

SMSC Guidance & Coverage



School Vision

At Chesswood Junior School we inspire our whole school community to enjoy their learning adventure and have fun along the way. We ignite a passion for learning throughout the school community, securing excellence, empathy and equality in all that we do.

School Mission

We will strive to achieve the highest standards of academic achievement and behaviour within a vibrant, exciting learning environment so that all children leave this school with confidence and the ability to take advantage of future opportunities.

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1. Introduction

At Chesswood, we recognise that the personal development of children spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. Our aim is to ensure quality provision of SMSC across all relevant aspects of school life, to develop positive spiritual, moral, social and cultural characteristics in all children. This document outlines what we are aiming to achieve under the broad heading of SMSC, and how this is delivered within Chesswood.

2. Principles

Spiritual, Moral, Social and Cultural Development is crucial for individual pupils and important for society as a whole. It is the heart of what education is all about – helping pupils grow and develop as people and effective participants in modern Britain. SMSC permeates all areas of school life and its principles are promoted at all times.

It is an expectation that all staff, in all areas, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the curriculum; through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation; through upholding the school ethos and also through their own conduct.

The integrity and spirituality of pupils from all faith backgrounds will be respected. The diversity of spiritual and cultural traditions will be recognised and pupils will be given opportunities to reflect on these.

All adults will model and promote expected behaviour, treating everyone as unique and valuable individuals, and will demonstrate respect for pupils and their families.

Pupils are given the opportunity to reflect on and amend their behaviour. Pupils learn to know what is right and what is wrong and how their actions affect other people. They are taught to empathise with others and to value themselves and others.

Pupils are taught to understand the need for rules and the need to abide by rules for the good of everyone. The school's Bright Sparks Code underpins the attitude and day to day behaviour expected of all pupils.

We provide many opportunities to celebrate pupils' work, effort and achievements, ensuring children know their strengths and are able to work positively towards challenging targets set.

Throughout our curriculum, we seek to draw from as wide a range of cultural contexts as possible.

The importance of relationships between all school staff, parents and governors is vital. These relationships will be characterised by mutual respect, by positive attitudes, by the



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willingness to listen and be listened to and by the valuing of all pupils.

3. What is SMSC?

3.1. What is Spiritual Development?

3.1.1. Definition

Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing.

It takes into consideration a wealth of ideas and concepts that are central to a child's growth.



2.1.2 Ofsted - Spiritual

According to Ofsted, pupils' spiritual development is shown by their:

- 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 and about themselves, others and the world around them, including the intangible
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

2.1.3 Positive spiritual characteristics

Through receiving quality Spiritual education, pupils will develop -

- an awareness and understanding of their own and others' beliefs
- a respect for themselves and for others



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- a sense of empathy with others, concern and compassion
- an increasing ability to reflect and learn from this reflection
- an ability to show courage and persistence in defence of their aims, values, principles and beliefs
- a readiness to challenge all that would constrain the human spirit: for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination
- an appreciation of the intangible – for example, beauty, truth, love, goodness, order – as well as for mystery,
- a respect for insight as well as for knowledge and reason
- an expressive and/or creative impulse
- an understanding of feelings and emotions, and their likely impact

3.2. *What is Moral Development?*

3.2.1. *Definition*

Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

It takes into consideration a wealth of ideas and concepts that are central to a child's growth.



3.2.2. *Ofsted - Moral*

According to Ofsted, pupils' moral development is shown by their:

- Ability to recognise the difference between right and wrong and their readiness to apply



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this understanding in their own lives

- Understanding of the consequences of their actions
- Interest in investigation, and offering reasoned views about, moral and ethical issues

3.2.3. Positive moral characteristics

Through receiving quality Moral education, pupils will develop –

- an ability to distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- a confidence to act consistently in accordance with their own principles
- an ability to think through the consequences of their own and others' actions
- a willingness to express their views on ethical issues and personal values
- an ability to make responsible and reasoned judgements on moral dilemmas
- a commitment to personal values in areas which are considered right by some and wrong by others
- a respect for others' needs, interests and feelings, as well as their own
- a desire to explore their own and others' view

3.3. What is Social Development?

3.3.1. Definition

Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

It takes into consideration a wealth of ideas and concepts that are central to a child's growth.





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3.3.2. Ofsted - Social

According to Ofsted, pupils' social development is shown by their:

- Use 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, cooperating 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

3.3.3. Positive social characteristics

Through receiving quality Social education, pupils will develop –

- adjust to a range of social contexts by appropriate and sensitive behaviour
- relate well to other people's social skills and personal qualities
- work, successfully, as a member of a group or team
- share views and opinions with others, and work towards consensus
- resolve conflicts and counter forces which militate against inclusion and unity
- show respect for people, living things, property and the environment
- exercise responsibility
- appreciate the rights and responsibilities of individuals within the wider social setting
- participate in activities relevant to the community

3.4. What is Cultural Development?

3.4.1. Definition

Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

It takes into consideration a wealth of ideas and concepts that are central to a child's growth.



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3.4.2. Ofsted - Cultural

According to Ofsted, pupils' cultural development is shown by their:

- 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
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

3.4.3. Positive cultural characteristics

Through receiving quality Cultural education, pupils will develop –

- an ability to recognise and understand their own cultural values and an understanding of the influences which have shaped their own cultural heritage
- an ability to appreciate cultural diversity and give respect to other people's values and beliefs, thereby challenging racism and valuing race equality
- a willingness to participate in artistic and cultural activities
- a sense of personal enrichment through encounter with cultural media and traditions from a range of cultures
- a regard for the heights of human achievement in all cultures and societies
- an appreciation of the diversity of cultures.



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4. Where is SMSC delivered?

The following are areas where the development of Spiritual, Moral, Social and Cultural education is delivered at Chesswood. They are not mutually exclusive.





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4.1. School Ethos

“Inspectors should consider the climate and ethos of the school and what effect this has on enabling pupils to grow and flourish, become confident individuals, and appreciate their own worth and that of others” Ofsted 2012

The following contribute significantly to developing the positive school ethos at Chesswood, underpinning the development of SMSC : -

4.1.1. School Mission Statement & School Motto

The school’s mission statement sets the high standards expected at Chesswood -

We will strive to achieve the highest standards of academic achievement and behaviour within a vibrant, exciting learning environment so that all children leave this school with confidence and the ability to take advantage of future opportunities.

