

SMSC at Yatton Church of England Junior School

At Yatton Church of England Junior School, we want to provide a happy, considerate, secure and supportive environment that promotes respect for self and others, valuing friendships and a life-long love of learning – life in all its fullness. John 10:10.

We aim to prepare children to be thoughtful, caring and active citizens in school and in the wider community.

SMSC is the Spiritual, Moral, Social and Cultural development of the children in our school. It is not a separate subject that is taught explicitly but an aspect of learning that should be evident in lessons, activities and behaviour across the schools. Some lessons lend themselves more easily to direct SMSC development, such as in RE and PSHE, and our collective worship programme also provides significant opportunities for the children to learn and reflect upon aspects of SMSC, including British Values.

SPIRITUALITY

Examples of how we encourage and develop children's spirituality:

- We consider Spirituality in terms of 'Windows, Mirrors and Doors': 'Windows' are opportunities to look out on the world to gaze and wonder; 'Mirrors' give opportunities for children to reflect and consider the Big Questions of life; 'Doors' are opportunities for the children to respond, to express themselves, to act upon their thoughts and convictions.
- Our key School Values are: Respect, Generosity, Truthfulness, Friendship, Compassion, Peacefulness, Love, Forgiveness, Justice and Trust. These promote a caring, reflective community. Sometimes we hold 'Values Days' to help the children reflect upon and consider a particular value in more depth (*eg, Peace, Respect, Forgiveness*).
- Our Collective Worship programme is organised around our Values. It also recognises the Christian calendar and festivals from other major religions.
- A group of children form an 'Ethos Group' who meet to discuss issues and ideas related to our school ethos, Christian Vision and Values, assist in or lead collective worship and make contributions to displays.
- We have strong links with local churches, especially St Mary's and Yatton Methodists. Representatives from the churches are frequent visitors to the school to lead collective worship and assist in RE lessons.
- The children visit local churches regularly: special services during the year (Harvest, Carol Service, Candlemas, Easter, Y6 Leavers' Service); curriculum-related visits (eg, as part of RE; World War 2 'Evacuation'; Y6 'Climb the Tower' linked to Ascension Day).
- Our RE Curriculum is based on the Diocesan 'Awareness, Mystery and Values' programme throughout the Junior School which includes learning about Christianity and other major faiths and includes cross-faith themes.
- Times of quiet reflection are provided for the children through Collective Worship. In classrooms children are also given times to reflect on their learning, attitudes and behaviour. The 'Jubilee Garden' in the centre of school is provided to the children as a place

for quiet reflection at playtimes. Opportunities are given for peer/class discussions to explore ideas, justify ideas and consider the views of others.

- Our Prayer Corner provides opportunities for children to reflect, read and write prayers or read stories from different faiths and cultures. Prayers placed in the box are shared with a local Church Prayer group who visit the school.
- St Mary's Church, Yatton Methodists and Horsecastle Chapel jointly pay for Bibles for all our Y3 children. These are then used as a resource for pupils for their time in school and will be presented to them as a leaving gift. Each week we have a 'Bible Reading of the Week' when all children have the opportunity to open their Bibles and discuss a Bible story, which is usually linked to the current Christian Value and often explored further in Collective Worship.

As a result, children are reflective about their own beliefs, religious or otherwise, and show respect for other people's faiths, feelings and opinions.

- Curriculum topics are often based around key questions which encourage curiosity. They are brought to life through 'Wow' days (eg, Stone Age Day') and involvement of people from the local community (eg, local volunteers in role receiving Y6 'evacuees' at the church). Children in all year groups are motivated by school visits relating to their topic.
- Our Learning College programmes enthuse our children. Children are asked what they want to learn leading to a menu of opportunities being provided (usually around 20 courses on offer over a series of afternoons, run by a combination of teachers, parents, outside providers or 'experts') from which they choose their favourites. All children are given one of their choices. A huge range of activities relating to sports, art/craft, technology, language, life skills, humanities, the environment and music has been provided.
- Badminton School (an independent school in Bristol) 6th form students and staff visit us every year with their 'Liquid Nitrogen Show' as part of their Science Outreach programme. This really enthuses and excites our Y5 children about science.
- We have close links with YACWAG (Yatton and Congresbury Wildlife Action Group) whose members are regular and familiar visitors to our schools, providing practical nature experiences to motivate the children to become involved in wildlife and conservation. Recent activities have included setting up and maintaining nestboxes (with a live feed to our computers), walks, otter and owl talks and recording evidence of creatures found in owl pellets.
- Whole school themes / shared experiences which create a buzz (eg, Olympics, Elections, Children in Need, World Oceans Day).
- A group of children participate in the annual village Armistice Service at the local war memorial – which is always well received by the local community and has a significant impact upon the children who attend.
- Displays around the school celebrate the children's learning. Regular assemblies celebrate children's achievements whether it be for school work, sporting activities (in or out of school) or musical successes (in or out of school), for example.

