



Spiritual, Moral, Social and Cultural (SMSC) Education Policy

Date policy last reviewed: February 2022

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

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Statement of intent

At NCJPS, the pupils and their learning are at the very heart of every decision we make. This policy reflects our diverse mix of pupils and does not discriminate against any protected characteristics.

The school prides itself on providing a consistently safe, caring and happy environment where each pupil is valued as an individual and can develop towards their full potential. This policy reflects the ways in which the school helps pupils to develop their individuality and inner discipline. The spiritual, moral, social and cultural (SMSC) education of our pupils is implemented throughout the school's activities and is not limited to specific SMSC lessons.

Our Vision

At North Cheshire Jewish Primary School, we nurture our children's pride in their Jewish identity and love of Israel.

We are an inclusive community, with happy and enthusiastic children who are valued and encouraged by our caring and conscientious staff to thrive in a safe and secure environment.

We listen to and value our children, and endeavour to instil confidence, creativity and a lifelong love of learning, in order to enable each child to reach their full potential.

Our RESPECT values underpin our rich curriculum. Within this caring culture, with its joint focus on well-being, personal growth and education, our children develop enquiring minds and essential life skills, preparing them for their journey beyond North Cheshire.



1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'
- DfE (2014) 'National curriculum in England framework for key stages 1 to 4'
- Ofsted (2021) 'School inspection handbook'

This policy operates in conjunction with the following school policies:

- Safeguarding Policy.
- E-safety Policy.
- Behaviour Policy.
- Good to be Green Policy.
- Anti-bullying Policy.
- Health and Safety Policy.
- Special Educational Needs and Disability Policy.
- Supporting Pupils with Medical Needs Policy.
- Promoting British Values Policy
- PSHCE Policy

2. A whole-school approach to SMSC education

The governing board will ensure that SMSC education is embedded across the school's activities to ensure that the potential of each pupil is developed in accordance with their individual needs and capabilities.

The headteacher and SLT will facilitate and encourage a school environment which is welcoming, inclusive and safe for all pupils and members of the school community, irrespective of their protected characteristics and/or background. Staff will be expected to model high standards of discipline, courtesy, respect and acceptance of others, and to encourage pupils to take responsibility for their own actions.

The school's spiritual development provision enables pupils to:

- Be reflective about their beliefs, religious or otherwise, and their perspective on life.
- Have knowledge of, and respect for, different people's faiths, feelings and values.
- Develop a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use imagination and creativity in their learning.
- Develop willingness to reflect on their experiences.

The school's moral development provision enables pupils to:

- Recognise the difference between right and wrong, readily apply this understanding in their own lives and, in doing so, respect the civil and criminal law of England.

- Understand the consequences of their behaviour and actions.
- Develop an interest in investigating and offering reasoned views about moral and ethical issues, and an ability to understand and appreciate the viewpoints of others on these issues.

The school's social development provision enables pupils to:

- Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds.
- Participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and acceptance of those with different faiths and beliefs.
- Develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

The school's cultural development provision enables pupils to:

- Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.
- Understand and appreciate the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.
- Develop knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Participate in, and respond positively to, artistic, sporting and cultural opportunities.
- Develop an interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures.
- Understand, accept, respect, and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

The headteacher will work in collaboration with the SENCO to ensure that lessons and activities, and expectations of pupils in relation to those lessons and activities, are appropriately adjusted to accommodate the needs of pupils with SEND.

3. Cross-curriculum teaching and learning

SMSC education will take place across all areas of the curriculum. SMSC has particularly strong links to Jewish Studies, Tefillah (collective Worship), ongoing pastoral work and Personal, Social, Health and Citizenship Education (PSHCE).

- Parashah lessons, based on the JCP Parashah curriculum, will form a core part of delivering SMSC education.
- NCJPS have adopted a 'Growth Mindset' attitude. This mindset is delivered in part by emphasis on the school motto, RESPECT. This is an acronym for Resilience, Empathy, Self-awareness, Positivity, Excellence, Communication and Tolerance.
- The School motto is displayed in every classroom and elsewhere across the school.