The School’s Motto

Dream, Aspire, Achieve

4.1.1.1. Mission Statement & School Motto SMSC Coverage

The school mission statement and motto promotes -

Spiritual	Exciting learning environment – seeking ‘wow’ moments in learning and celebrating achievement. Striving to develop confidence in all pupils is at the heart of the school’s mission statement. Developing confidence and self-knowledge will prepare pupils to take advantage of future opportunities. All children are encouraged to follow their dreams, driven by an inner, intrinsic motivation.
Moral	Striving to achieve high standards of behaviour.
Social	Developing confidence in pupils and developing the skills to help them take advantage of future opportunities.
Cultural	Encompasses all children.



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4.1.2. Community Code

Chesswood Bright-Sparks

Be the best we can be, at all times

Respect the rights of others and take our responsibilities seriously

Innovate – we are creative, ask questions, investigate new ideas

Go “the extra mile” in everything we do

Hold high expectations of ourselves and others

Turn up, turn up on time, turn up ready for action

Seize the opportunities we have and make the most of them

Persevere when challenged - think positively, find solutions, never give up!

Aspire to great things – ‘Dream Aspire Achieve,’ be extraordinary

Recognise our part in the community – school, local, national and international

Know we are part of the Chesswood team – we are willing to help and be helped

Show courtesy, care and kindness, all of the time



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4.1.2.1. Community Code SMSC Coverage

The school Community Code 'Bright Sparks' promotes –

Spiritual	Respecting the right of others – their feelings, values and beliefs.
	Innovate – ask questions and investigate new ideas – seek those 'wow' moments.
	Aspire to great things – know yourself and be the best you can be.
Moral	Hold high expectations of yourself and others – know what is right and wrong
Social	Recognise our part in the community – school, local, national and international
	Know we are part of the Chesswood team – we are willing to help and be helped
Cultural	The Chesswood Team is made up of a wide range of nationalities and cultures who work together

4.1.3. Curriculum Drivers

Curriculum drivers are the principles which underpin the whole school curriculum, so that it is truly personalised to Chesswood. They have been chosen through consultation with children, families and staff – identifying the needs and interests of the pupils at Chesswood, whilst ensuring the curriculum promotes SMSC and prepares pupils for later life. There are 2 whole school drivers–

- Life Opportunities
- Creativity, Confidence, Competence

Curriculum Driver	Promoting the driver
Life opportunities	<ul style="list-style-type: none"> • Solar School ACRO learning skills <ul style="list-style-type: none"> ○ Embedding learning skills ○ Self-assessment of learning skills ○ Children knowing their skills – strengths & weaknesses ○ Careers library ○ Careers aspirations – eg visitors sharing their jobs / roles / skills <ul style="list-style-type: none"> ▪ ACRO Profiles • Community Involvement <ul style="list-style-type: none"> ○ Seek to be regularly involved in community events ○ Promote Chesswood in the community ○ Promote local clubs and charities ○ Seek to involve community role models in the life of the school • School Motto – Dream, Aspire, Achieve • Pupil leadership roles – whole school and within the classroom. Developing responsibility, collaboration and leadership skills • Dream, Aspire, Achieve Academy (especially disadvantaged)



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Creativity Confidence Competence	<ul style="list-style-type: none"> Specialist teaching – <ul style="list-style-type: none"> Music, P.E – providing multiple opportunities for representation, performance and competition Spotting and promoting talent Develop a mastery curriculum which broadens and deepens learning and thinking – developing schema to move children from novice to expert Pupil leadership – developing confidence and ACRO skills Ambition profiles (disadvantaged) – developing talent
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4.1.3.1. Curriculum Drivers SMSC Coverage

Spiritual	<p>Embedding knowledge and deeper questioning ensures children think in increasingly deep and was. This is especially true in R.E. where all units are built around key questions, relating religious experience to everyday life experiences.</p> <p>Life Opportunities has led to the development of ACRO / Solar School – this underpins children's self-knowledge of their skills and develops aspirations in children. ACRO profiles support pupils' aspirations.</p> <p>Supporting and promoting the wealth of opportunities available in school, in the local community and beyond enables a sense of enjoyment and fascination in learning and about themselves, others and the world around them. A focus on future opportunities supports aspiration.</p>
Moral	Encourage deep thinking – investigating and offering reasoned views about moral and ethical issues.
Social	<p>Creativity – promoting The Arts through specialist music teaching has a huge impact on children's social skills. For example, 300 children took part (working as a team) to put on the musical theatre performance.</p> <p>Developing a love of music and sport has a long-term impact on social involvement in wider clubs, hobbies and experiences.</p>
Cultural	Community involvement – eg art on the pier / dementia friendly choir /

4.1.4. Awards and Merits

All members of staff recognise children respond better to rewards than sanctions, therefore, we endeavour to praise and reward children for good behaviour in a variety of ways:

Informal Rewards	Formal Rewards
<p>Mini Perks –line up first, leave first at the end of the day.</p> <p>Non-verbal praise – thumbs up, a smile, shake hands.</p> <p>Overt verbal praise – thank you, well done, amazing improvement.</p>	<ul style="list-style-type: none"> Class responsibilities – pencil sharpening, chairs, book monitors etc School responsibilities – playground leaders, peer mediators, pupil librarians, house captains, school council etc. Public Praise – send to another adult; demonstrate to group or class Speak to parents directly – playground, telephone. Use of homework diary Written praise as part of marking Work displayed on the visualiser. Work displayed in class



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	<ul style="list-style-type: none">• Work published within school newsletter.• Work published on school website / Twitter• Work displayed around school - display boards, TV screens.• 'Gold Award'• Postcard to parents• Letter, on school headed paper, to parents.• Work and achievement shared in celebration assembly.• House System• Awarding of house points• House Points certificates (gold silver, bronze)• Termly House Points Cup (Displayed in reception with house ribbons). Winning house at the end of the year has name engraved on trophy.• Class cups – (Be the Best You Can Be' Award, Courtesy, Care and Kindness Award, Extra Mile Award (Homework Cup), Class Attendance Cup (individual/s in each class), Year Group Attendance Cup (class with best overall attendance).• Annual 100% attendance book tokens.
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4.1.4.1. Awards and Merits SMSC Coverage

Spiritual	Building of self-confidence through positive praise. Developing a sense of enjoyment and pride through celebration of achievements – eg website, display etc Particular focus on creativity and developing intrinsic qualities – celebrating and praising creative achievements / demonstrating a love and passion for aspects of learning
Moral	Praise supporting a positive approach to behaviour management. Understanding positive consequences to positive action.
Social	A positive ethos <ul style="list-style-type: none">• shared celebration of group and individual success• supports children in resolving conflicts in positive ways• helps develop strong social skills
Cultural	Praise focusing on effort (not just ability / achievement) supports equality and helps eliminate discrimination

4.1.1. Pupils as Leaders

Chesswood is committed to progressively developing pupils' skills as leaders across the school in order to promote self-esteem and develop their SMSC development. The ultimate aim is that in Year 6, all pupils have an opportunity to lead, regardless of their ability and aptitude, if they want to.

