

St Nicholas CE Primary Academy



“Learning, loving and encouraging through Christ.”

Social, Moral, Spiritual and Cultural (SMSC)

Vision Statement

St Nicholas provides a welcoming, inclusive and aspirational learning environment at the heart of its community. We nurture, encourage and support all children, adults and their families to be the best as God intended. Following God’s example of love and trust, we develop resilience and creativity in all we do.

Spiritual, Moral, Social and Cultural (SMSC) Development at St Nicholas CE Primary Academy

At St Nicholas Primary Academy, we have a thoughtful and wide ranging promotion of pupils' Spiritual, Moral, Social and Cultural development and their physical well-being, which enables them to thrive in a supportive, highly cohesive learning community.

Good/Outstanding Practice Guidance	Evidence At St Nicholas CE Primary Academy
SPIRITUAL	
<p>Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.</p>	<ul style="list-style-type: none"> - daily acts of worship in all classes: Please see assembly timetable. - Assembly timetable recognises key festivals in all religions and special days. -RE curriculum using Understanding Christianity and the Kent Agreed Syllabus - Services throughout the year in church both as a whole school and year groups to celebrate different key dates in the Christian calendar - Some services raise awareness of local and national issues: Harvest, Christingle, Lent - Displays / reflection areas in all classes and outside to prompt spiritual reflection
<p>Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.</p>	<ul style="list-style-type: none"> - RE Curriculum supports discussions; use of the Big Questions. - Show and Tell in Reception where children explain what they have done when not in school. - Celebration Assembly where children's external activities are celebrated. - Encouraging pupils to share their beliefs with their classes and during assembly.
<p>Encouraging pupils to explore and develop what animates themselves and others.</p>	<ul style="list-style-type: none"> - RE Curriculum – Understanding Christianity / Kent Agreed Scheme - PHSE/ RSE curriculum - KAPOW - Global learning elements throughout all the topics across school.
<p>Encouraging pupils to reflect and to learn from reflection.</p>	<ul style="list-style-type: none"> - Positive Behaviour Policy - Displays in class and around the school about the termly value with questions to prompt spiritual thought. - Charity and fundraising events –Macmillan, Children in Need, Young Minds, Harvest, Reverse Advent, Lent - where children decide each year which Christian based charities to support - Daily Collective Worship lead by staff and worship leaders - Weekly Collective worship (both live and online for the parents) led by Rev John

	<ul style="list-style-type: none"> - During the week children asked to reflect on the weekly worship theme – responses in the Big Book
Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.	<ul style="list-style-type: none"> - RE planning and curriculum; school has achieved the REQM – silver award - PSHE/RSE curriculum - Spiritual development opportunities are made mapped out throughout the curriculum using doors, windows and mirrors approach - learning about global issues and reflecting on them - Positive Behaviour Policy
Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.	<ul style="list-style-type: none"> - Explicit teaching of manners and politeness for pupils and staff - Positive Behaviour Policy rewarding mutual respect - Reinforcing concepts in whole school assemblies and through our Christian values - Class rules across EYFS and whole school and displayed in each room and re-visited regularly - School Council; regular meetings, display and discussion. - Worship Leaders: regular meetings and discussions - Wellbeing Champions – children discuss and support each other - Clear set of values across school and on display.
<p>Promoting teaching styles which:</p> <ul style="list-style-type: none"> -Value pupils' questions and give them space for their own thoughts ideas and concerns. -Enable pupils to make connections between aspects of their learning. -Encourage pupils to relate their learning to a wider frame of reference, for example asking 'why', 'how' and 'where' as well as 'what'. 	<ul style="list-style-type: none"> - Teachers are encouraged to ask varied and differentiated questions; this is looked for on planning during scrutiny and during lesson observations. - Encouraging pupil thinking time when answering - Training on AFL techniques for whole cohort participation and effective questioning - Avoidance of 'Hands up' to encourage all children to think and participate

MORAL	
Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school.	<ul style="list-style-type: none"> - Positive Behaviour Policy with display in each class - Positively worded whole school rules - Regular updates and reinforcement in assemblies - Star of the Week, Star Reader, St Barnabas Award for actively encouraging and supporting others, Values Award for demonstrating the term's Christian value and St Nicholas Bear Award recognised in weekly Celebration Assemblies. - Whole school house point system with House Captains - 6 clear values promoted across the school and shared with the whole school community through newsletters.

