CITY OF LONDON
PRIMARY ACADEMY
ISLINGTON

Spiritual, Moral, Social and Cultural (SMSC) Policy

Responsibility:	Head Teacher
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1. Introduction

At COLPAI, we understand the important role the school has in developing our pupils' spiritual, moral, social and cultural (SMSC) understanding and their physical and mental well-being in order for them to thrive as individuals. We will also see the importance of promoting fundamental British Values within the school environment. At the foundation of COLPAI lie 5 values, which are the essence of our teaching and learning within our school:

- Respect
- Excellence
- Aspiration
- Creativity
- Teamwork

These values are embedded within the curriculum that we teach at COLPAI. We expect excellence of all and for all.

Alongside COLPAI's 5 key values, children are encouraged to develop their own values and beliefs as well as understand and appreciate other cultures and celebrate diversity. Through a varied and creative curriculum we ensure pupils' SMSC development is fundamental to their learning. Our children are thoughtful, caring and active citizens within the school as well as in the wider community.

2. Aims

At COLPAI, our aims are:

- To ensure everyone connected to the school is aware of our values and principles.
- To ensure SMSC issues are delivered through our curriculum and general life of the school.
- To create a safe and non-judgmental environment for our pupils.
- To ensure pupils are aware of what is expected of them and why.
- To develop a curiosity about the wider community and world in which we live.
- To give pupils opportunities to celebrate their individual beliefs and culture.
- To encourage pupils to reflect and discuss their beliefs and feelings.
- To enable pupils to develop an understanding of their individual and group identities.
- To enable pupils to develop an understanding of their social and cultural environment and an appreciation of the many cultures that enrich our society.
- To give children the opportunities to explore social and moral issues, developing a sense of moral and social responsibility.

3. Definitions

COLPAI defines SMSC in accordance with the definitions provided by Ofsted;

Spiritual

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social
Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural
Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

British Values
According to Ofsted, British Values are; democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

4. SMSC and the Curriculum

Spiritual, Moral, Social and Cultural development will take place across all the curriculum areas. Throughout their lessons, children are given the opportunity to learn, reflect and challenge themselves and think about the significance of what they are learning. We want children to love to learn and through their engagement in learning, develop their confidence, resilience and independence. We do this through an evolving, engaging curriculum. At the heart of our skills based curriculum is an emphasis on literacy and drama, independent enquiry, reflective thinking and collaboration. The creative curriculum provides accessible opportunities for personal enrichment through a very wide range of visits and visitors; special days and themed weeks.

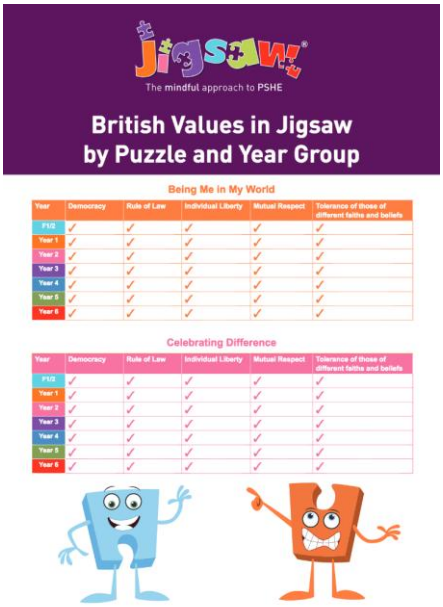
6. Jigsaw PSHE

Jigsaw PSHE brings together Personal, Social, Health and Economic education, emotional literacy, social skills and spiritual development in a lesson-a-week programme. It is a whole school approach, which provides a comprehensive scheme of learning for Foundation Stage to Year 6. Jigsaw holds children at its heart and its cohesive vision helps children understand and value who they are and how they fit and contribute to the world.

Jigsaw PSHE and SMSC
Jigsaw understands that SMSC development is vital for our children's development and believes. SMSC is mapped across each unit of work (puzzle) and across each year group to ensure balanced coverage. Every Jigsaw lesson contributes to this target and the SMSC symbol clearly indicates which elements are enhanced in each lesson.

Jigsaw PSHE and British Values
Jigsaw contributes to the British Values agenda significantly, both through the direct teaching of information and through the experiential learning children will enjoy.

The 5 strands of the British Values agenda have been mapped across every unit of work (puzzle) and every lesson (piece). These strands are clearly displayed in the planning of each lesson for teachers.



Further examples of the curriculum and how it meets SMSC and British Values can be found at http://www.jigsawpshe.com/british-values/

7. Early Years and SMSC

The characteristics of effective learning outlined by 'Development Matters 2012' describe factors of becoming an effective learner. These play a key role in SMSC development of early year's pupils. Through the teaching environment, children build positive attitudes; become risk takers; and build resilience and persistence.

8. Beyond the Curriculum

Promoting SMSC development through a range of opportunities outside the classroom.

- Whole school assemblies Daily assemblies, led by a member of the Senior Leadership Team (SLT), are planned to address SMSC development, through the inclusion of stories and celebrations from a variety of faiths and cultures. Children explore and learn to respect different beliefs and world faiths.

- Whole school events At COLPAI celebrations are held to mark key social, spiritual and cultural world festivals in the year. These include; Black History Month; Christmas; Chinese New Year; St Patrick's Day; St George's Day; World Book Day; Remembrance Day; as well as many others.

- Competitions Children are given opportunities both in school and also through external events to participate in competitions. SMSC development includes the ability to recognise the difference between right and wrong; compete fairly abiding to a set of rules; compete against others; and understand the importance of fair play.

- School Council – Pupil Voice COLPAI believes that it is vital children have a voice that is valued and considered in the running of the school. The school council is a group of children with representatives, who have been democratically voted in by their peers, from each year group. They meet on a regular basis to discuss school matters.