Opportunities to lead are provided on a variety of levels, e.g.

- Leading learning in collaborative group work
- Classroom leadership – monitors, etc.
- Whole school leadership –
 - Junior Governors
 - School Ambassadors



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- Anti-Bullying Ambassadors
- Play Leaders
- Sports / Music / Science / Computing (Digital) Leaders
- Junior Librarians / Reading Buddies
- Junior Office Assistants
- Environment Leaders / Little Links
- Young Interpreters
- Open Day – all subjects use pupil leaders to explain and explore the subject with prospective parents and children.

4.1.1.1. Pupils as Leaders SMSC Coverage

Spiritual	Developing specific skills as leaders – fascination about learning about themselves. Use of creativity and imagination in developing their roles as leaders. Reflecting on the impact they have as leaders.
Moral	Ability to lead – make decisions about right and wrong and apply these as leaders. Understand the impact of their actions – positive and negative (e.g. representing the school publicly).
Social	Several leadership roles e.g. school ambassador have highly social roles, representing the school to visitors and guiding tours around school without staff presence. Many work in teams run largely by themselves so need good social skills to be successful.
Cultural	Understanding of democracy (voting for Junior Governors) and application process underpinning job roles. High levels of participation – especially in community events.

4.1.2. Pupil Voice / Junior Governors

The role of Junior Governors is outlined in the Junior Governors handbook. Junior Governors are elected by the pupils in their class to –

- Provide pupil voice on determined aspects of school life and contribute to the decision making process.
- Liaise with class regarding school issues and seek to consult with pupils and staff to resolve these.
- Support school leadership in the monitoring and evaluating of identified areas of school life, including learning and pastoral aspects (what is going well and what could be better).
- Attend all meetings and take an active part in discussions.
- Accurately represent the views of peers at meetings and report back to peers on outcomes and the work of the Junior Governors.
- Be involved in work and projects decided upon by the Junior Governors. Show initiative and run projects independently when required.
- Help produce and contribute to reports produced by the Junior Governor group.



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- Liaise with the Full Governing Body to set actions and report on research findings and project progress.
- Take part in interviewing prospective members of staff.
- Maintain a presence through regular communication including Junior Governor notice board, website page and newsletter contribution.

4.1.2.1. Pupil Voice / Junior Governors SMSC Coverage

Spiritual	Ability to share ideas and debate whilst showing respect of others' feelings and values. Use of creativity and imagination in solving issues that arise. Willingness to reflect on decisions made and the impact they have had.
Moral	Ability to make the right decisions, taking into account all valid points of view – offering reasoned views of issues raised. Be accountable for actions taken and the subsequent consequences.
Social	Be able to present views in open forums with peers and adults. Be able to converse with the whole class and relay points of view coherently. Be willing to participate in a variety of social settings and resolve conflicts where differences of opinions occur.
Cultural	Ensure a wide range of cultures and backgrounds are represented amongst Junior Governors to represent views of the whole school community and the cultural make-up of Chesswood.

4.1.3. Assemblies

Weekly phase assemblies have a strong focus on aspects of SMSC. There is a two-year plan that covers a multitude of different topics within four themes: PSHE, RE, Music and People, Places & Events – key facts are highlighted to help remembering in the long term, but the essence of the assemblies is to develop cultural capital. Alongside this, there are weekly year assemblies that focus on celebration and achievement and recap of lesson knowledge.

4.1.3.1. Assemblies SMSC Coverage

Spiritual	RE themes: Faith in Action; festivals and celebrations. Guest speakers from: St George's Church, Worthing Mosque, Progressive Synagogue. PSHE themes: Key moments in history, i.e. the death of Queen Elizabeth II; World Thinking Day – connecting with the environment. Music themes: learning important songs and about key composers.
Moral	PSHE themes: Bright Sparks behaviour code; safeguarding (PANTS) and e-safety (SMART); anti-bullying; anti-discrimination; Junior Governors – bullying, taking responsibility; British Values.
Social	PSHE themes: Junior Governors – taking responsibility; World Thinking Day – positive mental attitude & respect for themselves; Bright Sparks – respect for each other and the community; anti-bullying; anti-discrimination; Dogs Trust; coastal safety; summer safety; e-safety – social media. RE themes: Turning Tides (homelessness) Harvest collection – respect for the community. Music themes: singing together – leading to Christmas church singing; learning important songs.



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Cultural	<p>PPE themes to raise cultural capital: Significant British historical characters – Churchill, Shackleton, Turing, QEI, QEII, Ottobah Cugoano; Significant British Events – Armistice Day, Trooping the Colour, State Opening of Parliament; Significant British Places – National Parks Week.</p> <p>PSHE themes: Black History Month; Pride; stereotyping and discrimination.</p> <p>RE themes: Faith in Action; festivals and celebrations. Guest speakers from: St George's Church, Worthing Mosque, Progressive Synagogue.</p> <p>Music themes: learning important songs; school production.</p>
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4.2. *Community Cohesion*

“As all children and young people can benefit from meaningful interaction, schools will need to consider how to give their pupils the opportunity to mix with and learn with, from and about those from different backgrounds, for example through links with other schools and community organisations.

By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.”
(Guidance on the duty to promote Community Cohesion)

Chesswood is a diverse community of which we are very proud. At Chesswood, we actively seek to work with the local community, in partnership, to provide positive experiences which develop wider relationships and an increasing sense of 'belonging' within the community. Linking to the school's Curriculum Driver – Life Opportunities; we aim to make as many links as possible with the wider community to provide children with an understanding of all that being part of a community has to offer them, and what they as individuals and a school can offer the wider community.

Examples of community involvement include:-

- Art exhibitions – Worthing museum / Worthing Pier / mental health workshop – Creative Waves
- Worthing Churches Homeless Project - harvest
- Dance Time
- Links, including curriculum / assembly / visits with local church and mosque
- Heritage Lottery Funded history projects with local historian
- Carol concert – supporting local food bank
- ACRO champions – locals contributing to the curriculum e.g. Chef teaching stir fry
- Choir – singing at numerous events in the community – Town centre, residential homes, Morrisons, Dementia Friendly Choir etc
- Wide range of competitions and links with local schools – eg sports events / able pupils groups



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- Impact on local schools
 - Sports leaders organising and running sports days for infant schools
 - Leading legacy games

4.2.1.1. Community Cohesion SMSC Coverage

Spiritual	Links with local church and mosque, including assemblies, visits and curriculum support. Support of Worthing Churches Homeless Project at harvest time. Links with community events that inspire and promote the strength of human character and spirit – eg Remembrance Day / dementia choir.
Moral	Promotion of many community links – working together for a more cohesive community in Worthing. Links with a diverse community support the anti-discrimination ethos in school – eg elderly, race, gender
Social	Able pupil enrichment days with locality schools. Links with the Filipino community. Links with many retirement homes. All children in Y6 working with Mr Hoskins (community) – woodwork. Plus all other community events listed above - All promote diverse relationships and the promotion of social skills in different contexts.
Cultural	Christmas concert – parading all flags of the Chesswood community. Community representation and involvement at the summer and Christmas fayres – large events that attract many past and present families. Links with local museum and galleries – numerous trips / visits and exhibitions. My Town geography – understanding local history and heritage – Town Trail. Support of Worthing Churches Homeless Project / food bank – understanding and supporting less fortunate.

