



SMSC Evidence at Linton Heights Junior School:

Spiritual, Moral, Social and Cultural (SMSC) Development at Linton Heights Junior School (LHJS)

SMSC development is now referenced throughout Ofsted's School Inspection Handbook. 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	
SMSC strand	Evidence at Linton Heights Junior School
Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.	<p>Regular assembly topic. Please see assembly timetable.</p> <ul style="list-style-type: none"> - Assembly timetable recognises key festivals in all religions and special days. - RE curriculum using agreed Cambridgeshire syllabus - Harvest Festival assembly and the support of local foodbank. - Christmas Carol Concert and Easter service at St. Mary's Church - Speakers in assemblies/ year groups to discuss impact on lives;
Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them	<p>RE Curriculum discussions.</p> <ul style="list-style-type: none"> - Celebration assembly – Ceilidh - where children's external activities are celebrated. - Encouraging pupils to share their beliefs with their classes and during assembly.
Encouraging pupils to explore and develop what animates themselves and others.	<p>RE Curriculum</p> <ul style="list-style-type: none"> - Home learning tasks.
Encouraging pupils to reflect and to learn from reflection	<p>Positive Behaviour Policy (introduced 2014, reviewed 2021)</p> <ul style="list-style-type: none"> - Charity and fundraising events – Cancer Research UK, Children in Need, Red Nose Day. - Regular Collective Worship - Collective worship led by minister and lay reader from village churches - RE planning and curriculum; knowledge and response

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>Dedicated PSHE time in lessons.</p> <ul style="list-style-type: none"> - Broad and balanced curriculum - Positive behaviour policy - Small group work with trained councillor focused on pupils' emotions and those of others. <p>Whole school focus on wellbeing</p>
Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.	<p>Explicit teaching of manners and politeness for pupils and staff</p> <ul style="list-style-type: none"> - Positive behaviour policy rewarding mutual respect and whole class bonus (marbles in jar) - Reinforcing concepts in whole school assemblies - Class rules - School Council, Junior Leadership Team; regular meetings, display and discussion. - Clear set of values across school and on display in hall - Broad and balanced curriculum - Wide variety of extra-curricular clubs - Values cup awarded weekly in Ceilidh
<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'. 	<p>Teachers are encouraged to ask varied and differentiated questions; this is looked for on planning during scrutiny and during lesson observations.</p> <ul style="list-style-type: none"> - Encouraging pupil thinking time when answering - Effective questioning seen through lesson observation.

Moral	
Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school.	<p>Positive behaviour policy which is consistently implemented across the school. The policy aims to 'catch the children doing good'.</p> <p>Positive school values</p> <ul style="list-style-type: none"> - Regular updates and reinforcement in assemblies

	<ul style="list-style-type: none"> - Weekly Ceilidh praise and cup winners who are recognised in Friday Ceilidh assemblies. -Whole school house point system with pupil elected house captains and vice house captains
<p>Promoting racial, religious and other forms of equality. 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"> - Children take place in disability sports - Disabled role models - Celebration of Paralympic games -Gender equality CPD and assemblies - PRIDE incidents recorded on PRfE - Trips organised with religious theme studying different faiths - RE planning - Positive behaviour policy - School Council and Junior Leadership Team. - Assemblies
<p>Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.</p>	<p>Rigorous safeguarding practice SRE – including a confidential comments box and open discussion based on mutual respect. JLT health and safety walk. E Safety computing planning and parent workshops.</p> <ul style="list-style-type: none"> - Bullying lessons, assemblies and awareness in lessons and during Anti Bullying Play. Pupil voice in school. - School Council makes decisions on staff appointments and on aspects of developing the school environment.
<p>Rewarding expressions of moral insights and good behaviour.</p>	<p>Positive praise</p> <ul style="list-style-type: none"> - House points system with weekly, termly and yearly winners - Weekly celebration assembly with certificates relating to school values and good learning traits. -Termly awarded Lunchtime Behaviour cups that reward positive behaviour. Slips filled out by midday assistants acknowledging good pupil behaviour as well as recognising negative - Termly attendance awards

