



## **SMSC Policy (Primary)**

### **Spiritual, Moral, Social and Cultural Development**

At Isaac Newton Academy our aim is to equip every student with the knowledge, learning power and character necessary for success at university and beyond. A key aspect of this is the promotion of students' spiritual, moral, social and cultural development which provides a vital foundation for life. Spiritual, moral, social and cultural development is an integral part of both the taught curriculum and enrichment opportunities at Isaac Newton Academy. It is woven into our core values, with an emphasis on ensuring that all students flourish and become confident individuals, who value themselves and others.

Our planned, coherent approach to the delivery of SMSC includes:

- providing opportunities for the development of SMSC in every scheme of learning
- SMSC forming a integral part of the assembly programme
- an emphasis on the vital importance of enrichment activities, with the expectation that all students participate in at least one extra- curricular activity a week
- teaching that encourages participation, creativity, reflection and independence
- quality assessment and feedback that places value on students' effort
- an Academy-wide emphasis on developing students' BRIDGES dispositions
- opportunities to develop teamwork, leadership skills and self-reliance
- opportunities for students to participate in a range of artistic, cultural, sporting, dramatic, musical, mathematical, scientific and technological events that promote aspects of SMSC development
- opportunities for reflection and feedback across the curriculum
- a range of opportunities for students to be involved in active citizenship
- preparing students to live and work in a diverse society, to understand and respect the cultures, faith and backgrounds of others.

### **Defining spiritual, moral, social and cultural development**

#### **Spiritual Development**

Students' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values

- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

### **Moral Development**

Students' moral development is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues.

### **Social Development**

Students' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels.

### **Cultural Development**

Students' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- active participation in planned educational visits, to enrich the children's educational experiences, within and outside the local community.

### **Curriculum**

We deliver a challenging, academic, creative, interesting and inspiring curriculum, with all subjects contributing to SMSC development.

At Isaac Newton Primary Academy the curriculum provides:

**Depth** so that students become proficient in Literacy and Maths skills and core academic subjects quickly

so that students develop the depth of learning required for success at the highest grades and to progress to more advanced levels

**Breadth**

so that, building upon that foundation, students gain knowledge, skills, understanding and qualifications that demonstrate academic, aesthetic, creative, human, social, political, physical, manipulate, linguistic, literary, mathematical, moral, ethical, scientific, spiritual and technological qualities and awareness

**Skills & Character development**

so that students leave the Academy with the learning dispositions and character traits necessary for success in life (see section on BLP and the BRIDGES framework below)

**Academic rigour & knowledge acquisition**

preparing students to compete successfully against their highest performing peers nationally for places at top universities.

**Religious Education**

At Isaac Newton Primary Academy, religious education is taught through half termly topics often with cross curricular links with other subjects. The locally agreed SACRE RE curriculum is followed, providing pupils with coverage from each major world religion. Every year group across the school will visit at least one place of worship during the academic year. Across the primary phase pupils from Isaac Newton Primary will have experienced a place of worship for each of the major world religions.

There are numerous opportunities for personal reflection and discussion of moral, spiritual and ethical issues.

**BLP and the BRIDGES Framework**

Building Learning Power (BLP) is about building a culture in classrooms (and the Academy as a whole) that systematically cultivates habits, learning dispositions, attitudes and characteristics that enable young people to face difficulty and uncertainty calmly, confidently and creatively.

We believe that the BRIDGES learning dispositions are fundamental to being an effective learner and to success and fulfilment in life. They underpin the curriculum at the Academy and the policies and ethos of the organisation. The BRIDGES dispositions are closely linked to SMSC, for instance, courage and leadership (Bravery); questioning and reasoning (Resourcefulness); humanity and citizenship (Integrity); open-mindedness and imagining (Discovery); resilience and perseverance (Grit); empathy and sociability (Emotional Intelligence); self-regulation and independence (Self Discipline).

Pupils are introduced to the BRIDGES word of the week during the Monday BRIDGES assembly. The whole school then spends the week learning about, practising, and developing the characteristic, with planned opportunities for feedback and review of their progress. Praise and recognition of

those pupils practising and demonstrating the focus disposition is given during the Friday Praise assembly. Lesson plans build both implicit and explicit references and opportunities for pupils to develop their understanding.

### **Show & Tell**

At Isaac Newton Academy the Reception children participate in a regular Show & Tell session to encourage active participation. Show & Tell places the students at the centre of the learning process and encourages them to learn from one another by asking questions. It makes learning a group endeavour and it gives every pupil, including those who are shy, a secure stage on which to share something of importance to them. It teaches more talkative students to listen as well as to contribute. Show & Tell also gives every child the opportunity to talk about and share information on a topic that can often reflect their religious, social and cultural beliefs.

### **Fruit & Talk Time and circle time**

At Isaac Newton Academy the Reception children participate in a daily Fruit & Talk time. Whilst the children are enjoying their piece of free fruit they are given a talk stimulus to help structure the nature of their discussion. A talk stimulus may be in the form of a video, a picture or a problem to discuss with a partner before opening the discussion up the whole class. The teacher will have prepared questions to help the pupils shape their initial thoughts to the stimulus.

In KS1 the pupils spend time every day participating in Talk for Learning. Whilst enjoying their free fruit the children participate in different activities over the course of the year. Sometimes pupils will be timetable to prepare in advance a talk about themselves (my life in bag activity) or will be given a stimulus similar to those in Reception to respond to and discuss.