4.3. PSHE

All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. (National Curriculum 2014)

Like SMSC, PSHE is delivered across the curriculum and is embedded in the wider school ethos. Topics are also delivered discreetly through PSHE lessons. The PSHE Association's statements have been used to develop PSHE coverage.

- Health and Wellbeing
 - Relationships
 - Living in the wider world – Economic wellbeing and being a responsible citizen
 - Developing confidence and responsibility and making the most of their abilities
- Citizenship

4.3.1.1. PSHE Coverage

Spiritual	Opportunities to: <ul style="list-style-type: none">• reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals – see PSHE assembly plan
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	<ul style="list-style-type: none">recognise and respond appropriately to a wider range of feelings in others
Moral	<p>Opportunities to:</p> <ul style="list-style-type: none">recognise their increasing independence brings increased responsibility to keep themselves and others safeunderstand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the mediarecognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrongunderstand about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights;understand why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
Social	<p>Opportunities to:</p> <ul style="list-style-type: none">recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationshipsrecognise ways in which a relationship can be unhealthy and who to talk to if they need support.be aware of different types of relationship, including those between acquaintances, friends, relatives and families, and develop the skills to be effective in relationships
Cultural	<p>Opportunities to:</p> <ul style="list-style-type: none">think about the lives of people living in other places and times, and people with different values and customsrealise the nature and consequences of discrimination, racism, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help)recognise and challenge stereotypesthink about the lives of people living in other places, and people with different values and customsappreciate the range of national, regional, religious and ethnic identities in the United Kingdom

4.4. *Religious Education*

“Although the whole curriculum should contribute to the pupils’ SMSC development, it is widely recognised that RE can make a unique contribution to SMSC development.”

At Chesswood, the West Sussex Programme for RE and the Discovery RE scheme of work are used to promote positive discussion and develop children’s understanding of the major religions. This approach takes very seriously the philosophy that children are free to make their



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own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

4.4.1.1. R.E. SMSC Coverage

Spiritual	RE helps pupils consider and respond to questions of meaning and purpose in life, and to consider and respond to questions about the nature of values in human society.
Moral	RE helps consider and respond to aspects of morality by using their knowledge and understanding of religious and ethical teaching and enabling them to make responsible and informed judgements about religious and moral issues.
Social	RE helps pupils develop their sense of identity and belonging, and by preparing them for life as responsible citizens in an increasingly diverse society.
Cultural	RE helps foster pupils' awareness and understanding of a range of beliefs and practices in the community and the wider world, and by exploring issues within and between faiths. This will develop their understanding of the cultural contexts within which they and others live.

4.5. Curriculum

126. Inspectors may gather evidence from anywhere relevant (including RE lessons and assemblies) to evaluate pupils' spiritual, moral, social and cultural education, personal development and/or behaviour and attitudes. Ofsted Inspection Handbook.

4.5.1.1. Curriculum SMSC Coverage

All subjects within the National Curriculum, delivered at Chesswood, contribute to the development of SMSC. The table below gives examples across the curriculum but is by no means exhaustive.

Subject	Spiritual	Moral	Social	Cultural
General	Trips and visits bringing awe and wonder and developing a love of learning. Metacognition and self-assessment across all subjects leading to good knowledge of self and learning strategies to support themselves. Regular peer support.	In all areas of learning, pupils are encouraged to offer reasoned views about moral and ethical issues.	Regular collaborative work – partners and group work – including group roles e.g. timekeeper, leader, quality control. More able pupils are often encouraged to assist less able ones. Residential in Y6 – teambuilding and socialising activities throughout.	As a school with a diverse ethnic, socio-economic and religious population, pupils are continually encouraged to work collaboratively and respect each-others' views and backgrounds.
English	There are many aspects of spirituality that are met through reading and writing. A wide variety of authors with different backgrounds and viewpoints have been	Reading: promoting moral issues and moral dilemmas through literature texts – addressing through discussions about literary characters and the decisions they make promote	Social development via discussions, group and pair work for oracy and vocabulary. Group work and peer learning opportunities are explored	Texts from a variety of cultures – fiction and non-fiction help develop an understanding of cultures around the world. Analysing the actions and beliefs of characters; discussing