- Open afternoons for parents and special exhibitions of work (*eg, Y5's Space Exhibition.*) further celebrate children's learning and give children opportunities to discuss their learning and enjoyment of learning. Book Weeks are highly successful not only in promoting books and reading but engaging parents / community through 'Reading Cafes' (and raising money for charities such as Book Aid International).
- Y6's Residential Week in Pendine, West Wales allow children to develop independence, teamwork, self-confidence and self-discovery, as well as overcome obstacles and participate in exciting, new activities.
- Our school councillors take on different responsibilities, make decisions and put forward their ideas and views / represent their class's views.
- Children are able to express themselves through a wide range of musical and sporting activities during the course of the year– through the curriculum, extra-curricular activities and inter-school competitions and school house competitions. In addition to our PE curriculum delivered by sports coaches as well as our teaching staff, we offer a wide range of sporting extra-curricular clubs and a large and increasing number of our children have the opportunity to participate in events and competitions with other schools. Our Sports Days are a highlight of the year and our 'Mini Marathon' event started a number of years ago in our Junior School in response to ideas put forward by our children – the concept is now being rolled out in other North Somerset schools. A number of pupils, past and present, have been inspired to play sport at a higher level (County and National standards).

Musical highlights include the annual MAWS concert in the Colston Hall, Bristol. Our choir participates in local festivals and competitions, including winning the Somerset Schools Christmas Choir Competition (Nov 2016). Peripatetic music lessons are also popular with many children and our choir meets regularly and performs to a Residential Care Home in the community. Many children have joined the lunchtime ukulele club for run by a specialist music tutor. This is all in addition to the music curriculum provided for all children.

- Children have numerous opportunities to take on responsibilities around the schools which help them to learn about themselves and how to tackle different situations (*eg, peer mediators, Mini Police, buddies, play leaders, e-safety champions, litter pickers, House Captains, reading buddies*).
- Every year, children choose charities for which to raise money which helps them to consider the needs of others in this country and in other parts of the world and reflect upon their own lives.

As a result, children have a sense of enjoyment and fascination in learning about themselves, others and the world around them. They have many opportunities to be creative, develop their imaginations and try new experiences.

MORALS

Examples of how we encourage and develop children's moral development:

- School expectations are based on our school values which are displayed prominently and further explored in assemblies/collective worship.
- Our school rules are displayed around the school: Respect, Ready, Safe. They are also promoted in school assemblies / collective worship.
- British Values link well with our school values and are integrated across the curriculum.
- Class rules or contracts are drawn up in all classes / year groups in negotiation with the children.
- Behaviour is discussed regularly in terms of our 'Rights and Responsibilities'. This helps them to appreciate how their behaviour has an impact on those around them.
- UNICEF Rights of a Child are regularly referred to as part of our collective worship programme in the Junior School, helping the children consider moral issues on a wider scale.
- Positive behaviour, with children making the 'right choices', is recognised and rewarded in various ways (eg, stickers, certificates – and, for behaviour that is 'above and beyond, postcards are sent home). When children make poor choices, children are asked to 'Reflect and Repair'.
- Across both schools, Anti-Bullying Week (linked with our Value of 'Respect') is given high prominence with all children involved in class activities and assemblies exploring the theme of Bullying, including cyberbullying. We demonstrate a whole school stand against bullying and ensure that everyone appreciates that, collectively, we have the 'power' and the responsibility to do something about it.
- Older children explore ethical and moral issues when they visit the CREATE centre in Bristol for their 'Lifeskills' programme.
- Our RE programme includes opportunities for the children to explore how people make moral choices, including the influence of faith and scriptures in many people's lives.
- Our Jigsaw PSHE programme of work through the schools, including Relationship and Sex Education, provides various opportunities to discuss right and wrong, conflicts and dilemmas, relationships and issues relating to Drugs awareness / Substance misuse.
- Opportunities to discuss moral issues and dilemmas are grasped in topic work (eg, World War 2 experiences).
- Every year, the children tackle a unit of work on E-safety.
- Visits from outside agencies (eg, NSPCC Childline) encourage children to consider difficult issues and help them to discuss what makes them feel uncomfortable.
- Our local PCSO visits the school regularly to speak with the children on issues such as Internet Safety, Trick or Treating or as other issues arise in the community.
- The children, through the School Council, make carefully considered decisions about which charities they wish to support and raise money for *and why* – and how to go about it. Charities may be local, national or international. In the Junior School, an annual Charity Week is held when all children are involved in organising stalls and activities.

