

# SMSC at NCJPS



## Spiritual

*Pupils' spiritual development is shown by their:*

- *ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in 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 from September 2015](#)

## 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. Ancient Baghdad (Yr5), Rangoli and Diwali (Yr1), Mayans and Dream Catchers (Yr6) 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 and Year 3 linking twinning project
- Recognising important religious festivals such as Eid, Diwali, the Chinese New Year as well as welcoming the Multicultural Market to school
- Promoting in class and assemblies British Values (Tolerance of all faiths and mutual respect) as well as singing the British and Israeli national anthems
- 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 Personal Development Lesson, Streetwise, English, drama, music and dance and Year 6 topic on immigrants
- Schools Linking Project with other schools

- 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 Year 1, visit to the Peak National Park, Styal Mill, Knowsley Safari Park , Crowden Brook, Longdendale in Year 5, Year 6 trip to Sea Life Museum in London and celebrating TuBishvat – the Jewish new year for trees
- Accommodating difference and respecting the integrity of individuals; for example, School Council, Playtime pals, Explicit PDL lessons, Assemblies on Diversity and Anti-bullying week
- School's Behaviour System such as the 6 Golden Rules which encourage reflection on respect, feelings and valuing others and Year 6 Helping Hands
- Play in a day: Year 4 (Science), Year 6 (Macbeth).
- First Aid training with Millie's Trust with Year 5 and 6. Their role as a citizen

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

*Pupils' moral development is shown by their:*

- *ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, 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 from September 2015](#)*

## What this look like at NCJPS

- Children are welcomed into NCJPS Reception by being invited into school for a visit in the June/July before they start school in September. They are also introduced into school life in small groups during the first week of term. This enables staff to introduce children to rules and routines of school life. These are then embedded into the EYFS curriculum.
- 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
  - II. NCJPS 6 Golden Rules, which are displayed in every classroom and regularly discussed in class and assembly
  - III. Promoting British Values throughout the school, (Rule of Law, Tolerance, mutual respect, democracy and liberty)
  - IV. Anti-Bullying Week in November – class activities and assembly and Internet Safety Day in February
  - V. Role models of Helping Hand and Buddies
  - VI. Use of classroom rules and contracts where positive behavior is rewarded such as house points and merits 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 equality relating to gender, religion, ethnic origin, sexual orientation age and disability through class discussion and whole school assemblies as well as NC lessons such RE, PSHE and Seal
- 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 in KS2
- Weekly support clinic (anti bullying clinic) run by Year 6 Head boy and girl team. Teaching moral and social skills between children.
- Arranging for Year 6 children to attend parliament and meet the local MP as well as workshops by CST
- 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, Circle Time and Seal activities
- Providing opportunities to examine different viewpoints in class and assemblies including current affairs such as the Syrian refugee crisis and Islamic State
- Rewarding expressions of moral insights and good behavior – Celebration Assembly / class rewards system / house points / merits / Headteacher 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. seed growing and gardening club
- Providing models of moral standards through the curriculum (English, history, JS, assemblies and drama 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

*Pupils' social development is shown by 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 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 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 from September 2015](#)*



## What this look like at NCJPS:

- The EYFS curriculum allows children to initiate their own learning in both indoor and outdoor settings. They are encouraged to socialise and work collaboratively with children across the whole year group.
- Fostering a sense of community with common, inclusive values (assembly; Home-School Agreement; school performances, PTA events e.g. Summer fairs, Chanukah show , Music Evening, 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 as Year 5 Holocaust Memorial Day Assembly.
- 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. Playtime buddies / helping hands, house system; Attendance Awards / Merits)
- 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, “NCJPS Got Talent”, class assemblies.
- 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
- Weekly support clinic (anti bullying clinic) run by Year 6 Head boy and girl team - social skills between children.
- 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)
- Providing children with opportunities to exercise leadership and responsibility (House Captains, Cloakroom monitors; Helping Hands)
- Welcoming members of the wider community into our school such as pupils from school twinning project.
- Participating in inter school tournaments such as football, swimming gala, chess tournaments, debating competition and spelling bees
- Encouraging restorative approaches to resolve conflict
- Promoting charity events such as the Big Birthday Appeal, Comic Relief / Fed Coffee Morning / Mitzvah Day /daily Tzedakah collection / NSPCC Hat Day
- Promoting of British Values - election of school council, classroom charter, 6 Golden Rules, wearing and selling poppies, Year 5 Remembrance Day Assembly, singing the national anthem in assemblies, school displays
- Forging links with other primary and secondary schools Inc. Schools linking project in Year 3 and visiting schools to talk about Jewish festivals and what it means to be Jewish as well as taster days at King David High School

# SMSC at NCJPS



## Cultural

*Pupils' cultural development is shown by their:*

- *understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others*
- *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*
- *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, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. [School Inspection Handbook from September 2015](#) [School Inspection Handbook from September 2015](#)*

## What this look like at NCJPS:

- Providing children with opportunities to explore their own cultural assumptions and values. For example weekly Shabbat Assemblies / Havdalah / Jewish Studies lessons / celebrating festivals throughout the year, such as Tu B'Shvat and Pesach / key stage concerts / Israel trip
- Examining our British heritage via school outings and follow up project work e.g. Chester, Styal 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; library; assembly; art; dance; school choir; Themed weeks – Around the Word in an Afternoon; 'celebrating festivals and promoting EAL within the school)
- Demonstrating democratic process in real context - School Council and Pupil Voice
- Creating opportunities for YR 6 to visit the local MP in Parliament as well as meeting an Israeli MP in the Knesset to discuss the role of Government
- Welcoming visitors of different faiths and cultures to school e.g. Chinese New Year (EYFS), 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. spelling bee, chess tournaments, schools linking project, and sporting fixtures ) as well as touch typing, guitar lessons, choir club, drama and dance
- Developing partnerships with outside agencies and individuals to extend pupil's cultural awareness (drama, music and dance groups, links with local Community)
- Reinforcing the school's cultural values through displays and photographs
- Using ICT and the world-wide web 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

.