



Spiritual, Moral, Social, and Cultural development at Joy Lane Primary School

Rationale:

At Joy Lane Primary School, we recognise that the process of development in these four areas and their outcomes are difficult to pinpoint due to the fact that:

- Development is not necessarily a smooth, continuous process.
- Individuals develop at different rates and in different ways and this is not necessarily related to age.
- Changes in pupils' development may be imperceptible over short periods of time and measurement is neither standardised nor desirable.
- All pupils have differing starting points depending on, for example, their life experiences so far and the influences of home, cultural background, personality and peer group.

We also recognise that we are considering 7 years out of a lifetime of development, with no absolute final ending points.

However, with this in mind, as a staff we have considered what 'development' in each area might look like in terms of long-term outcomes and how we might best foster opportunities to enhance pupils' individual growth within them.

Intentions:

- Self-awareness & self-knowledge - becoming aware of personal strengths, weaknesses, feelings & identity.
- Sensitivity & responsiveness - reflecting emotions, past & present issues & moral obligations.
- Inner strength & resilience - responding to challenging experiences & change.
- Ideals & aspirations - recognising beauty, developing values.
- Love & relationships - developing relationships, valuing self & others, forgiveness & empathy.
- Seeking & striving - through the search for meaning in experiences & aiming to do the right thing.
- Reflection - taking the time to stop & think/question experiences & ideas.
- **See also 'Promoting British values at JLPS' document.**

The most recent audit highlighted these examples as a 'snapshot' of current practice:

Through the general life of the School:

- School ethos: '*Our School is a safe, friendly, caring, inclusive and respectful community*' as evidenced through the fostering of relationships based on a fair, caring and consistent approach and mutual respect. Clear expectations, shown by example, through modelling, role play, positive discipline, evidenced through the 'feel' of the School at all times of the day and how we react to different situations - what we say, do (including when things go wrong). *See also Behaviour & Discipline Policy.*
- Structure & organisation of pupils into different groupings to cater for different needs & purposes - whole school, phases, classes, sets, groups, pairings, teams. Inclusion is fundamental to who we are & what we represent. *See also SEND Policy*
- Variety of teaching styles, classroom organisation & environments to foster a culture of positive self-image, teamwork, self-motivation, questioning & reflection.
- A broadly based curriculum which provides a progression in knowledge & skills and the flexibility to respond to the particular needs of our pupils. *See also Curriculum statement.*
- Through open communications with parents to enhance mutual understanding for the benefit of our pupils

Within specific lessons/subjects:

Subjects	SMSC contributions
English & MFL	Giving expression to personal thoughts, views, beliefs, opinions & feelings in creative writing & drama Reflecting on their own & others' stories Developing sensitivity towards the views & values of others through role play & improvisation Debating issues & listening to/responding to different points of view Widening pupils' awareness of traditional stories & poetry within their own and others' cultures
Mathematics	Considering the concept of infinity in numbers Engaging in increasingly challenging problem-solving activities, persevering to overcome difficulties & experiencing pleasure & satisfaction in reaching a solution Developing an understanding of how mathematics is used in current & past societies
Science	Reflecting & wondering at the order & pattern in the natural & physical world, the vastness of the universe & the variety of life