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	<p>carefully selected to inspire children.</p> <p>Empathy is a specific reading skill developed in guided reading sessions.</p> <p>The sense of accomplishment through becoming authors and publishing their work is huge. Appreciation of published work from other students is also fostered to understand strengths and weaknesses.</p> <p>Resilience and responsibility is promoted through group work.</p> <p>Reasoning for writing to explore why decisions were made and the impact on the audience.</p>	<p>understanding of peoples' behaviour and its consequences.</p> <p>Writing: promoting compassion and empathy skills during everyday lessons, e.g. discussing characters feelings in books; persuasive / discursive texts on moral / ethical debates.</p> <p>Teaching of stories / poetry / plays which have moral relevance. Discussing discrimination in texts.</p> <p>Biography of Malala Yousufzai; Aesop's Fables; Twisted Fairy Tales; The Boy Called Christmas; Greek myths; Wonder; magistrates report.</p>	<p>whenever possible to promote social skills and understanding of compassion and empathy, e.g. discussing characters feelings in books; persuasive / discursive texts on moral / ethical debates; exploring how characters resolve conflict in texts; and understanding the audience in writing.</p> <p>Debates and balanced arguments.</p> <p>We Are Britain poetry; Viking guide; Greek myths; survival guide; pupil leader application letters; SATs revision guide; Evacuee letter; Goblin Car application letters.</p>	<p>dialogue and the portrayal of accents in fiction to give an understanding of culture.</p> <p>Key texts – Children Who Dare to be Different; Wind in the Willows; The Boy Called Christmas; The Boy in the Back of the Class; Daydreamer; Wonder.</p>
Maths	<p>Maths promotes decision-making, resilience and perseverance promoted in challenging problem-solving. Reasoning expands thinking.</p> <p>Use of modelling and images to enable understanding.</p> <p>Nasty maths - the feeling of excitement and delight when pupils can solve problems that they once found impossible.</p> <p>Reasoning maths work to show how they understand a problem or question.</p> <p>Where is the maths? Inspiration and beauty of maths is all around us.</p>	<p>Discussions around different approaches to solving problems – respecting others' methods. Distinguishing between right and wrong methods to be successful. Teamwork in problem solving is often used in maths.</p>	<p>Peer marking and support.</p> <p>Turbo maths – sharing ideas from all pupils, collaboration to understand how problems can be solved in a variety of ways.</p> <p>Enterprise day (Virgin make £5 grow) linked to Goblin Cars.</p>	<p>The way a variety of cultures have influenced the development of maths: Roman numerals; the decimal system / imperial units.</p>
Science	<p>Regular real life awe and wonder within science lessons. Conflicts in science and religion.</p> <p>Y3 - Nutrition links to DT Eatwell plate. Skeletons and muscles links to their own bodies. Rocks.</p> <p>Y4 – Teeth and digestion links with their own bodies. Classification of trees. Matter, properties and states.</p> <p>Y5 – Living things, life cycles</p>	<p>Moral development is a vital part of any scientist's development with ethical questions often arising. Controlling risks and hazards. Cause and effect in science.</p> <p>Y4 – Pulborough Brooks – nature reserve / caring for the environment. Healthy living – consequences of own actions.</p> <p>Y5 – Puberty – how feelings and actions are affected.</p>	<p>Very clear group working roles within science investigation. Effects of science on society – e.g. use of levers and pulleys.</p> <p>Y4 – Healthy living.</p> <p>Y5 – Forces. Life cycles and puberty – effects on emotions.</p> <p>Y6 – You choose – health / smoking / drugs.</p>	<p>Links between science and other subjects in the real world.</p> <p>Y3 - Nutrition links to DT Eatwell plate. Skeletons and muscles links to their own bodies. Rocks.</p> <p>Y4 – Teeth and digestion links with their own bodies. Classification of trees. Matter, properties and states.</p> <p>Y5 – Living things, life cycles and reproduction. Space and</p>



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	<p>and reproduction. Space and the Solar System. Forces. Properties of materials.</p> <p>Y6 – Evolution and inheritance, including fossils. Classification. Circulation. Circuits – burglar alarms.</p>	Y6 – Evolution and inheritance.		<p>the Solar System. Forces. Properties of materials.</p> <p>Y6 – Evolution and inheritance, including fossils. Classification. Circulation. Circuits – burglar alarms.</p> <p>Historical and great figures in science: Elise Widdowson; Greg Whyte; Katherine Esau; Ivan Pavlov; Carl Linnaeus and Rachel Carson; Jane Goodall and David Attenborough; Charles Darwin and Mary Anning; William Gilbert and Mary Somerville; Ibn al-Haytham; Graham Bell and Beth O'Leary; Alessandro and Claire Tomlin; Sir Isaac Newton, Galileo and Tim Peake; Nicola Tesla; Neil deGrasse Tyson; Robert Boyle and Dorothy Hodgkin; Hypatia and Ahmed Zewail.</p>
Music	<p>Music has been chosen as one of our specialist subjects for the spiritual aspects it can bring pupils.</p> <p>Celebration of successes, both in and out of school, including representation in school choir and musical production.</p> <p>Exploring emotions through music, reflecting on different kinds of music. Exploring creativity in composing, using imagination in group work, song writing and composing.</p>	<p>Music has been chosen as one of our specialist subjects for the moral aspects it can bring pupils.</p> <p>Links between composers and musicians. Respect for a whole range of music, music resources and facilities. The No Smoking Rap is an example of how music can be used to develop moral understanding.</p>	<p>Music has been chosen as one of our specialist subjects for the social aspects it can bring pupils.</p> <p>The musical production involves approximately half of the pupils in the school. The school choir extends to 50+ pupils and tours the local area, especially at Christmas. There was also a specific Dementia Friendly Choir who went to local care homes to raise spirits.</p> <p>Lessons encourage class/group collaboration.</p>	<p>Music has been chosen as one of our specialist subjects for the cultural aspects it can bring pupils.</p> <p>Respect diversity in music and the musical heritage of different cultures. Learn to play the music of other cultures. Gain an understanding of British and World Musical Heritage (classical, folk and popular)</p> <p>Our Christmas celebration of the nations (flag procession) has become a wonderful example of this.</p>
PE	<p>PE has been chosen as one of our specialist subjects for the spiritual aspects it can bring pupils.</p> <p>A sense of enjoyment and fascination can be developed by pupils when learning about their strengths in different sports and activities. A willingness to reflect upon their areas for development and comparisons to others' strengths is also vital, including how teamwork can overcome individual weaknesses.</p> <p>Specialist PE teachers spot talent in pupils at an early</p>	<p>PE has been chosen as one of our specialist subjects for the moral aspects it can bring pupils.</p> <p>PE teaches children about sportsmanship, code of conduct and sporting etiquette:</p> <ul style="list-style-type: none"> handshake before and after matches. applauding the opposition. fair play. <p>In every lesson children abide by the rules and regulations, gaining a good understanding of rules of sport and the</p>	<p>PE has been chosen as one of our specialist subjects for the social aspects it can bring pupils.</p> <p>Pupils in PE use of a range of social skills in different contexts, including working and socialising with pupils from the wide range of different religious, ethnic and socio-economic backgrounds that exist at Chesswood. They are encouraged to cooperate well with others and seek to resolve conflicts effectively.</p> <p>Development of Sports Leaders (including area</p>	<p>PE has been chosen as one of our specialist subjects for the cultural aspects it can bring pupils.</p> <p>Pupils have opportunities to engage with sports from around the world / other cultures and focus on local sports which are part of our heritage (Sussex – Stoolball)</p> <p>Through role models in sport, a regard for the heights of human achievement in all cultures and societies is gained.</p>