As a result, children recognise the difference between right and wrong and readily apply this understanding in their own lives. Children understand that as a whole community, their decisions over behaviour and actions have consequences for themselves and others. They show an interest in investigating and offering reasoned views about moral and ethical issues and an appreciation and tolerance of others' viewpoints and beliefs. 'Safe' classroom environments are created in which children feel confident in sharing their views and feelings.

SOCIAL DEVELOPMENT

Examples of how we encourage and develop children's social skills:

- Our whole school ethos and values (see '*Spirituality*') support children's development of social skills in the classroom, around school, in the playground and when the children visit places out of the school environment. Our school rules, which reflect our vision and Values, are discussed and re-visited regularly and constantly; they encourage respect for self, for others and for the school environment and encourage children to consider how they behave towards others at all times.
- Our assembly/collective worship programme gives everyone an opportunity to consider our values, what is fair/unfair, and appreciate our rights and responsibilities towards each other.
- Residential Visits (Morfa Bay; 'Yattonbury' – an overnight stay on school grounds) help to develop children's confidence, resilience, social skills and life skills.
- Children have the opportunities to socialise with children from different religious, ethnic, socio-economic backgrounds through sporting events and competitions with other schools, musical events and competitions, Science Week and other events such as the School Council Summit and on residential visits when the premises may be shared with other schools from further afield.
- Our inclusive ethos ensures that a strength is the way the children interact positively and productively with our children with additional needs.
- Being a large school with 3 parallel classes per year group, the children have many opportunities to work and play alongside a wide group of peers on a day-to-day basis.
- Our Learning College programmes enable all children to co-operate on tasks and challenges with children from other year groups.
- Other opportunities for children to work alongside older/younger children include School Councils, Breakfast Club, YAS (after school provision), House Meetings, Buddying systems.

As a result, children can use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.

- Our community links and our curriculum activities provide a wide range of situations that develop and extend children's social skills (eg, working with visitors/volunteers from the community with Learning College courses, assembly guests, visitors from churches). Children who participate in the village Armistice Service, for example, are faced with taking part in a sombre, serious experience which they know means a great deal to the veterans and their families who attend; their attendance and the manner in which they take part is always commented upon and appreciated by the community.
- Children have opportunities to volunteer to take on a range of responsibilities around school; eg, school council, Mini Police, buddies, Ethos group, E Safety ambassadors, House Captains, Sport/Play Leaders, helping / leading assemblies, representing the school for sport or music.
- All children have the opportunity to cooperate with each other to organise and run charity events through the year.
- The children participate in our annual schools' Summer Carnival – a major event in the village which involves a procession through the High Street and a fete on the school field.
- The high profile we place on Respect and Anti Bullying Week helps children to learn about how they should treat one another and consider other people's feelings.
- Our Gardening Club (run by members of staff and parents) enters exhibits into the local Horticultural Society Shows.

As a result, children are willing to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.

- For children who are finding social skills more difficult, small 'Social Detective' and 'Superflex' groups are run by several adults within the schools. A successful, well attended Anxiety Workshop was held for parents in February 2017.
- Our Learning Mentor meets with children regularly to discuss their individual issues and builds self-confidence and self-esteem.
- Children have opportunities to have their successes from in school and outside of school recognised and celebrated in assemblies.
- The children feel they have a voice in school. They have opportunities to put forward their ideas and suggestions. Our responses to these and discussions with the children ensure that they feel they (and their suggestions) are valued.
- Our PSHE programme (including SRE) allows children to discuss and consider themselves as individuals, to celebrate differences, and our different relationships, including friendships.
- Our assembly programme, built around our Values and the British Values, enables children to learn more about themselves and their place in the world, their rights and responsibilities and how their lives compare to others'.

- Our work on Anti-Bullying encourages children to articulate their feelings and question what makes them uncomfortable.
- NSPCC visits to the school also encourage the children to discuss and express their feelings, what makes them feel uncomfortable and learn about what they can do if they feel worried, anxious or upset.
- Regular discussions with the children about our school rules built around respect, including self-respect, help children to feel safe and happy. Other initiatives (eg, PCSO visit about Road Safety and our annual Bikeability programme) show the children that their safety and welfare is valued.

As a result, children are able to develop their self-knowledge, self-esteem and self-confidence.