	<ul style="list-style-type: none"> - Regular awards/regular rewards for demonstration of good manners and politeness
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>Reinforcement in assemblies – children very clear on expectations</p> <ul style="list-style-type: none"> - E Safety computing planning and policy - Respond to national events in assemblies - Nurturing/ restorative approach to poor behaviour, consequences delivered which is then followed up by senior leaders.
Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.	<p>Positive behaviour policy with consistent rules across the school;</p> <ul style="list-style-type: none"> - Class rules and expectations reinforced by all teaching staff. <p>Sports and play leaders.</p> <ul style="list-style-type: none"> - Litter pickers - Environmental Club
Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.	<p>Whole school, lower and upper and class assemblies – see assembly timetables</p> <ul style="list-style-type: none"> - Visitors as part of the collective worship including reverend from local church - School's banded books - Class texts
Reinforcing the school's values through images, posters, classroom displays,	<ul style="list-style-type: none"> - School mission statement displayed on newsletters and website - Classroom and corridor displays all of a high standard, reflecting school's vision for curriculum. - School values displayed and add pupil voice comments on the certain school or British values. - Consistent display within all classrooms with school values displayed, - Values cup

Social	
Identifying key values and principles on which the school community life is based.	<p>Democratic identification of school's key values by children, parents, staff and governors</p> <p>Positive behaviour policy</p> <ul style="list-style-type: none"> - Consistent whole school Rules

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>All policies have review statement for equality and inclusion.</p> <ul style="list-style-type: none"> - Competitive sports days in houses - Community events; carol concert, church visits, Harvest celebrations, Christmas performances, Singing in local places, coffee mornings, fund raising events, Remembrance service, Rain Forest Café. - Family learning through parental talks/ workshops -Parent class representatives attending parent forums
Encouraging pupils to work cooperatively.	<p>School Council & Junior Leadership Team</p> <ul style="list-style-type: none"> - Talk partners during class discussions - Regular competitive sporting events - Fundraising events - Playground leaders -Sports leaders - Vice and house Captains and encouraging house members and acting as role models
Encouraging pupils to recognise and respect social differences and similarities.	<ul style="list-style-type: none"> - Elements of lessons, when challenging stereotypes. -School assemblies -Class charters
Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.	<p>Christmas productions lower school</p> <ul style="list-style-type: none"> - Christmas Carol Concert at St. Mary's Church - Musical festivals and visits e.g. annual Fete de la Musique - Sports Day - 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, 5 and 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.	<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>

	School values: responsibility, respect, ambition, honesty, kindness; resilience
Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.	Whole school assemblies on aspirations, talents and targets.
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.	Pupil elections and democratic vote for School Council / Junior Leadership Team Children write own speeches for council - Pupil training for play leaders and sports leaders - Pupil voice on selection of House Captains
Providing opportunities for pupils to exercise leadership and responsibility.	School Council choose how to raise money and make decisions involved in whole school change. - Children plan further ways to improve our school - Pupils have roles in school such as buddies and play leaders. Chn in all year groups have various class/ whole school responsibilities.
Providing positive and effective links with the world of work and the wider community.	- 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 - Parents invited in to discuss their work (Parents evenings) - Annual career day

Cultural	
Providing opportunities for pupils to explore their own cultural assumptions and values.	Challenging stereotypes / war and peace through remembrance. Diversity intertwined in curriculum
Extending pupils' knowledge and use of cultural imagery and language.	Cultural elements in topics studied: Ancient Greece / Egypt/ Anglo-Saxons - Sharing stories from other cultures and countries in assemblies - Study of French

Recognising and nurturing particular gifts and talents.	Adapted teaching in planning to challenge pupil's learning (for all ability groups) - Giving the pupils opportunities to showcase talents: Music/Choir ; extra-curricular clubs/ sports
Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.	- In RE and assemblies, children will learn about different events in various religions' calendars. - Whole school theatre visit – pantomime every December - All children encouraged to showcase their musical skills and show to school in assemblies (Performance Ceilidh) - Year 6 Leavers service run by local church leaders
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.	Visitors from re-enactment groups providing workshops for various year groups (History off the Page) - Yearly theatre trips for some year groups Theatre sans Frontiers - School visit of Church to share religious traditions each year.
Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.	School's creative curriculum. Plan exciting topics with cultural links - SLT and teachers carry out scrutiny each year looking at cultural opportunities.