



South Kirkby Academy SMSC and Wellbeing Framework

By integrating SMSC and Wellbeing into the life of our school we aim to develop a sense of society, tolerance and collaboration that tackles prejudice and promotes equality. We aim to teach children to make sense of the world we live in, how to interact positively with others, how to know themselves and the person they may become in the future.

This will be done formally; through taught lessons, informally; through providing activities and experiences and through the hidden curriculum/ ethos as displayed through the expectations, relationships and attitudes of everybody in school.

We aim to instil a sense of pride in being part of the SKA community and in the school as a building where all can learn and belong. Our learning environment is bright, relevant and well cared for. Our children feel safe and cared for. School Parliament means the children have a say in changes that are made. Many visitors to our school comment on the positive ethos and welcoming atmosphere. We believe that the behaviour, manners and attitudes of our pupils is a real strength.

South Kirkby Academy has a long term coverage chart of aspects of SMSC. These plans are constantly reviewed and updated so that we can take into account our rapidly changing world and different learning opportunities that may arise under these headings. Our long term plans are outlined within these tables and diagrams.

How Spiritual, Moral, Social and Cultural Development (SMSC) and Wellbeing is promoted within South Kirkby Academy

Aspect of SMSC	Spiritual Development
<p>What does this look like in South Kirkby Academy</p>	<p>Spiritual development is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in religion, but equally may not. This refers to children’s beliefs, religious or otherwise, which inform their perspective on life and their interest in, and respect for, different people’s feelings and values. This is developed by:</p> <ul style="list-style-type: none"> • 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 Assemblies, RE and History. • Pupils are encouraged to be reflective during collective worship and in R.E. • The school follows the Discovery RE syllabus for R.E, which is supported by other curriculum areas such as art, science and geography and locally planned visits to different places of worship • Pupils lead class assemblies and share achievements using music, images, drama and reflect on their and other pupil’s, successes. • • 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 Assemblies, Literacy, Drama, Music and Dance. • Developing a climate, or ethos, within which all pupils can grow and flourish, respect others and be respected; for example, School Parliament and Celebration Assemblies. • Offering pupils the opportunity to appreciate the beauty and wonder of the natural environment; for example, Forest School. • Accommodating difference and respecting the integrity of individuals; for example, School Parliament , Playtime Leaders, Wellbeing Assemblies, Assemblies on Diversity and Anti-bullying week • Develop a sense of values <p>Promoting teaching styles that:</p> <ol style="list-style-type: none"> 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’.

How Spiritual, Moral, Social and Cultural Development (SMSC) and Wellbeing is promoted within South Kirkby Academy

Aspect of SMSC	Moral Development
What does this look like in South Kirkby Academy	<p>Moral development is largely about making choices, behaviour and how you live your life. Its also about personal and societal values, understanding the reasons for them and airing and understanding disagreements.</p> <p>Moral Development refers to a pupil's understanding, attitude and behaviour to what is right and what is wrong. This is developed by:</p> <ul style="list-style-type: none"> • Providing a clear moral code for behaviour which is promoted consistently through all aspects of the school; for example, Behaviour Policy; STEP; Anti Bullying Week, E-Safety week. • Behaviour management systems that promote fairness and morality based on intrinsic motivation. School rules, rewards and sanctions clearly defined and understood • Staff and older children that act as role models during everyday life, helping children develop a good 'moral compass' • Promoting equality relating to; gender, religion, ethnic origin, sexual orientation, age, disability, SEND, (Inclusion policy, Equal Opportunities policy, SEND policies). • Promoting racial, religious and other forms of equality (Racial, Inclusion, Equal Opportunities, SENDpolicies). • Giving pupils opportunities to explore and develop moral concepts and values throughout the curriculum; for example, truth, justice, equality of opportunity, right and wrong (RE; History; Literacy; Assembly; Drama; School Parliament; Community Police officer visits). • Developing an open and safe learning environment in which pupils can express their views and practise moral decision making (School Parliament; Forest School; Drama; Safeguarding policy & practice). • Rewarding expressions of moral insights and good behaviour (Celebration Assembly; class reward systems; Dojos). • Modelling through the quality of relationships and interactions the principles we wish to promote; for example, fairness, integrity, respect for persons, pupil welfare, respect for minority interests, resolution of conflict keeping promises and contracts, the difference between right and wrong (whole school charity events; British Values; Celebration Assemblies; Assembly themes). • Recognising and respecting different cultural groups represented in the school and the wider community (celebration of religious festivals and newsletters, Themed Assemblies). • Encouraging children to take responsibility for their actions; for example, respect for property, care of the environment and code of behaviour (Behaviour Policy; Assembly themes). • Providing models of moral standards through the curriculum (Literacy; History; RE; Assembly; Drama). • Reinforcing the school's values through the use of posters, displays etc. • Policies and curriculum planning provide opportunities for children to explore questions of right and wrong and explore moral codes in their own and others' cultures. • Pupils regularly raise funds for related charities and understand what is happening in other parts of the world