Circle time is planned regularly and provides a forum for children to share opinions and listen to others in a safe environment. Games are played to focus on developing learning to learn skills and rounds are planned for children to discuss problems and build BRIDGES character dispositions.

Talk times are another way in which to give every child the opportunity to talk about and share their ideas, beliefs and thoughts about the world around them.

### **Positive Behaviour for Learning**

High standards of behaviour, self discipline, self control and personal accountability are expected of all adults by society in general. At Isaac Newton Academy we prepare students for a successful life in the wider society by supporting them in developing respect and consideration for others. We have the highest expectations of students' behaviour and apply the Academy Code of Conduct consistently. We form strong relationships with parents/carers. Every family receives a home visit in the summer term prior to starting Reception, at which the Academy's expectations of staff, parents/carers and students in ensuring exemplary behaviour is reinforced (see INA PBFL Policy).

## **Growth Mindset**

At Isaac Newton Academy we believe in students' potential to grow their intelligence and we speak the language of growth mindset. Staff emphasise in their language and behaviour that making mistakes is a natural and important part of the learning process.

## **Assessment and Feedback**

By making learning goals explicit and involving students in self and peer assessment, formative assessment at INA promotes students as agents in their own learning and increases students' motivation, autonomy and meta-cognition, as well as learning. At Isaac Newton Academy the culture is to be straight and transparent with students about their performance. Even when a student is being given feedback that their performance is not strong in comparison to their peers'; as long as students are supported in developing a growth mindset this is a positive thing.

## **Reading and Literature**

At Isaac Newton Academy we aim to systematically cultivate in our students the habit of reading, to develop students' confidence in reading, and to ensure that they acquire a love of reading that will last a lifetime. All students are challenged to be adventurous in their choice of reading materials and to experiment by reading a range of genre. Pupils take a reading book home every evening to read to their parents/carers, which meet the needs of their reading development (OUP Reading Scheme). Every child is also encouraged to choose a book of interest to take home to share with their parent/carer; this may at times be a book that the child will need to have read to them by the adult. Every classroom has a book corner allowing pupils to have access to a wide range of challenging and engaging books. The Library stocks a diverse range of fiction and non-fiction texts. All adults in the Academy are seen as readers and teachers of reading.

## **Student Leadership**

We provide a wide range of opportunities for students to actively develop their leadership skills. In addition to planned opportunities for students to demonstrate and develop leadership skills in lessons, including during BRIDGES lessons, there are numerous opportunities outside of the formal curriculum. This includes students taking on the role of:

- Student Council Leaders
- Class ambassadors
- class representatives
- sports team leaders
- lunch monitors

## **Assemblies**

Assemblies are used to reinforce the Academy's ethos and values and the BRIDGES characteristics. The member of staff delivering an assembly is responsible for choosing an appropriate SMSC theme

which could include topical issues and world events. Assembly themes are monitored on a regular basis by the Primary Headteacher to ensure that an appropriate range of SMSC themes are covered during the year. Class-led assemblies are also built into the assembly cycle, providing students with leadership responsibility and the opportunity to explore topics and issues they find of interest and relevance (see Assembly Policy).

### **Cultural Passport**

At Isaac Newton Primary Academy we aim to develop students' love of taking part in cultural activities. From Reception pupils are encouraged to participate in cultural activities on a regular basis, both in lessons, in enrichment activities (and both independently and collaboratively) and outside of school with their families or independently. Cultural practitioners, such as artists, authors, poets, actors, musicians, dancers are invited into the Academy to share their knowledge and skills with the pupils.

Our target for all students is that by the time pupils reach the end of Key Stage 2 at Isaac Newton Academy, they should have:

- Outdoor in nature activities, such as visiting farms or collecting shells on a beach
- Community activities, such as taking part in a traditional celebration, promoting healthy eating or running a charity event
- Creative opportunities, such as learning to play a musical instrument, design and make own toys or performing in a musical or concert or sporting event
- Global opportunities, such as visiting a museum or communicate in a language other than English

Students keep a record of their engagement in cultural activities by collecting stickers in their Cultural Passport books; these are used to generate discussion with other students, parents/carers.

### **Enrichment**

The provision of a stimulating, rich and varied extra-curricular programme of activities that builds on and extends the taught curriculum, broadens students' educational opportunities and expands their horizons is central to SMSC development. Involvement in enrichment activities can improve students' attitude to school, increase students' engagement with learning and improve educational outcomes.

The wide range of enrichment activities offered at the Academy also includes education visits. They include cultural visits to galleries and museums, heritage sites, theatre and concert performances, adventure activities, educational conferences, and subject-related trips and competitions (see The INA Educational Visits Policy).

### **Active Citizenship**

We are committed to building strong links with the local community and for our pupils to learn from, and with, the local community.

Fund-raising is an important aspect of our practice at Isaac Newton Academy. It plays a vital role in raising students' awareness of people and communities who are less fortunate than themselves, events are planned throughout the year to actively encourage pupils to participate.

### **Praise and Recognition**

At Isaac Newton Academy praise and recognition plays an important role in encouraging pupils to develop a growth mindset and increases motivation, self-esteem and aspiration. Our range of awards recognises and celebrates students' SMSC development through weekly and termly Praise and Recognition Assemblies.

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