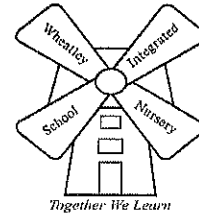


John Watson School



Wheatley Nursery School

Spiritual, Moral, Social and Cultural Policy

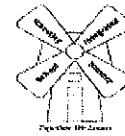
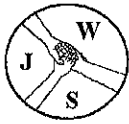
The Federated Governing Body of John Watson and Wheatley Nursery Schools have adopted the model policy of Oxfordshire County Council.

Signed by Sarah Simmonds and Sarah Coleridge, Joint Chairs of Governors.

Date: 23-1-2018

This policy will be reviewed as per the review schedule set by the Governing body or in accordance with policy updates issued by Oxfordshire County Council (whichever is sooner).





John Watson School and Wheatley Nursery School
Spiritual, Moral, Social and Cultural Policy

The following five core principles guide every aspect of our work...

<i>We believe all children and young people have a right to feel safe and secure</i>	<i>We believe everyone should be valued for who they are and know they have a voice and will be listened to</i>	<i>We believe everyone has a right to be included within the wider community on equal terms</i>	<i>We believe learning should be stimulating, challenging and relevant for all</i>	<i>We believe all staff should be ambitious about what they can achieve in their role and be empowered to impact on pupil outcomes</i>
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Please note that each aspect of this policy is to be understood in relation to each individual's ability to understand the knowledge, skills and concepts explored.

Rationale

Spiritual, Moral, Social and Cultural Development (SMSC) is promoted across the entire school curriculum and all aspects of school life. We take great pride in encouraging all our children to feel part of, and to contribute positively to fundamental British values.

Our full policy sets out our vision and practice in ensuring that all students have the opportunity to develop an understanding of right and wrong, develop the appropriate attitude, and practise the skills required for them to participate fully in a democratic society. At John Watson School (JWS) and Wheatley Nursery School (WNS) we recognise that the personal development of pupils spiritually, morally, and culturally, plays a significant part in their ability to learn and achieve.

We aim to provide an education that ensures learners achieve an understanding of social and cultural traditions and an appreciation of the diversity and richness of their cultures, as well as opportunities to explore and develop their their own values and beliefs and spiritual awareness governing their own behaviour and to develop a positive, caring attitude towards others.

The aim of this policy is to ensure that

1. there is a consistent approach to supporting SMSC and that everyone is aware of our values
2. educational provision is offered within a meaningful context appropriate to age, aptitude and background
3. pupils know what is expected of them
4. each pupil develops an understanding of their own identity
5. pupils develop an understanding of their cultural and social environment and an appreciation of different cultures in our society
6. each pupil has opportunities to explore social and moral issues and develop a sense of social and moral responsibility.

Performance	Wonder and awe at: <ol style="list-style-type: none"> 1. the talents of our friends; 2. the applause from the audience 3. Christmas performance - recorded performances
Residential	Sense of achievement/accomplishment: <ol style="list-style-type: none"> 1. staying away from home 2. coping with different routines 3. trying new things - beds, food, activities
PE	"persevering, practising and achieving" <ol style="list-style-type: none"> 1. yoga 2. relaxation 3. Swimming- floating
PSHCE	Circle Time the creation of life - in plants, animals and humans relationships and what they mean to us opportunities to lead/take responsibility: <ol style="list-style-type: none"> 1. School Council 2. responsibilities around the school 3. work shadowing
RE	Visits to special places <ol style="list-style-type: none"> 1. churches 2. mosque 3. synagogue religious practices of different faiths
Science	Circle of Life various scientific experiments
Sensory	Sensory stories Deep Pressure massage
Outdoor learning	Shotover trips Learning walks Playing in outdoor areas of both schools

Subject	Moral
Assemblies	Stories with morals - fables and religious Armistice Day
Behaviour Management	Circle Time use of Time Out and saying sorry choices and consequences
Drama	Dilemmas - what should you do? manners and etiquette
English	Stories from History
Geography	our immediate environment caring for our planet our local Community
History	wars in History famous historical figures - Henry VIII, Anne Frank
Maths	Money and where it comes from
Residential	Rules in different environments respect for other peoples belongings
PE	Fair play the need for rules
PSHCE	Puberty and Sex Ed Relationships

	Bullying Rights and Responsibilities Drugs and Medicines Personal Safety
RE	morals in religious stories rules from different religions
Science	ethical discussion environmental issues safety
Social Times	rules for games at break times friendships transition times
School Council	to take part in elections to have the students' voices heard to act as a representative for others to vote on issues relating to the school to consider those less fortunate than ourselves when fundraising for charity
Outdoor Learning	Caring for our environment Safety rules for working on a Farm/gardening

Subject	Social
Art	Collaborative creations appreciation of others work visiting art exhibitions
Assemblies	Fundraising for charities commemorating events - Bonfire Night Armistice, Christmas
English	conversations turn taking writing letters sending invitations reading posters
Geography	Customs and cultures from different countries
History	Our local history - Wheatley park historical centre
ICT	sending emails and texts
Maths	using money and timetables
Music	collaborative singing or music playing
Performance	performing and being part of an audience
Residential	team building sharing dormitories leisure activities
PE	Sports Day Country Dancing Festival Pantathlon Games
PSHCE	leisure activities relationships personal safety
RE	listening to others opinions finding out about other Faiths

Science	Healthy living impact of smoking/drugs/alcohol on others lives
Clubs	Breakfast Club Signing club Choir club After school clubs: Street dance Music Sports Archaeology Teen Fridays
Social	Leavers' Ball Christmas Party
Citizenship	School Council working in groups/pairs turn taking sharing information looking after each other
Outdoor learning	Collaborative games Thomley hall working in the community Engaging with unfamiliar students or professionals

Subject	Cultural
Art	Art from different cultures: African Australian Aboriginal Chinese
Assemblies	Religious festivals from different faiths Diwali Sukkot Chinese New Year Harvest Christmas Easter Eid Hanukkah Mother's Day sporting events - World cup
DT	Making food and artefacts from other cultures
English	Stories from other cultures and countries
Geography	Comparing life in Oxford to life in other places
History	Customs and traditions from different countries in past times Historical artefacts
Maths	counting in different languages
Music	Music and song from around the world African drumming
Residential	traditions in different localities artefacts and buildings in different localities
PE	games from around the world dance from around the world
PSHCE	learning about and respecting different cultures
RE	World Religions - traditions

	ceremonies festivals artefacts buildings
Outdoor Learning	Sensory walks talking walks Visits to the village, Wheatley Park campus, Cowley road, Oxford city centre

JWS/WNS SMSC Practice

Procedures: SMSC is included in lesson planning and is one of the areas focussed on in lesson observations. SMSC is monitored by SLT and is reviewed regularly within the school development plan. The teaching and learning committee for each school evaluates SMSC annually and reports to the Full Governing Body.

Provision: SMSC relates to the whole life of the school, and spiritual, moral, social, and cultural development will be promoted not only through all the subjects of the curriculum but also through the ethos of the school, procedures, practices, collective worship and schools' events as detailed overleaf. Each Key Stage has conducted an audit of SMSC provision in their Key Stage. These are monitored annually.

Linked Documents

PSHCE Policy (will be hyperlinked once on the website)

Drugs policy (will be hyperlinked once on the website)

[JWS Curriculum Information](#)

[JWS Safeguarding Policy](#)

