
<p>Encouraging pupils to recognise and respect social differences and similarities.</p>	<ul style="list-style-type: none"> • PSHE (Jigsaw)and Global learning assembly themes • PSHE curriculum elements - challenging stereotypes. • In History, children learn about how different civilisations are organised socially. • Diverse range of reading materials used to support the curriculum
<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"> • RE planning and curriculum • PSHE/Citizenship curriculum (Jigsaw) • School involvement in community events such as Remembrance and Royal Coronation • Links with local care homes • Look at moral issues through Global learning curriculum – through assemblies. • Restorative practice, modelled/facilitated by adults

	<ul style="list-style-type: none"> • Reflected in our school values: Be Ready / Be Respectful / Be responsible. • Ability to listen and reflect – use of safe spaces and active listening cues. • Outdoor learning opportunities – promoting resilience and growth mindset. • Voices for Choices – promoting choice and metacognition.
Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.	<ul style="list-style-type: none"> • RE curriculum ‘big questions’ open up discussion and challenge • History curriculum – looking at bias, communities, etc. • Reinforcing 3Rs/School values • PSHE discussions
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 School Council / Eco-rep • Pupil training for leadership roles – Play Leaders, Reading Ambassadors, etc. • British Values promoted and discussed in lessons and assemblies.
Providing opportunities for pupils to exercise leadership and responsibility.	<ul style="list-style-type: none"> • School Council choose how to raise money and fundraise for charities and involved in whole school change. • Y6 Pupil roles and responsibilities: Sports Captains, House Captains, Reading Ambassadors, MFL Ambassadors, Play Leaders • Classroom monitors • School band (pupil-led) • Eco-reps / School Council
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, leading workshops, for example. • Secondary School performances (The Whitstable School, Dance Dash) • NHS ‘Who Cares’ performance – enriching positive experiences for NHS aspiring recruitment • Secondary school volunteers in school.

CULTURAL



Outstanding/Good Practice	Evidence at Joy Lane
Providing opportunities for pupils to explore their own cultural assumptions and values.	<ul style="list-style-type: none"> • Global Learning throughout curriculum: fairtrade / Children’s rights / challenging stereotypes / war and peace through Remembrance service. • Geography / World Culture Day

<p>Extending pupils' knowledge and use of cultural imagery and language.</p>	<ul style="list-style-type: none"> • RE day • Inviting children and families to share home cultures to class – sharing traditions • Visits from a partner school in France • Cultural elements in topics studied: South America / Brazil / Africa / Greece / Egypt • History and Geography curriculum • Sharing stories and music from other cultures and countries in assemblies
<p>Recognising and nurturing particular gifts and talents.</p>	<ul style="list-style-type: none"> • Engaging and inspiring curriculum with adaptations made in planning to challenge pupil's learning. • PSHE curriculum looks at personal gifts and talents. • Giving the pupils opportunities to showcase talents in various subjects including sport, swimming, drama, art and music. • Music clubs after school – PP funded • Music lessons (private and as part of the curriculum) • KMS funded Ukulele whole class music tuition – leads on to children who want individual lessons – funded. Year 4 project • School shows and productions – opportunities for showcasing singing, drama, art, music talents • Children chosen as ambassador of the school, e.g. GD readers to read to Harrier Lodge Care Home.
<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> <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"> • Major works of Music – Assembly • Young Voices concert at the O2 • Children participate in Global learning assembly themes opportunities each term. • European Day of Languages yearly focus • Links exploited and when studying other cultures make links to art / music / crafts, e.g. Latin America, Dixieland, African Drumming/Caribbean/Big Band Jazz/English Folk Songs • In English, engage in texts from different cultures. • In RE and assemblies, children will learn about different events in various religions' calendars. • Making links with global sporting events such as the Olympics, Winter Olympics or World Cup. • Looking at the local history and how different cultures have shaped it. • Oysters annual theatre trip • In-school galleries to showcase learning (Year 6 Mountains showcase) • Drama/ dance productions for various year groups, including Dance Dash (Herne Bay High) and Canterbury Academy show • KIC Theatre drama workshops for each year group (1 x yearly) • Links with Whitstable Library, local bookshops (Moon Lane, Harbour Books), Whitstable Museum • Local artists (Catman)

	<ul style="list-style-type: none"> • Music Lead – profession musician/Kat and Kez – teachers/professional musicians who perform in own bands • Music professional guests to Music assemblies • Affiliation with Whitstable Royal British Legion
<p>Reinforcing the school’s cultural values through displays, posters, exhibitions etc.</p>	<ul style="list-style-type: none"> • Curriculum Webs for each year group showcase learning themes and links. • Curiosity Approach (learning environment) – inclusive and low-cognitive approach • Celebration highlights school ethos and expectations • School Ethos and reward system (poster) • British Values promoted (poster) • School performances and galleries of work • Weekly assemblies with diverse themes