How Spiritual, Moral, Social and Cultural Development (SMSC) and Wellbeing is promoted within South Kirkby Academy

Aspect of SMSC	Social Development
<p>What does this look like in South Kirkby Academy</p>	<p>Social development shows pupils working together effectively, relating well to adults and participating in the local community. Social Development refers to a pupil's progressive acquisition of the competencies and qualities needed to play a full part in society and become informed citizens of the future. This is supported by:</p> <ul style="list-style-type: none"> • Fostering a sense of community with common, inclusive values (Assembly; Home-School Agreement; events including Christmas, Easter & Summer fairs) • Promoting equality relating to; gender, religion, ethnic origin, sexual orientation, age, disability, SEND • Promoting racial, religious and other forms of equality (Racial & Equal opportunities policies). • Encouraging children to work co-operatively (Playtime Leaders, House system; Attendance Awards) • Encouraging children to recognise and respect social differences and similarities; for example, where they live, different kinds of family models, age issues (RE; Literature, Assemblies). • Providing positive corporate experiences; for example, special curriculum events, productions, school Parliaments, "Waterton's 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 . • 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 (Parliament Leaders, Class Ambassadors; Head Boy and Girl) • Welcoming members of the wider Island community into our school and keeping them informed of developments (Website; newsletter; notice board; community board; involvement in community events; for example, Sport tournaments, involvement with the Leeds DEC). • Ensuring new pupils adjust well to the school and are firmly accepted by their classmates • Providing Nurture room to help children to reach the right place emotionally in order to learn effectively • A critical skills approach to learning means that children are happy to collaborate with a range of pupils from other classes and year groups as well as their own. • House Teams mean children collaborate with pupils across the age groups • A range of afterschool clubs being offered and are usually oversubscribed. • Providing residential trips in upper KS2. • Ensuring pupils join with other pupils from local schools to participate in sports contests and collaborate in teams to compete against other clusters of schools