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	stage and develop their skills to a competitive level both locally and in the wider area.	importance of infringements such as penalties and red cards allow pupils to understand the consequences of their actions which in turn helps them apply this understanding to their own lives. The concepts of self-discipline to excel are essential. Pupils are taught that the only way you can achieve in sport to a high standard is if you work hard and if you can discipline yourself to train and apply yourself.	Legacy Leaders), Play Leaders and House Captains. All year groups take part in outdoor and adventurous activities which involve communication and cooperation with different groups of people (not within friendship groups). Across the whole curriculum we have an ethos of partner / group feedback to different groups.	
Art and Design	Creativity and imagination are used across all aspects of art. Wow moments of inspiration from artists studied.	Advertising and corporate imaging (linked to Goblin Cars)	Peer assessment of artwork created in lessons.	Learning about famous artists: Y3 – Van Gogh; Y4 – Warhol, Matisse; Y5 – Mailou Jones; and Y6 – Banksy.
Computing	Computing skills and coding themes throughout the year groups. Pupil experts – digital leaders leading learning. Self-knowledge – development of avatars to represent oneself.	E-safety in every year group – knowledge of right and wrong with regards to using the internet and social media. Development of avatars (all children to keep safe). Protection of personal identity.	Communication and e-safety themes heavily linked to social interactions.	Computing skills and coding themes throughout the year groups – links to future careers. Communication theme throughout year groups – cultural differences between age groups.
Design Technology	DT inspires spiritualism through success in projects that stem from real-life experiences. The three themes: We are Chefs; We are Textile Designers; and We are Engineers are routed in real jobs and skills for life.	DT lessons focus on the safety of all aspects of coverage. We are Chefs – kitchen skills and healthy eating. We are Textile Designers – sewing safety. We are Engineers – construction, mechanical and electrical safety.	Through life-skills, pupils can engage more socially. Lessons are normally collaborative to share equipment and resources. We are Chefs – cooking for others. We are Textile Designers – making gifts for others. We are Engineers – making toys, games and objects.	Different aspects of culture are reflected across the units. We are Chefs – cooking dishes from different cultures. We are Textile Designers – materials and ideas from different backgrounds. We are Engineers – historical toys and games.
Geography	Through the geographical themes running throughout all units, geography meets many spiritual aspects: Locational and place knowledge - understanding of where one comes from; local community; human and physical geography - inspires awe and wonder and how we can protect that environment. Units: We are Worldwide Travel Consultants; We are Food Distribution Managers; We are River Guides; We are Geologists; We are Volcanologists; We are	Geography looks at each unit through the theme of a job, allowing children to reflect on how they can change things in the future for the better. Units: We are Town Planners; We are Air-Quality Monitoring Officers; We are Energy Policy Advisors; We are Water Supply Engineers; We are Anthropologists.	Geography looks at the interconnectivity of the world – using the study of real people in different societies. Pupils develop a sense of identity and community. Opportunities are given for pupils to interact with the local community. Locational and place knowledge themes allow pupils to understand where they are in the world. Units: We are Worldwide Travel Consultants; We are	Geography looks at each unit through the theme of a job, allowing children to reflect on how they can change things in the future for the better at home and for different cultures and societies. Units: We are Worldwide Travel Consultants; We are Food Distribution Managers; We are Water Supply Engineers.



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	Seismologists.		Food Distribution Managers; We are Business Development Managers.	
History	<p>Spiritual development in history is delivered through the settlement theme (Worthing and the world) – providing a sense of place locally and being inspired by some of the great historical achievements and civilisations.</p> <p>The Stone Age and The Iron Age; The Romans; The Anglo-Saxons; The Vikings; Ancient Greeks; Ancient Mayans; Me and My Town; British Empire.</p>	<p>Moral education in History involves pupils being encouraged to comment on moral questions and dilemmas. History is a story of right and wrong and pupils develop the ability to empathise with the decisions which ordinary people made at the time, based on their historical situation.</p> <p>Crime and Punishment across the ages.</p> <p>The Stone Age and The Iron Age; The Romans; The Anglo-Saxons; The Vikings; Ancient Greeks; Ancient Mayans; Me and My Town; British Empire.</p>	<p>Social education in History encourages pupils to think about what past societies have contributed to our culture today. Pupils own social development is encouraged through working together and problem solving. History also has a role to play in helping people to express themselves clearly and communicate better.</p> <p>The Stone Age and The Iron Age; The Romans; The Anglo-Saxons; The Vikings; Ancient Greeks; Ancient Mayans; Me and My Town; British Empire.</p>	<p>Cultural education involves pupils developing a better understanding of our multicultural society through studying links between local, British, European and world history. How society has changed and how technology changed peoples' lives.</p> <p>The Stone Age and The Iron Age; The Romans; The Anglo-Saxons; The Vikings; Ancient Greeks; Ancient Mayans; Me and My Town; British Empire.</p> <p>Crime and Punishment across the ages.</p>
Languages	<p>Spiritual development in languages concerns pupils wondering at the number of different and similar ways that people have developed to express themselves and their ideas. Pupils also look at the simplicity and the complexity of these ideas and the ways in which we learn and construct our languages. They develop a sense of enjoyment about others, the world around them, and respect for others through an understanding the complexities of language.</p>	<p>Through learning French, and aspects of French culture, pupils develop respect for others and can combat discrimination.</p>	<p>Social education in Languages concerns communicating for a purpose with people from other cultural and social backgrounds. There is a large emphasis on spoken language, promoting social interaction within the classroom.</p>	<p>Cultural education is achieved through pupils valuing language; learning to respect and understand other cultures.</p> <p>The huge number of languages spoken by children at Chesswood are celebrated and Young Interpreters employed as pupil leaders to help other children within school.</p>
RE	<p>Spiritual education in RE involves the experience and search for meaning, the purpose in life and the values by which we live.</p> <p>In learning about simple concepts: core beliefs and practices; special people; stories and celebrations, within the different religions studied (Christianity, Hinduism, Judaism, Islam), pupils can compare and contrast their knowledge and understanding to reflect on and interpret spirituality and their own lives.</p> <p>All units encourage pupils to consider and respond to questions of meaning and purpose in life, and questions</p>	<p>Moral education in RE allows pupils to learn about shared and differing moral values.</p> <p>RE allows pupils to debate moral dilemmas about right and wrong, good and bad, peace etc.</p> <p>Through RE pupils have the opportunity to make a personal response to right and wrong and to consider other peoples' responses to moral issues.</p> <p>Religious Education lessons enable children to make links between faith and their own sense of morality.</p>	<p>Social education in RE involves linking the practices and experiences of religious communities with practical experiences in pupils' own lives – whether religious or not. This helps build bridges of understanding with people of faith.</p> <p>This is reflected in their relations with others in the classroom and their ability to work together co-operatively.</p> <p>All units encourage students to develop their sense of identity and belonging, preparing them for life as citizens in a multi-faith society.</p>	<p>Cultural education in RE involves learning about other religions, giving pupils an opportunity to learn what it means to belong, to develop confidence in themselves and be able to respond positively to similarities and differences in our multi-faith and changing society.</p> <p>All units foster students' awareness and understanding of a range of beliefs, practices and values in their own society and in the wider world. Students explore issues within and between religions and develop their understanding of the cultural context within which they live.</p>



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	about the nature of values in human society.			
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4.6. ACRO

The ACRO programme promotes learning / enterprise / employability / life skills across the curriculum. This programme has a significant impact on the SMSC development of children.