- A weekly RESPECT value will be chosen that links to the weekly Parashah. This value in particular will be emphasized during the week.

All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible. Teaching staff will be expected to foster an open environment in their lessons in which respect, tolerance for different values, opinions and backgrounds, and team work are encouraged and prioritised in line with the guiding principles of SMSC education.

Teaching staff will use classroom discussion to support pupils to:

- Talk about their experiences, thoughts and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g. bullying and death.
- Explore their relationships with friends, family and others.
- Consider, and show empathy towards, the needs and experiences of others.
- Develop self-esteem and personal confidence.
- Develop a sense of belonging.
- Develop their SMSC skills, e.g. compassion, respect, open-mindedness, sensitivity and critical awareness.

Many areas across the curriculum provide opportunities for pupils to:

- Listen and talk to each other.
- Learn to treat one another as equals, regardless of protected characteristics and/or background.
- Recognise and celebrate the differences and similarities between themselves and others.
- Agree and disagree with people respectfully.
- Work co-operatively and collaboratively.

The school will use the following methods to help pupils develop an understanding of how they can influence decision making through the democratic process:

- Electing a school council
- Hearing pupils' voice through a suggestion box
- Hearing pupils' concerns through 'Wish My Teacher Knew' jar
- Establishing monitoring roles for pupils, e.g. book monitors, to allow pupils opportunities to develop and display leadership skills
- Appointing House Captains and Sports Captains
- Appointing a pupil to be a 'Wellbeing Ambassador' for every class
- Issuing pupil questionnaires to gather pupil opinions on decisions

The school will use the following methods to help pupils develop an understanding of the rule of law:

- Setting and enforcing high expectations for attendance, punctuality and behaviour
- Setting and enforcing classroom and school rules
- Teaching pupils about laws that are relevant to the school setting

- Teaching pupils about adults who fulfil roles designed to help others, including staff members, emergency services, friends and family
- Teaching pupils about the role of the monarchy and of previous monarchies
- Providing pupils with opportunities to celebrate the lives of people who have influenced the course of history
- Implementing clear, consistent and defined sanctions for challenging behaviour in line with the Behaviour Policy

We may use the following methods to help pupils develop an understanding of different faiths and beliefs:

- Celebrating differences and similarities through cultural event days
- Arranging trips to synagogues and other faith school settings
- Teaching about different beliefs and cultures
- Exploring moral values through lessons, stories and assemblies
- Arranging visits from various religious leaders
- Blocking out times in the timetable for in-depth religious study

The school will also employ additional practical activities and practices to encourage pupils' SMSC development, including:

- Encouraging pupils to work together in different groupings and situations.
- Providing opportunities for pupils to consume and study literature, art, music and media from artists of different cultures, backgrounds, genres and faiths.
- Organising in a variety of different social and cultural school trips, e.g. to museums or places of worship.
- Hearing and seeing live performances by professional actors, dancers and musicians.
- Learning songs from different cultures and playing a range of instruments.
- Making and consuming food from other countries.
- Studying the contributions to society that famous people of all backgrounds have made.

Teaching staff will help pupils' SMSC development by:

- Encouraging teamwork across all subjects.
- Encouraging an appreciation of, and respect for, the work and performance of other pupils, regardless of perceived ability.
- Using themes, e.g. in assemblies and lessons, to explore important aspects of British heritage and other cultures, e.g. religious festival days and global events.

4. Community links

NCJPS has strong links with the wider community.

In order to develop these links, NCJPS reaches out to the community through the following activities:

- Sporting fixtures
- Schools Linking Project
- Fundraising activities
- Annual school play
- Choir performances
- Fed Coffee morning
- Termly Minyan
- Special visitors
- Volunteers working in school
- Hosting school events to which community members are invited as participants or audience members.
- Questionnaires sent to parents to gather opinions, e.g. on school initiatives or practices.