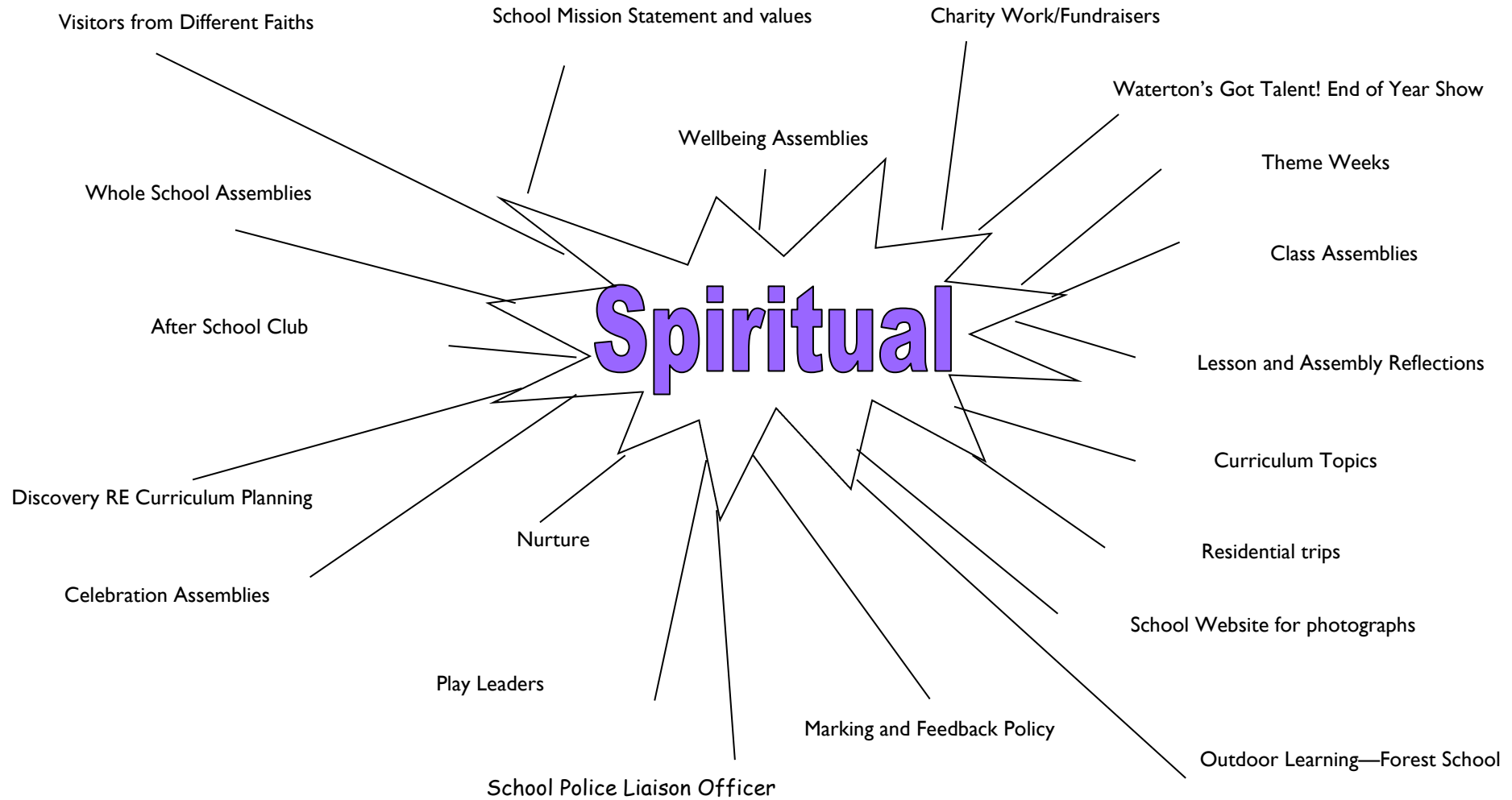
How Spiritual, Moral, Social and Cultural Development (SMSC) and Wellbeing is promoted within South Kirkby Academy

Aspect of SMSC	Cultural Development
<p>What does this look like in South Kirkby Academy</p>	<p>Cultural development is about understanding and feeling comfortable in a variety of cultures and experiencing a range of cultural activities (art, theatre, travel, concerts). Understanding and tolerance regarding the cultural traditions and beliefs of others.</p> <p>Cultural development refers to pupils developing their understanding of beliefs, values and customs in social, ethnic and national groups different to their own. This is supported by:</p> <ul style="list-style-type: none"> • Providing children with opportunities to explore their own cultural assumptions and values. • Celebrating the attitudes, values and traditions of diverse cultures (Geography; RE; History; Literacy; Library; Assembly; Art; Dance; Music; celebrating festivals) • Recognising and nurturing particular gifts and talents (Local Events with other schools: Sports Competitions), • 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). • Help pupils appreciate their own cultures and traditions and those of others • Pupils enjoy participating in a range of cultural experiences and are keen to develop their knowledge of others' way of life, however more could be done to challenge pre-conceived stereotypes and develop children's knowledge of other places in the UK (work with the Leeds DEC) • Children participate in a range of drama; music and art activities linked to different cultures and reflect on their significance. • Through the curriculum and collective worship children learn about the traditions, challenges and experiences of people in less economically developed countries and show empathy and understanding. • Themed meal days allow children to experience tastes linked to other parts of the world • Assemblies, R.E lessons introduce the children to a range of cultures by looking at stories, festivals, traditions from a range of cultures so that they better understand the global communities in which we live • Our library contains a variety of story and text books about other cultures and countries