CULTURAL DEVELOPMENT

Here are examples of how we encourage children's cultural knowledge and understanding:

- The school takes part in national events that mark cultural heritage (eg, All children learn about the Armistice and Remembrance Day with all children observing a silence and a group participating in the village's service at the War Memorial.
- Through our themed learning, children learn about how the past has influenced the present (eg, Y6 visiting WW1 trench system, Stone Age, Ancient Egypt, Ancient Greece, Romans, The Americas (including Canada and First Nation traditions), Denmark/Vikings /Anglo Saxons), building a Celtic roundhouse . Literacy units regularly include traditional stories and poems, including stories from other cultures (eg, Anansi the Spider in Y3).
- Our assembly / collective worship programme provides opportunities for the children to appreciate key dates in the calendar and figures that are important in British Culture and other cultures. (eg, Black History, Guy Fawkes, Christian festivals, festivals in other religions such as Diwali and Hanukkah, Chinese New Year). Children learn about the United Nations Rights of the Child; this helps them to discover and consider the lives of children who live in other parts of the world / from different cultures. Issues such as refugees the right to an education, justice / fairness / prejudice are covered regularly in assemblies (eg, Martin Luther King, Nelson Mandela, Rosa Parks).
- Worldwide events such as the Olympics and the World Cup are used to promote cultural understanding (eg, each class learning about a country participating in the World Cup; children performing with other North Somerset schools in 'Power of the Dream' - a Rio-inspired programme of songs, dance , music at the Colston Hall in Bristol.
- Building on our Collective Worship programme, occasional 'Values Days' are held enabling a variety of creative work to be produced around a specific Value.
- We follow the 'Awareness, Mystery and Value' syllabus for our RE teaching. Children learn about all the major religions, their beliefs, places of worship and festivals. The

children's work on this subject is regularly displayed around the school and/or shared in assemblies.

- Resources in school reflect a range of faiths and cultures from around the world.
- Our Breakfast Club has regular themed mornings relating to different festivals and cultures (eg, Children's Day Japanese food, Saints Days, Chinese New Year, Waitangi Day(NZ), Thanksgiving (USA), Canada Day.
- Children are actively involved in choosing charities to raise money for which often involves learning about the needs of families in other parts of the world (eg, Sierra Leone through Comic Relief).
- Working with students from Backwell School, the children collected backpacks for school children in South Africa as part of the Za Foundation project. (*Za Foundation is a local charity which creates links between the Nkomazi community in South Africa and our own community here in North Somerset.*)
- In Book Week 2017, children raised money for Book Aid International and found out how the charity helps bring books to children in Sub-Saharan Africa.
- Children learn about aspects of French culture and Spanish culture through our MFL provision, including traditions of South America as well as Spain itself.
- See separate tab on British Values for ways in which the school promotes aspects of British Culture, which including tolerance of other faiths and beliefs.

As a result, children understand and appreciate a wide range of cultural influences that have shaped their own heritage and those of others. They have an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.

- See separate tab on British Values for ways in which the school promotes aspects of British Culture, which includes our work on democracy.
- As mentioned under '*Spirituality*', children respond positively to the wide range of sporting activities during the course of the year– through the curriculum, extra-curricular activities and inter-school competitions and school house competitions. Our membership of the PE Association ensures there are plenty of opportunities for inter-school competitions and events. We ensure that a wide and increasing number of our children participate in these events, including vulnerable children / those with additional needs and those who we are aware do not access clubs out of school. (eg, the team we sent to a Boccia tournament was made up largely of children with additional needs). In addition to our PE curriculum delivered by sports coaches as well as our teaching staff, we offer a wide range of sporting extra-curricular clubs. Our Sports Days are a highlight of the year and our 'Mini Marathon' event started a number of years ago in our Junior School in response to ideas put forward by our children – the concept is now being rolled out in other North Somerset schools. A number of

pupils, past and present, have been inspired to play sport at a higher level (County and National standards).

- Every year, we perform high profile, high quality productions involving **all** children – eg, Christmas productions / shows, Easter services – and the Y6 end-of- year Show is always special.
- Musical highlights include the annual MAWS concert in the Colston Hall, Bristol. Our choir participates in local festivals and competitions, including winning the Somerset Schools Christmas Choir Competition (Nov 2016). Our choir meets regularly and performs to a Residential Care Home in the community. Peripatetic music lessons are also popular with many children – currently the variety of instruments children are learning to play includes brass (trumpet, trombone, cornet), woodwind (oboe, clarinet, flute and recorders), violins and guitars. Children’s progress and achievements in playing a musical instrument are celebrated in assemblies and they regularly get the opportunity to perform to the other children in the school and to parents. Weekly ‘Worship through Music’ is highly popular – children explore a wide range of hymns and songs.
- The curriculum provides artistic opportunities and children’s artwork is displayed regularly in classrooms and communal areas including art from different cultures.
- Our Learning College programmes enthuse our children and provide extensive opportunities for children to respond positively to artistic, sporting, musical and cultural opportunities– *see above and separate section on ‘Learning College’*.
- Our Gardening Club (run by members of staff and parents) enters exhibits into the local Horticultural Society Shows.

As a result, children are willing to participate in and respond positively to artistic, musical, sporting and cultural opportunities.