

Wallsend Jubilee Primary School SMSC statement of intent:

Intent:

At Wallsend Jubilee primary School, the pupils and their learning are at the very heart of every decision we make. This statement 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 statement 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.

Implementation:

SMSC education will take place across all areas of the curriculum. SMSC has particularly strong links to religious education, citizenship, history and PSHE.

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.

Community links: The school recognises that an important part of SMSC development is enabling pupils to become active participants in their local community and, as such, will continue to foster strong links with the wider community. These links will be formed through a variety of activities, including:

- Community fundraising activities and supporting local charities

The school will engage parents and members of the wider community in the educational life of pupils, ensuring that the diversity and varying experiences of the local community are reflected in the way in which pupils are educated.

	Spiritual	Moral	Social	Cultural
Additional whole school activities	Open book assembly Yoga Guided meditation Mindfulness activities	Life skills lessons - making good choices Life skills ground rules Assemblies regarding	Talk about Nurture groups Time to talk Talk partners	BAME books Trips to art galleries That History Bloke Eco Club

	<p>Class Prayer - collective worship</p> <p>RE curriculum</p> <p>Celebrating our communities religious festivals</p> <p>School website -photographs</p> <p>In class singing</p>	<p>6Rs/core values</p> <p>Celebration assemblies</p> <p>-external activities</p> <p>VIP award</p> <p>Prefects</p> <p>Councilors</p> <p>Thought for the day - what have you done well today? How have you been kind today?</p> <p>Eco warriors</p> <p>Eco School status with distinction</p> <p>Fundraising</p> <p>Remembrance Day</p> <p>School rules, values and ethos</p> <p>Healthy school award status</p>	<p>Rising Sun visits</p> <p>-teamwork / team-building</p> <p>Friday check in (RT, LM)</p> <p>Levi - Daily check-in (JS)</p> <p>Levi Well-Being groups starting</p> <p>20-20-20 lunch clubs</p> <p>Harvest food collection</p> <p>Greggs cancer run</p>	<p>Gardening Club</p> <p>World of work - Careers</p> <p>Sharing parents cultural beliefs and clothing</p>
Additional cohort specific activities	<p>Humanist visitor in year 6</p> <p>Synagogue Visit - Y5</p> <p>Buddhist visitor -Y2</p>	<p>Litter picking</p> <p>Show Racism the Red Card - Y5/Y6</p> <p>Anti-bullying (whole school)</p> <p>Different families,same love</p> <p>Internet Safety week</p> <p>Diversity role models workshop Y3/Y4</p> <p>SafetyWorks visit - Y6</p>	<p>Drama classes KS2</p> <p>Food tech clubs KS2</p> <p>Choir KS2</p> <p>Digital leaders KS2</p> <p>Pokemon Club KS2</p> <p>Dance Festival KS2</p> <p>Buddies -Y6</p> <p>Y6 Residential - Derwent Hill - (team building / teamwork / living together)</p> <p>Bikeability KS2</p> <p>Reading Club -KS2</p> <p>reading buddies reading with younger children</p> <p>Football team Y5/6</p>	<p>Food tech clubs KS2</p> <p>Art clubs KS2</p> <p>Drama Club KS2 (to start Spring 2)</p> <p>Buddhist visitor</p> <p>Theatre visit (yr 4pp The Woolly Mammoth)</p> <p>Educational visits (Beamish, Segedunum, Discovery Museum, Rising Sun)</p> <p>That History Bloke y1</p> <p>Gosforth Wild Web KS2 project (Eco Club and PP chn) KS2</p> <p>French theatre/panto</p>

			Enterprise y4 and y6 Music tuition	KS2 EYFS work days Class Assemblies Y6 Leavers assembly
Impact				
Provision enables pupils to:	<ul style="list-style-type: none"> • 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 the • Use imagination and creativity in their learning. • Develop willingness to reflect on their experiences. 	<ul style="list-style-type: none"> • 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. 	<p>Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

			them to participate fully in, and contribute positively to, life in modern Britain.	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.
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