5. Promoting fundamental British values

The school will use SMSC education to promote fundamental British values by:

- Including, in suitable parts of the curriculum, age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries.
- Teaching pupils a broad and balanced international history.
- Representing the cultures of all our pupils within the curriculum.
- Teaching a wide range of English and non-English literature.
- Listening to the voices of all pupils and promoting active participation in democratic processes, e.g. through a school council.
- Using democratic opportunities in the wider community, e.g. general and local elections, to provide pupils with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help pupils learn about and understand a range of faiths.
- Using extra-curricular activities to promote fundamental British values.

By promoting fundamental British values through SMSC education, we will provide pupils with:

- An understanding of how they can influence decision making through the democratic process.
- An appreciation that living under the rule of law protects them and is essential for their wellbeing and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and while some public bodies, for example the police, can be held to account by parliament, others maintain independence, for example, the court system.
- An understanding that their freedom to choose and hold faiths and beliefs is protected by law.

- An acceptance that people of different faiths and beliefs to themselves (and those with no faiths or beliefs) should be accepted and tolerated, and should not be subject to prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

The school is not obliged to promote teachings, beliefs or opinions in conflict with its own, but will not promote discrimination against pupils or groups based on their belief, opinion or background.

6. Monitoring and review

At NCJPS, we listen to the views of our pupils and their parents/carers. We operate an open-door policy for the sharing of views and also have a formal system in place including:

- The monitoring of teaching and learning and work scrutiny by the curriculum coordinator, headteacher and governors as part of our general monitoring.
- Regular discussions at staff and governors' meetings
- The sharing of classroom work and practice
- Annual policy audits
- Annual pupil and staff questionnaire
- Annual parents' questionnaire
- Pupil/teacher meetings
- Parents' evenings/meetings
- Parental feedback forms after any event

This policy is reviewed on an annual basis by the headteacher and head of JS, and any changes will be communicated to all stakeholders.

The next scheduled review date for this policy is March 2023

SMSC at NCJPS

Spiritual



Provision for the spiritual development of pupils includes developing their:

- *ability to be reflective about their own beliefs (religious or otherwise) and perspective on life*
- *knowledge of, and respect for, different people's faiths, feelings and values*
- *sense of enjoyment and fascination in learning about themselves, others and the world around them*
- *use of imagination and creativity in their learning*
- *willingness to reflect on their experiences.* [School Inspection Handbook \(Updated February 2022\)](#)

What this look like at NCJPS

- Giving pupils the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact on people's lives. This is done, for example, through PSHE, circle time, Chazak week, Jewish Studies lessons and assemblies as well as other NC subjects such as English and history e.g. Christmas, Diwali and Chanukah (Reception), Chinese New Year (Yr1), Belief system of Ancient Greece (Yr4), The Mayans (Yr5) as well as music and art from other cultures
- Inviting guest speakers of different religions to school (Chazak Week)
- Respecting those children in school who are not Jewish and value their beliefs and feelings – Show and Tell, Year 6 visit St Monica's and hosting Year 2 from St Monica's
- Giving pupils the opportunity to understand human emotions and feelings, the way they impact on people and how an understanding of them can be helpful; for example, through PDL, Streetwise, English, drama, music and dance and Year 6 topic on immigration
- Schools Linking Project with other schools – St Monica's (Warrington)
- Developing a climate, or ethos, within which all pupils can grow and flourish, respect others and be respected; for example, School Council and Celebration Assemblies
- Offering pupils the opportunity to appreciate the beauty and wonder of the natural environment; for example learning about the seasons in Reception and Year 1, visit to the Peak National Park, Quarry Bank Mill, Knowsley Safari Park, Crowden River, Longdendale and celebrating TuBishvat – the Jewish new year for trees
- Accommodating difference and respecting the integrity of individuals; for example, School Council, Playtime pals, Assemblies on Diversity and Anti-bullying week
- School's Behaviour System such as the RESPECT values and Good to be Green which encourage reflection on respect, feelings and valuing others and Year 6 Helping Hands/Play Leaders
- Head and DH Boy and Girl Team