	<p>Raising questions about truth & belief, ethical issues eg medicine, genetic modification and 'progress'</p> <p>Awareness of healthy lifestyle choices - diet, exercise, drugs - development of self-respect & responsibility</p>
History	<p>Developing empathy through role play & handling artefacts</p> <p>Considering the consequences of peoples' actions, choices made in the past & what can be learnt from them</p> <p>Raising children's awareness of the cultural traditions of their own & others' heritages.</p> <p>Developing an awareness of how societies in the past have organised themselves and how choices have been made according to the values of the time.</p> <p>Developing a sense of identity and belonging</p>
Geography	<p>Reflecting on the variety of environments & peoples across the world & their similarities/differences</p> <p>Experiencing awe & wonder at aspects of the natural world</p> <p>Considering mans' impact upon the world & discussing hopes & fears about the future of our planet</p> <p>Fostering an attitude of community & environmental awareness & involvement</p>
RE & PHSE	<p>Becoming aware of some of the 'ultimate questions' of life & learning about different World Religions' perspectives on these</p> <p>Developing own beliefs & values</p> <p>Encouraging understanding & respect for those who hold different opinions to themselves</p> <p>Developing a sense of belonging & community</p> <p>Sharing & learning from personal & family/community experiences</p> <p>Using SEAL materials to explicitly teach about concepts such as friendship, personal choices & consequences</p> <p>Assemblies to encourage whole school messages</p>
Art & Design, Design & Technology	<p>Creating something new (aesthetically pleasing &/or functional)</p> <p>Reflecting upon & creating an awareness of styles & forms used by people in different times and places</p> <p>Experiencing visual images which evoke a range of emotions & responses</p> <p>Questioning technological progress</p>
Music	<p>Enjoying together, a shared commitment a group identity - assemblies, music groups, performances</p> <p>Affective responses - music as a mood changer - losing yourself in music</p> <p>Experiencing different cultural sounds & rhythms</p> <p>Rising to the challenge of learning a new instrument or piece of music</p> <p>Songs with a message</p>
PE	<p>Experiencing the pleasure, exhilaration & aesthetics of mastering a skill, achieving or watching excellence</p> <p>Learning about own strengths & limitations</p>

	<p>Developing self-discipline, commitment & perseverance</p> <p>Encouraging fair play - abiding by the rules of the game & sportsmanship skills.</p> <p>Being part of a team</p> <p>Learning how to relax</p>
Computing	<p>Considering personal safety issues & social interaction through new media</p> <p>Reflection on the ownership & value of information & ideas</p>
<p>Enrichment themes & opportunities (See also termly Enrichment Maps)</p>	<p>Whole school T6->T1 Transition units eg on</p> <ul style="list-style-type: none"> • 'Willy the Dreamer' children's book by local author Anthony Browne - investigating themes of hopes & aspirations, disappointment and resilience and creativity. • Identity - investigating uniqueness, personal histories & geographical roots • Thinking Skills - investigating personal learning styles, responding to philosophical questions, enjoying the unknown <p>Investigating our own & other cultures through food, dance, music, customs, interacting with real people of different heritage eg links to Japan, China, Spain, India, France (here & residential visit) Around the World in 40 Assemblies.</p> <p>Olympic Games - upholding the Olympic ideals, investigating sustainability issues</p> <p>Visits - to broaden cultural awareness eg local places of worship, theatre, museums, art galleries, Olympic park, Houses of Parliament</p> <p>Visitors to inspire & encourage reflection eg Enterprise Week- local business & industry, Assemblies by local Church, Wing Commander Green from Bloodhound, International students, Marine Conservation Society</p> <p>Volunteers who enrich children's experiences eg Gardeners, Boys' Reading Club, Librarian, Work Experience</p> <p>Engagement in community & national/international events & eg Bloodhound competition, poetry competition, Science & Eco-challenges, links to Secondary School events & specialist networks, sporting competitions, Prospect Field,</p> <p>Fundraising activities - eg Enterprise Week, Walk for Water, Harvest Festival, Sports Relief, PTFA events eg School Fair, Christmas shop, talent shows,</p> <p>Opportunities to take on responsibility - classroom jobs, Play Leaders, Eco-Reps, School Council, Sports & House Captains</p> <p>Clubs eg Construction, Spanish, Film, Sports (various), Art, Boys' Reading, Science, After school club, Cooking & Choir.</p> <p>Displays - to stimulate, inform & celebrate</p> <p>Celebration and class Sharing Assemblies, Pupil Productions - Christmas, Easter & Summer/Leavers'</p>