<p>Promoting racial, religious and other forms of equality.</p> <p>Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for example personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.</p>	<ul style="list-style-type: none"> - Trips organised with religious theme studying different faiths - In science, debate when used for good and bad. In history, focus on the decisions of key historical figures and debate their judgements and moral viewpoints. - RE planning – debates and discussions - School Council - Eco warriors and Cleanship: consider how local environment changed in a positive way or negative.
<p>Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.</p>	<ul style="list-style-type: none"> - E Safety computing planning - Anti-bullying lessons, assemblies and awareness in PSHE/RSE and during Anti Bullying Week. -- Drug, alcohol, gender and sexuality covered in PSHE scheme - School Council makes decisions on fundraising and new dinner menus. - Worship leaders – make decisions about charity fundraising
<p>Rewarding expressions of moral insights and good behaviour.</p>	<ul style="list-style-type: none"> - Positive praise - House points system with House Captains; weekly, termly and Yearly winners - Good to be Green. - Celebration assembly with Star of Week certificates relating to school values and good learning traits. - Termly Reading Prizes - Lunchtime MDS can reward good behaviour slips with house points as well as recognising and dealing with poor behaviour appropriately - Yearly Attendance Awards / sweatshirts - Regular rewards (dojo) for demonstration of good manners and politeness with class bonus or Gold award - Headteacher awards
<p>Making an issue of breaches of agreed moral codes where they arise, for example, in the press, on television and the internet as well as in school.</p>	<ul style="list-style-type: none"> - Reinforcement in assemblies / worship – children very clear on expectations - Recognise days such as anti- bullying, safer Internet day - - look at how feels to be “wronged”. - Winning house have “treat playtime”. - E Safety Computing planning and policy - Respond to national events in assemblies - When on red – see SLT may result in behaviour contract which is followed up by senior leaders and meetings with parents. - In PE, sports selection policy has clear code of conduct on the pitch and within school.
<p>Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.</p>	<ul style="list-style-type: none"> - RE planning and curriculum - PSHE/RSE curriculum
<p>Encouraging pupils to take responsibility for their</p>	<ul style="list-style-type: none"> - Worship leaders looking after the worship garden

actions, for example, respect for property, care of the environment, and developing codes of behaviour.	<ul style="list-style-type: none"> - Positive Behaviour Policy with consistent rules across the school; school rule relates to respect for property. - Class rules and expectations reinforced by Year 6 House Captains, Sport Ambassadors and Playground leaders. - Eco club, looking after the school's garden beds
Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.	<ul style="list-style-type: none"> - Whole school, Key stage and Class Assemblies – see assembly timetables - By acknowledging the positive and negative benefits of the Internet. - Visitors as part of the collective worship - Wider opportunities in music; teaching pupils self-discipline and learning to play instruments. - In sport, make clear fair play and the shaking of hands.
Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc.	<ul style="list-style-type: none"> - School vision displayed in front entrance - Classroom and corridor displays all of a high standard, reflecting school's vision for curriculum. - School values displayed and add pupil voice comments on the certain school or British values. - Consistent display within all classrooms with 6 rules displayed, traffic lights and gold incentive.