- School Trips and School Journeys Throughout their time at COLPAI, children are given opportunities to develop their SMSC learning further by attending school trips and residential school journeys in year 6. These excursions include trips to museums, libraries, zoos, and farms.

- After School Clubs A range of extra-curricular school clubs are provided for children at COLPAI that all promote the values of SMSC development

9. Roles and Responsibilities

SMSC provision is monitored by The Senior Leadership Team on a regular basis. Subject leaders ensure that their curriculum area is developing pupils spiritually, morally, socially and culturally as well as understanding fundamental British values.

10. An overview of what we teach through SMSC Education

Appendix 1 provides an overview of the Jigsaw approach including:

- The structure of our SMSC programme
- An overview of what children will learn
- An outline of teaching and learning approaches
- Assessment
- Links with assemblies, showcasing and celebrating SMSC work
- Links with positive behaviour
- Parental Involvement

This policy should be read in conjunction with the Sex and Relationship Policy. SRE is integrated within our SMSC programme.

SMSC Policy

Appendix 1: An overview of the Jigsaw approach

Jigsaw brings together the requirements of SMSC, PHSE, SRE and the promotion of British Values into one coherent scheme of work.

Structure

Jigsaw is a whole school approach consisting of **6 puzzles** (half-term **units** of work). Each puzzle contains 6 pieces (lessons) which are taught one per week. Each lesson has **2 learning intentions** and there is a clear attainment descriptor for the end of the unit to support teacher assessment.

Whole school approach

Every year group studies the same puzzle at the same time, allowing for **whole school themes**. Lessons are delivered in an age and stage appropriate way.

Each puzzle begins with **a whole school assembly** and an original **song** to reinforce the key messages.

There are **celebrations** of the theme each week during **assembly**, encouraging children to reflect on their learning, behaviour and attitudes.

Each puzzle culminates in an **entire school product,** such as a display, an exhibition, a fashion show, a video/ film or a presentation. This gives the learning a clear focus and purpose and provides a whole school opportunity for everyone to be involved in sharing and celebrating positive COLPAI attitudes, behaviour and learning. We believe this develops **collaboration, teamwork, co-operation** and a sense of **achievement** and **pride**. In this way, we develop a communal understanding of

positive behaviour and of our rights and responsibilities as a member of the COLPAI community. Through assemblies we showcase our Jigsaw work with **parents** and bring our whole school community together.

Across the school, we check that there is consistency, continuity and a clear progression in SMSC learning outcomes and a commitment to British Values from Foundation stage to Year 6.

Jigsaw Certificates
Each half term, children receive a Jigsaw certificate for their effort and contribution to the unit of work.

The six puzzles and what children will learn
There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July:

Autumn 1:	Being Me in My World
Autumn 2:	Celebrating Difference (including anti-bullying)
Spring 1:	Dreams and Goals
Spring 2:	Healthy Me
Summer 1:	Relationships
Summer 2:	Changing Me (including Sex Education)

The Puzzles and what children learn:
Being Me In My World covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

Celebrating Difference focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normal'; bullying – what it is and what it isn't, including cyber and homophobic bullying – is an important aspect of this Puzzle.

Dreams and Goals aims to help children think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via team work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for the world.

Healthy Me covers two main areas of health: Emotional health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid) in order for children to learn that health is a very broad topic.

Relationships has a wide focus, looking at diverse topics such as families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families, and look at stereotypes. All Jigsaw lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

Changing Me deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, self-respect and safeguarding. Self and body image, puberty, attraction and

accepting change are diverse subjects for children to explore. Each year group thinks about looking ahead, moving year groups or the transition to secondary school. Life cycles and how babies are made and grow are treated sensitively and are designed to meet children's needs. All year groups learn about how people and bodies change. This Puzzle links with the Science curriculum when teaching children about life cycles, babies and puberty. See SRE Policy for further information.

Mindfulness
The Jigsaw Approach is underpinned by mindfulness. Mindfulness is being able to **observe your own thoughts and feelings** as they happen, in the present moment, applying no judgement. Jigsaw teaches children to understand their thoughts and feelings and through both taught lessons and the **Calm Me time** exercises (using the Jigsaw **chime**), helping to develop their awareness, and their capacity to be mindful human beings. Learning is thus enhanced as **emotions are regulated, behaviour managed and calmness generated.**

The Jigsaw Circle and Charter
We often work in a **Jigsaw Circle** to promote social skills. A circle arrangement helps everybody to feel included and connected, and it encourages collaboration. We agree a **charter** or code of conduct for our Jigsaw lessons which includes the following learning behaviours:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Teaching and Learning approaches, SEN and differentiation
Jigsaw PHSE draws upon a variety of teaching and learning styles; visual, auditory and kinaesthetic approaches provides multisensory pathways into learning building on how young children learn best. Creative approaches engage and motivate pupil in their learning. Activities allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

Assessment
We assess pupils to ensure they are making progress with their learning throughout their Jigsaw experience. Each Puzzle (except Puzzle 1) has a built-in assessment task. This task is the formal opportunity for teacher assessment, but also offers children the chance to discuss and assess their own learning with the teacher. The task is recorded in the Jigsaw journal as evidence of the pupils' learning.

Each Puzzle has a set of three **attainment descriptors** for each year group:

- Working towards
- Working at
- Working beyond

Both the teacher and pupil complete the evaluation of the unit and discuss how the child could make even better progress in the next Puzzle. Teachers track pupils' progress, half termly, year on year, using the **Jigsaw tracker sheet.**

For further information on the Jigsaw approach, click here to find our Parent Information Leaflet
http://www.jigsawpshe.com/flipbook/information-for-parents-and-carers/index.html