4.6.1.1. ACRO SMSC Coverage

	Attitude	Creativity	Relationships	Organisation
Spiritual	<p>Absorption – developing a fascination of learning I love learning and often get absorbed in new ideas and topics I find nearly all areas of learning enjoyable I make learning opportunities for myself I enjoy completing take-away tasks</p> <p>Self-knowledge, belief, confidence – pupils understanding their unique potential and their strengths and weaknesses I know how I learn best and seek to maximise my learning I work hard to achieve my targets and know how to get there I know my values and why I have them I understand my own views and feelings</p> <p>Determination – developing a strong self-will to achieve I can think of new ways to do things if my first idea doesn't work out When I fail, I learn from it and keep trying I stick at things even when they are tough because I enjoy challenge I don't get discouraged easily</p>	<p>Enquiring – encouraging children to explore the intangible I ask lots of good questions to get below the surface of things: What? Why? When? How? Where? Who? I'm good at working out what information is useful and accurate I enjoy searching for answers to questions I have I think of things that I want to learn about for myself and find the answers independently</p> <p>Spotting and creating opportunities – developing an expressive and creative impulse I am able to use my own experiences to spot and create opportunities. I take responsibility for my own learning, actively seeking new learning experiences I am always looking for new things to explore.</p>	<p>Empathy – developing concern and compassion - I care about what other people think and how they feel. I ask 'what can I give?' to a situation rather than 'what can I take?' I am understanding of other peoples' thoughts, feelings and situation. When I see a need, I want to be part of the solution.</p>	<p>Reflectiveness – increasing pupils' ability to reflect and learn from this reflection. I can set my own targets for improving my work I can look back over my work and identify how to improve it for myself I can identify ways in which I can improve as a learner I always look back over my work to see where I can improve it, and make the necessary changes</p> <p>Vision / Goal Setting – encouraging a will to achieve I know things that work well and things that need improving I set my own goals to help me improve in a variety of areas I know the steps I need to take to achieve personal goals and work very hard to achieve these. I am ambitious</p>



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	Attitude	Creativity	Relationships	Organisation
Moral	<p>Self-knowledge, belief, confidence – pupils developing their own values I know how I learn best and seek to maximise my learning I work hard to achieve my targets and know how to get there I know my values and why I have them I understand my own views and feelings</p>	<p>Reasoning – interest in investigating and reasoning esp applied to moral and ethical issues. I can work things out logically. I can see different sides of an argument and look for evidence to make my own opinion. I can spot flaws in other people's arguments and can make clear counter-arguments I will consider the various ways to do a task, make a decision as to how to do it, and be able to explain my decision.</p> <p>Making Choices – ability to make and justify the right choices I can make decisions for myself I enjoy open ended tasks and feel my choices improve the quality of my work I can explain how my choices have a positive impact on myself, my work and others The choices I make provide a good level of challenge</p>	<p>Negotiation, Persuasion, Influence – when applied to moral, ethical and personal issues. I show initiative and am proactive in persuading and negotiating with others. I can reach a compromise with others and don't always have to get my own way. I know a range of techniques to help me persuade others. I actively seek to negotiate an appropriate outcome when there are disagreements, showing tact to those I disagree with.</p>	<p>Decision Making – an ability to distinguish right from wrong. I can use a range of strategies to make a decision independently and with others. I take an appropriate amount of time to consider key decisions before I make them. I take responsibility for my decision making. I will re-assess and change direction if I make a wrong decision.</p>



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Social	<p>Try new things – having a willingness to participate in new settings I enjoy trying new things and take opportunities wherever possible I can give examples of lots of things I love doing I am involved in a variety of clubs or groups I know what I am good at but know there are lots of things in the world to try out</p> <p>Competitiveness – work successfully and develop a good sporting attitude I understand that competitiveness is essential for success I have a positive attitude towards competition Competition motivates me to perform better I compare my work to that of others and try to make mine as good if not better than theirs.</p>		<p>Working with others – applying social skills in various contexts – working together for a common good. I can work well with any group, even if it's not a group of friends I can change how I behave to either lead a group, or to help others I encourage other people to share their views, and I listen to them I can give good advice on how to improve, and act on advice when it is given to me</p> <p>Building Friendships – being able to socialise positively. I am very friendly and feel comfortable being around most people. I am confident and actively seek to be friendly with all my peers. I have friends from a wide variety of places. I seek to involve others in things I do – always showing courtesy, care and kindness</p> <p>Managing difficult situations – being able to resolve conflicts effectively I remain calm when managing difficult situations I am active in seeking solutions to difficult situations I know when to seek help in managing difficult situations, and when I can manage them myself I am able to help solve difficult situations for others</p> <p>Participation – having a willingness to participate in a variety of settings. I can take part in a discussion, and help to come to a decision or agreement I can think of ways to help my group to solve problems or achieve goals. I get involved in lots of clubs, activities and competitions. I can work with others to find the best way of working to suit the whole team</p>	
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	Attitude	Creativity	Relationships	Organisation
			Presentation – having confidence in social and work setting I am confident presenting my ideas and work to others. I maintain eye contact with my audience when I give a presentation. I am able to elaborate my points in a presentation, and don't just read out my notes. I use expression and tone in my voice to help engage an audience.	
Cultural	Aspiration – through a being inspired by human achievement across cultures I know what I want to do in the future and am determined to achieve it I enjoy knowing and working towards clear, challenging targets I have a number of aspirations for now and the future I make positive choices so that I have the best chance of reaching my aspirations		Building Friendships (within a diverse cultural setting) – being able to socialise positively. I am very friendly and feel comfortable being around most people. I am confident and actively seek to be friendly with all my peers. I have friends from a wide variety of places. I seek to involve others in things I do – always showing courtesy, care and kindness	

4.7. *British Values*

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- an understanding of how citizens can influence decision-making through **the democratic process**;
- an appreciation that living under the **rule of law** protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the **freedom to choose** and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be **accepted and tolerated**, and should not be the cause of prejudicial or



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discriminatory behaviour; and

- an understanding of the importance of identifying and **combatting discrimination**, whilst **celebrating diversity**