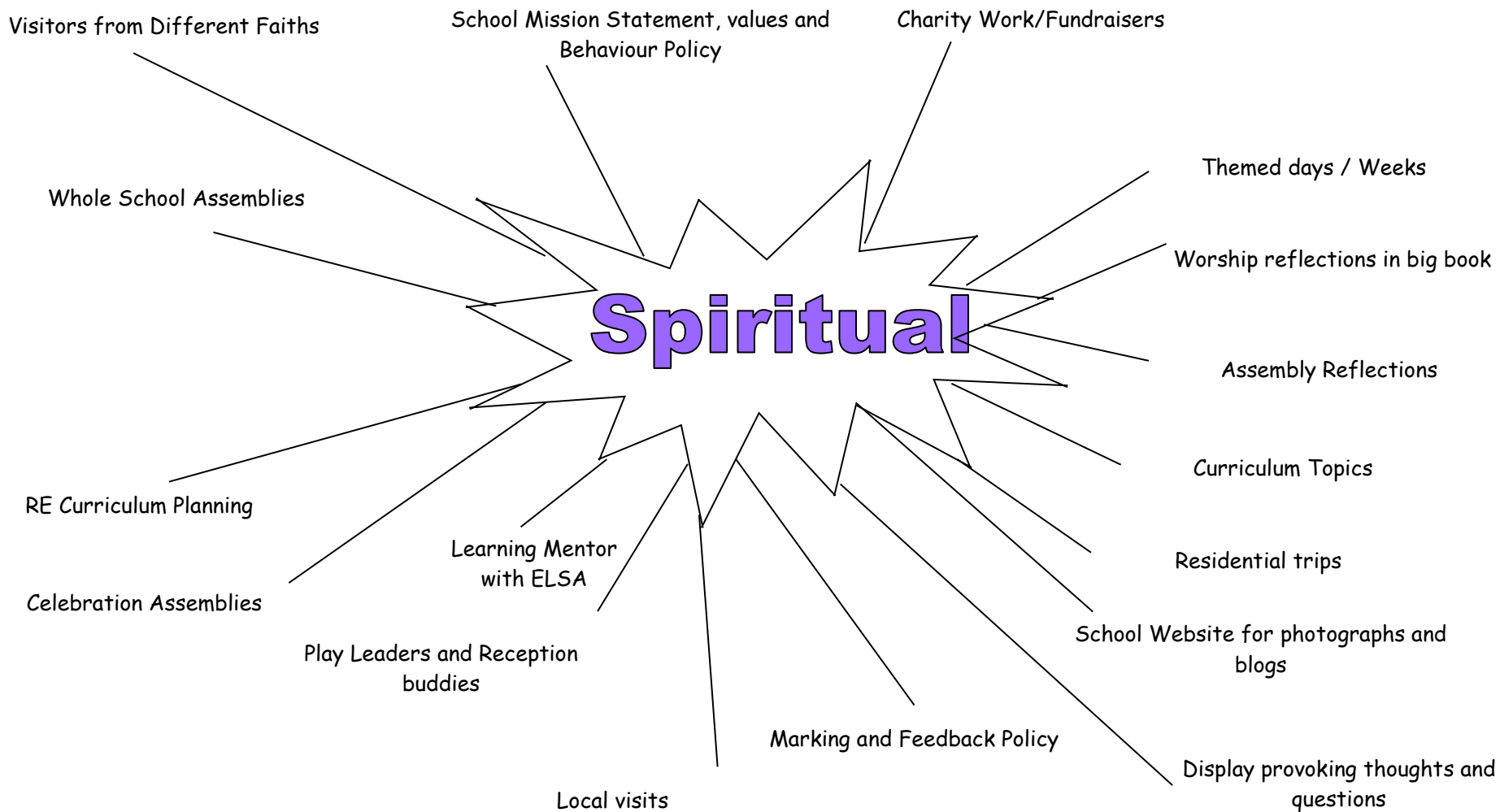
SOCIAL	
Identifying key values and principles on which the school community life is based.	<ul style="list-style-type: none"> - Positive behaviour policy - Consistent whole school rules - Consistent 6 Christian core values
Fostering a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.	<ul style="list-style-type: none"> - All policies have review statement for equality and inclusion. - Clear Equality policy which is considered in all policy renewal. - Competitive Sports Days in Houses - Community events; Carol Concert, Church visits, Harvest and Easter celebrations, Christmas performances, Singing in local places, Coffee mornings, Fund raising events, Remembrance week - Family learning through parental talks, courses run by the FLO, parents invited into classes to celebrate the learning - worship leaders leading the church congregation in worship once a term on a Sunday; school display board in the church - taking part in local events: beach cleaning, Lantern Parade

Encouraging pupils to work cooperatively.	<ul style="list-style-type: none"> - School Council - Worship Leaders - Eco Warriors - Staff training on whole class participation techniques, group work and learning partners. - Regular competitive sporting events - Fundraising Events - Playground buddies - Sports Ambassadors organising whole school Houses sport competitions - House Captains and encouraging others in Celebration Assembly. - St Barnabas Award – for encouraging other children
Encouraging pupils to recognise and respect social differences and similarities.	<ul style="list-style-type: none"> - In History, children learn about how different civilisations are organised socially. - PSHE/RSE curriculum challenges preconceptions, encourages discussion and promotes diversity and inclusion
Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.	<ul style="list-style-type: none"> - Christmas Productions EYFS and KS1 - Christingle – KS2 - Sports Day - Termly topic plans have enrichment and enhancement opportunities with visitors and trips - Enhancement days where dress up / thematic creative tasks - Creative high standard topic books. - Residential experiences in Year 4 and Year 6
Helping pupils develop personal qualities which are valued in a civilised society, for example, through thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence and self-respect.	<ul style="list-style-type: none"> - RE planning and curriculum - PSHE/RSE curriculum - School involvement in community events such as remembrance , commonwealth day, lantern parade - involved in the interviewing of the new parish reverend - Look at moral issues through worship. - Reflected in our school values; ambition, community, trust, friendship, respect and perseverance - British values are taught and integrated in daily school life
Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.	<ul style="list-style-type: none"> - Whole school assemblies on aspirations, talents and targets.
Providing a conceptual and linguistic framework within which to understand and debate social issues, providing opportunities for engaging in the democratic process and participating in community life.	<ul style="list-style-type: none"> - Pupil elections and democratic vote for School Council - Children write own agendas for school council - Children meet with the local mayor and understand his role and that of the town council - Pupil training for Playground leaders and Sports Ambassadors - Involvement in new parish priest selection - Pupil voice on selection of House Captains and school council - Participating in Remembrance and Commonwealth Day

