

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

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)

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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 Behaviour 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.

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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)
- 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 day at High Schools

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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
- 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 Bishvat 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