4.7.1.1. **British Values SMSC Coverage**

Democracy	<ul style="list-style-type: none">• Classroom practice – class voting / debate• Junior Governors – school council votes• Job applications – pupil leadership• General Election – What is democracy video – assembly – child vote• Assemblies – British values / parliament
Rule of Law	<ul style="list-style-type: none">• School Rules – Bright Sparks Code - Rewards and Consequences• Curriculum – e.g. Magistrates - Yr6• RE Curriculum<ul style="list-style-type: none">◦ There are many examples of ‘rule of law’ within the RE curriculum. Children are encouraged to think about the laws, commandments, expectations within a faith (eg Torah, Kashrut, Guru Granth Sahib, 10 commandments, Qu’ran, 5 pillars) and how those rules would impact on their own lives as well as on the lives of the people within those religions.
Respect and Tolerance – combating discrimination	<ul style="list-style-type: none">• RE curriculum covers - Christianity, Judaism, Islam, Sikhism and Hinduism – taught to develop tolerance and respect• Behaviour Policy• Links and visits to care homes – e.g. choir visits• Black History Month• Curriculum design – e.g. authors with protected characteristics / women in science• School ethos and values - inclusion• Competition – Chesswood gets involved in a wide range of competitions – developing a good sporting attitude supports respect and tolerance of others• Anti-discrimination – racism, homophobia, disability discrimination (assemblies and curriculum)
Liberty	<ul style="list-style-type: none">• Freedom of speech – class debates / voting• Assemblies - exploring key historical figures – eg. Dr Harold Moody• Armistice day assembly and local ceremony• RE promotes the idea that individuals have freedom to choose what they believe. Woven into every enquiry is the idea that not everyone is the same. A class cannot investigate the behaviour of ‘all Muslims’ or ‘all Christians’, because not everyone within a faith will practise it in the same way.
Cultural Traditions	<ul style="list-style-type: none">• Celebrating events in the British Calendar, e.g. Remembrance Day, Christmas• BBC ten pieces project• Great British composers in music and assembly• Music – English folk, May pole dancing etc• Museum visits – Worthing, Weald and Downland



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4.8. Inclusion – Pastoral & SEND

4.8.1. Inclusion – Pastoral

The pastoral team including the Safeguarding Manager and Learning Mentors (behaviour, attendance, Children We Care for) support the pastoral side of the school, working with individuals and groups on a planned and responsive basis according to need.

4.8.1.1. Inclusion – Pastoral SMSC Coverage

Spiritual	<p>Learning mentors use a range of strategies and interventions to support children's sense of self, their unique potential and their understanding of their strengths and weaknesses – e.g. ELSA / EBSA</p> <p>We promote respect for others' views. Where children show intolerance to others, the pastoral team supports them in reflecting (educational) and restorative practice.</p>
Moral	<p>The behaviour policy, built on trauma-informed principles, seeks to set a clear moral understanding of right and wrong. It is underpinned by proactive and positive strategies, seeking to develop an intrinsically driven approach to behaviour in children. Where incidents of negative behaviour occur, reflective and restorative interventions are undertaken to enable children to learn (reducing risk) and put right their actions in an appropriate way. Where necessary, protective consequences are put in place to reduce risk and coach individuals – e.g. supported play.</p> <p>The Bright Sparks Code is embedded in school and understood by children.</p>
Social	<p>The behaviour policy promotes pro-social behaviours. The Bright-Sparks Code underpins this. The pastoral team runs multiple social interventions to support children in developing pro-social skills – e.g. nurture group at play</p>
Cultural	<p>The pastoral team promote inclusion – especially working with children to understand that discrimination in any form is not acceptable. Resources have been developed to support reflection and restorative practice when discriminatory incidents occur.</p> <p>Promoting pro-social behaviours supports an inclusive culture where all are welcomed.</p>

4.8.2. Inclusion – SEND

The SEND team (SENDCo, SEND HLTA with the help of the Pastoral Team) work with children with identified SEND to support the social and emotional development of our children within an inclusive culture of belonging. Supporting the children's social and emotional well being is central in being able to support their broader needs as it feeds into their developing confidence and happiness in school which is necessary for them to make progress..

4.8.2.1. Inclusion – SEND SMSC Coverage

Spiritual	<p>The Inclusion team support a sense of belonging and acceptance regardless of differences.</p> <p>It is especially important to celebrate the many strengths of our children with SEND when they show their imaginative and creative skills. These areas can often be the opening that staff can use to engage pupils in tasks that they may otherwise find overwhelming due to their needs.</p> <p>An ability to reflect and share pupil voice is central to our SEND provision to help the pupils reflect on what their strengths are and to gain acceptance of what support they may need. We seek all of our learners with SEND to have strong self-confidence and self-awareness as this promotes them</p>
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Chesswood Junior School Policy Master



	<p>to make the best progress they can towards becoming independent and successful learners.</p> <p>Having an understanding of their and others' feelings and emotions can be particularly challenging for some of our children with particular areas of need. We have a range of provisions to support the development of emotional literacy and empathy e.g. social stories, comic strip conversations, zones of regulation, ELSA, TalkAbout social communication</p>
Moral	<p>All children, regardless of need are encouraged, whenever possible, to reflect on their actions and/or inactions and the impact on others. We understand that some of our children with more complex needs may act impulsively so their acts are less of a conscious choice, however, they are still supported to understand what is ok and what is not. If someone had been hurt or upset, they will be encouraged to understand this, without causing undue shame, and make amends in the best way they can.</p> <p>For some of our children with SEND they need this area to be explicitly taught to them and it can be more effective to address this area in an impersonal way e.g. through scenarios. This way they can learn about right and wrong and other people's view points away from any discussion which may trigger a shame response. That learning can then be embedded in their more personal support when needed e.g. through comic strip conversations.</p>
Social	<p>This area can be particularly challenging for some of our children with SEND but all children are encouraged to take responsibility for their actions, regardless of need. We aim to teach them to be fully integrated members of the Chesswood community. This includes supporting pro-social behaviours in class, on the playground and within the wider range of extracurricular activities we run. For this reason, if attending a certain club would significantly benefit a child on the SEND register, we will try to prioritise their inclusion in the club to support their integration in the wider school community.</p> <p>Belonging and caring for the school community is a core value within SEND provision as it is this that motivates good attendance and positive engagement within school. We aim to include at all times and work flexibly and creatively to find ways to include children in all areas whenever possible.</p>
Cultural	<p>Chesswood has a diverse community and this is celebrated throughout the curriculum and within the wider curriculum e.g. the Flag procession at the Church Service at Christmas. We will always try to include any of our children with SEND in such celebrations of cultural diversity whenever possible. Some of our children with SEND can struggle to conceptually understand more abstract ideas of cultural differences, so support will be put in place to try to make these learning experiences real and relevant with visual and concrete support. Intolerance is never accepted, regardless of need, and we will work with children and families to support this if necessary.</p>