Providing opportunities for pupils to exercise leadership and responsibility.	<ul style="list-style-type: none"> - School Council and worship leaders choose how to raise money and fundraise for charities and are involved in whole school change. - Children plan further ways to improve our school - Pupils have roles in school such as recycling officers / sports ambassadors and playground leaders.
Providing positive and effective links with the world of work and the wider community.	<ul style="list-style-type: none"> - Promoting parents to volunteer to support pupil's learning, including regular reading and supporting on trips - Student teachers - During lockdown, the school linked up with CARM and wrote to the elderly so they wouldn't get lonely; this contact has been maintained - Cake and Carols; inviting residents of old people homes and the day care centre in for cakes and carols

CULTURAL	
Providing opportunities for pupils to explore their own cultural assumptions and values.	<ul style="list-style-type: none"> - Making children aware of global issues through the curriculum, assemblies and worship eg: fairtrade / Brazil and the rainforests/ Rights to go to school / challenging stereotypes / war and peace through remembrance.
Extending pupils' knowledge and use of cultural imagery and language.	<ul style="list-style-type: none"> - Cultural elements in topics studied: South America / Brazil / Africa / Greece / Egypt - Sharing stories from other cultures and countries in assemblies and through planned English units
Recognising and nurturing particular gifts and talents.	<ul style="list-style-type: none"> - Differentiation in planning to challenge pupil's learning. - PSHE curriculum look at personal gifts and talents. - One value is Ambition which is tied into the 'Parable of the Talents' - Giving the pupils opportunities to showcase talents in various subjects including sport, drama and music. - Participation in gifted and talented workshops - Recognising talents outside of the school curriculum in celebration assembly
Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.	<ul style="list-style-type: none"> - Participating in European Day of languages where each class is a country. - Creative Thematic Curriculum: Links exploited and when studying other cultures make links to art / music / crafts. - In literacy, engage in texts from different cultures. - In RE and assemblies, children will learn about different events in various religions' calendars. - Participation in Arts Project with other local schools - Participation with local music festival – Jam on the Marsh, Party in the Park - Making links with global events such as the Olympics, Winter Olympics or World Cup. - Looking at the local history and how different cultures have shaped it.

	<ul style="list-style-type: none"> - All year groups have theatres visit in school every year. - Year 5 all play instrument with tutor - Choir sing in Canterbury Cathedral
Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists and cultural exchanges.	<ul style="list-style-type: none"> - Specialist Music teacher and Tutor for Year 5 so everyone learns an instrument. - Opportunities for musicians and speech and drama pupils to perform to their parents in shows. - Drama productions performed to the whole schools - Visitors providing workshops for various year groups (recently Saxons, Romans and WWII) - Visits local castles - cultural visit to school in France – bi-annually
Reinforcing the school's cultural values through displays, posters, exhibitions etc.	<ul style="list-style-type: none"> - Learning environment expectations which reflect themes taught - exhibition in the church of the Stations of the Cross made by the children in every year group - exhibition in the church of the Stations of the Nativity made by all the children - enter the Spirited Arts competition annually - had artwork showcased in Canterbury Museum
Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.	<ul style="list-style-type: none"> - School's creative curriculum - plan exciting thematic topics with cultural links - In history and science, look at how developments from around the world affect our daily life - HT carries out scrutiny each term looking at cultural opportunities and gives feedback on plans.



Moral

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graph LR; Moral((Moral)) --- B1[Behaviour Policy]; Moral --- B2[Fundraising]; Moral --- B3[Wellbeing champions/House Captains]; Moral --- B4[School trips and Residential Trips]; Moral --- B5[Young Leaders for Sports]; Moral --- B6[PSHE Planning]; Moral --- B7[School Council]; Moral --- B8[Curriculum Topics]; Moral --- B9[Singing in the Local Community]; Moral --- B10[Positive Approach to Behaviour  
Good to be green]; Moral --- B11[Outside speakers on safety  
and moral issues]; Moral --- B12[E-Safety Week and Internet  
Safety Curriculum]; Moral --- B13[Worship leaders]; Moral --- B14[School Website]; Moral --- B15[RE Curriculum Planning]; Moral --- B16[Clear set of values promoted  
across school]; Moral --- B17[School Vision, Values and Behaviour  
policies]; Moral --- B18[Whole School Assemblies]; Moral --- B19[Problem Solving/Investigating]; Moral --- B20[Christian Values known by all];
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Behaviour Policy

Wellbeing champions/House Captains

Fundraising

School trips and Residential
Trips

Young Leaders for Sports

PSHE Planning

School Council

Curriculum Topics

Singing in the Local Community

Positive Approach to Behaviour
Good to be green

Outside speakers on safety
and moral issues

E-Safety Week and Internet
Safety Curriculum

Worship leaders

School Website

RE Curriculum Planning

Clear set of values promoted
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School Vision, Values and Behaviour
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