Promoting teaching styles that:

1. Value pupil questions and give them space for their own thoughts, ideas and concerns
2. Allow children to take ownership of and lead their learning
3. Enable pupils to make connections between aspects of their learning
4. Encourage pupils to relate their learning to a wider frame of reference; for example, asking 'why', 'how', and 'where' as well as 'what' (question stems)

SMSC at NCJPS

Moral



Provision for the moral development of pupils includes developing their:

- *ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England*
- *understanding of the consequences of their behaviour and actions*
- *interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.* [School Inspection Handbook \(Updated February 2022\)](#)

What this look like at NCJPS

- Providing a clear moral code for behaviour which is promoted consistently through all aspects of the school, for example:
 - I. School policies e.g. Safeguarding, Behaviour, Anti-Bullying, E-Safety, SEN, Inclusion and Equal Opportunities (including a child friendly version of Safeguarding and Anti-bullying policies)
 - II. NCJPS RESPECT values, which are displayed in every classroom and regularly discussed in class, assembly and dedicated values assemblies
 - III. Promoting British Values throughout the school, (Rule of Law, Tolerance, mutual respect, democracy and liberty) – including a weekly Picture News Assembly
 - IV. Anti-Bullying Week in November – class activities and assembly and Internet Safety Day in February
 - V. Role models of Helping Hand and School Council
 - VI. Use of classroom rules and contracts where positive behavior is rewarded, such as house points merits and Golden Time, and inappropriate behavior has a consequence, yet children given the opportunity to be reflective and make things right, e.g. 4 step apology and Restorative Approaches to Justice
- Promoting the 9 protected characteristics as defined by the Equalities Act, 2010, through class discussion and whole school assemblies as well as NC lessons such RE and PSHE
- Giving pupils opportunities to explore and develop moral concepts and values throughout the curriculum for examples, telling the truth, justice, equality of opportunity, right and wrong
- Welcoming community police to school to discuss the importance of laws and consequences for breaking them. Talk on cyber- bullying by LA Adviser Tanya Cross
- Parliamentary workshop
- Developing an open and safe learning environment in which pupils can express their views and practice moral decisions making as well as challenging decisions. For example, School Council, Pupil Voice and PSHE
- Providing opportunities to examine different viewpoints in class and assemblies involving current affairs
- Rewarding expressions of moral insights and good behavior – Celebration Assembly / class rewards system / house points / merits / Headteacher Award /DHT Award
- Modelling through the quality of relationship and interactions the principles we promote at NCJPS e.g. sharing, fairness, keeping promises, integrity, respect for all people, pupil welfare, resolution of conflict (restorative approaches to justice)
- Encourage children to take responsibility for their actions e.g. respect for property and care of the environment e.g. planting and gardening
- Providing models of moral standards through the curriculum (English, history, JS, assemblies and DEAL etc.)
- Fostering positive relationships between peers, teachers and staff
- Reinforcing the school's values through the use of posters and displays etc.

SMSC at NCJPS

Social



Provision for the social development of pupils includes developing their:

- *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*
- *willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively*
- *acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. [School Inspection Handbook \(Updated February 2022\)](#)*

What this look like at NCJPS:

- Fostering a sense of community with common, inclusive values (assembly; Home-School Agreement; school performances, PTA events e.g. Summer fairs, Chanukah show, Year 2 Siddur Ceremony, Year 6 Leavers Assembly and Year 3 Havdallah Evening)
- Promoting equality relating to; gender, religion, ethnic origin, sexual orientation, age, disability, SEN through assemblies, PSHE and Jewish Studies lessons as well as other opportunities throughout the curriculum such Holocaust Memorial Day Assembly
- School's Behaviour System such as the RESPECT values and Good to be Green which encourage reflection on respect, feelings and valuing others and Year 6 Helping Hands/Play Leaders
- Promoting racial, religious and other forms of equality (Racial & Equal opportunities policies)
- Encouraging children to work co-operatively in class and outside the classroom e.g. helping hands, house system; merit and Good to Be Green awards
- Encouraging children to recognise and respect social differences and similarities; for example, where they live, different kinds of family models, age issues (JS, English, PSHE, assemblies)
- Providing positive corporate experiences; for example, special curriculum events, productions, school council, Wider Opportunities in music
- Helping pupils develop personal qualities which are valued in society, for example, thoughtfulness, honesty, respect for differences, moral principles, independence, inter-dependence, self-respect
- Helping children to relieve tensions between their own aspirations and those of the wider group including through Behaviour Support Services
- Providing opportunities to participate in the democratic process and participate in making community decisions (School Council; votes in class on a variety of issues; House Captain votes), LA cross school Singing Festival (Reception + Year 1)
- Providing children with opportunities to exercise leadership and responsibility (House Captains, Helping Hands, Head and DH Boy and Girl Teams)
- Welcoming members of the wider community into our school such as St Monica's Warrington, FED Coffee Shop, The Friendship Circle
- Participating in interschool tournaments such as football, swimming gala, chess tournaments and ETGAR
- Encouraging restorative approach to resolve conflict
- Promoting charity events such as the Big Birthday Appeal, Comic Relief / Fed Coffee Morning / Mitzvah Day /daily Tzedakah collection / NSPCC Odd Sock Day/Big Birthday Appeal
- Promoting of British Values - election of school council, classroom charter, wearing and selling poppies, Remembrance Day Assembly, singing the national anthem in assemblies, school displays
- Forging links with other primary and secondary schools Inc. Schools linking project and visiting schools to talk about Jewish festivals and what it means to be Jewish as well as taster days at High Schools

SMSC at NCJPS

Cultural



Provision for the cultural development of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. [School Inspection Handbook \(Updated February 2022\)](#)

What this look like at NCJPS:

- Promoting British Values (Tolerance of all faiths and mutual respect) as well as singing the British and Israeli national anthems in class and assemblies
- Celebrating the Queen's Jubilee across the school
- Providing children with opportunities to explore their own cultural assumptions and values. For example, weekly Shabbat Assemblies / Havdallah / Jewish Studies lessons / celebrating festivals throughout the year, such as Tu B'Shvat and Pesach
- Examining our British heritage via school outings and follow up project work e.g. Chester, Quarry Bank Mill, Staircase House Museum, Tatton Estate Evacuee Day, Made in Manchester project
- Celebrating the attitudes, values and traditions of diverse cultures throughout the NC (geography; JS; history; English; assembly; art; dance; school choir; Themed weeks – Global Citizenship Week; 'celebrating festivals and promoting EAL within the school)
- Demonstrating democratic process in real context - School Council and Pupil Voice
- Parliamentary Workshops
- Welcoming visitors of different faiths and cultures to school e.g. Chinese New Year, Ethnic Diversity Unit to support study of Hinduism as part of the Yr4 India topic / Chazak week
- Recognising and nurturing particular gifts and talents (local Events with other schools: e.g. chess tournaments, schools linking project, and sporting fixtures) as well Drama and Dance, Wider Opportunities, Peripatetic Music Lessons
- Developing partnerships with outside agencies and individuals to extend pupil's cultural awareness (drama, music and dance groups, links with local Community, Israeli dance)
- Reinforcing the school's cultural values through displays and photographs
- Using the internet to extend partnerships with those from other cultural backgrounds (links with other schools)
- Raising funds for local, national and international charities
- Promoting British Values at the heart of everything we do