How Spiritual, Moral, Social and Cultural Development (SMSC) and Wellbeing is promoted within South Kirkby Academy

Aspect of SMSC	Wellbeing
<p>What does this look like in South Kirkby Academy</p>	<p>Wellbeing is all about being aware of your own needs both mentally and physically. Children need to understand how to keep themselves safe, both in the physical world and the world on line. They need to know how to keep themselves healthy through exercise and looking after their mental health. This is supported by:</p> <ul style="list-style-type: none"> • Weekly Wellbeing Assemblies on a range of different topics • Visits from the Community Police officer • Wellbeing Workshops run by outside agencies • NSPCC assemblies on the PANTS rule • A Learning Mentor and Pastoral Care worker in school to help children who are struggling socially and emotionally. • Nurture sessions for the more vulnerable children on an afternoon to support with emotional wellbeing • Future in Minds consultant who is linked to CHAMS who we can gain advise from • Visits from the school nurse for year 5 and 6 around puberty and hygiene • Links to the science curriculum on Healthy Eating • Healthy Lunch Box Policy and School Lunches • Assemblies before each holiday about how to keep safe • Internet safety week and frequent assemblies • Displays around school • Parliament Leaders and Ambassadors • Policies including SEND, Inclusion, Safeguarding, Equality, Esafety • Links throughout the curriculum in exploring feelings and respecting others (RE; Literacy; History; Science; Geography) • Reducing the risk that can affect children’s wellbeing. • Ensure that we adopt a whole school thinking approach to wellbeing so that all children feel safe in school. • The community as a whole is included as make sure that parents and carers are also included in their child’s mental health as well as supporting them with their own wellbeing. • Raising staff understanding through CPD around wellbeing and how to implement early intervention • Respond clearly to behaviour using the whole school behaviour policy. Clear boundaries and consistency in approach. • Clear supportive ethos with 4 core values to support a child's wellbeing.

How Spiritual Development is promoted within the ethos at South Kirkby Academy



How Spiritual Development is promoted within the curriculum at South Kirkby Academy

Spiritual Development

Mathematics:

- Make connections between pupils mathematical skill and real life.
- By consider pattern, order, symmetry and scale in both the man made and natural world.



English:

- Response to a poem, story or text e.g. I wonder..., How would you feel...
- By appreciating the beauty of language.



Drama:

- Allow self expression and a chance to walk in someone else's shoes.

Science:

- Demonstrate that some answers cannot be provided by science.
- Create opportunities for pupils to ask questions and develop their own line of enquiry.



RE:

- Experience wonder and joy through stories, celebrations, rituals and different expressions of religion and world views.
- Ask and respond to questions of meaning and purpose.
- Consider big questions about "God and the world".



Wellbeing:

- Develop an awareness of and responding to others needs/wants.
- Explore meaning and purpose for individuals/society.
- Develop resilience and inner strength.
- Explore spiritual practises such as worship and prayer.



MFL—French and Mandarin:

- Explore the beauty of languages around the world.
- Explore how language is constructed.



History:

- Consider how things have changed over time.
- Speculate about how we mark important events from history and the people that shaped them.



Geography and Global Learning :

- Use Google maps and reflect on different places to live in the world.
- Compare their lives with pupils living in other parts of the world or the UK.



Art and Design:

- Provide plenty of rich opportunities for pupils to explore spiritual dimension and natural phenomena.
- Explore different artist interpretations and ask what the artist was trying to convey.
- Promote the review and evaluate cycle.



Design and Technology:

- Enjoy and celebrate personal creativity.
- Review and evaluate created things.



PE:

- Delight in movement.
- Take part in activities such as dance, games, gymnastics which help children to become more focused, connected and creative.
- Become aware of one's strengths and limitations.



Computing:

- Wonder at the power of the digital age.
- Understand the advantages and limitations of ICT.
- Use the internet as a gateway to big life issues.

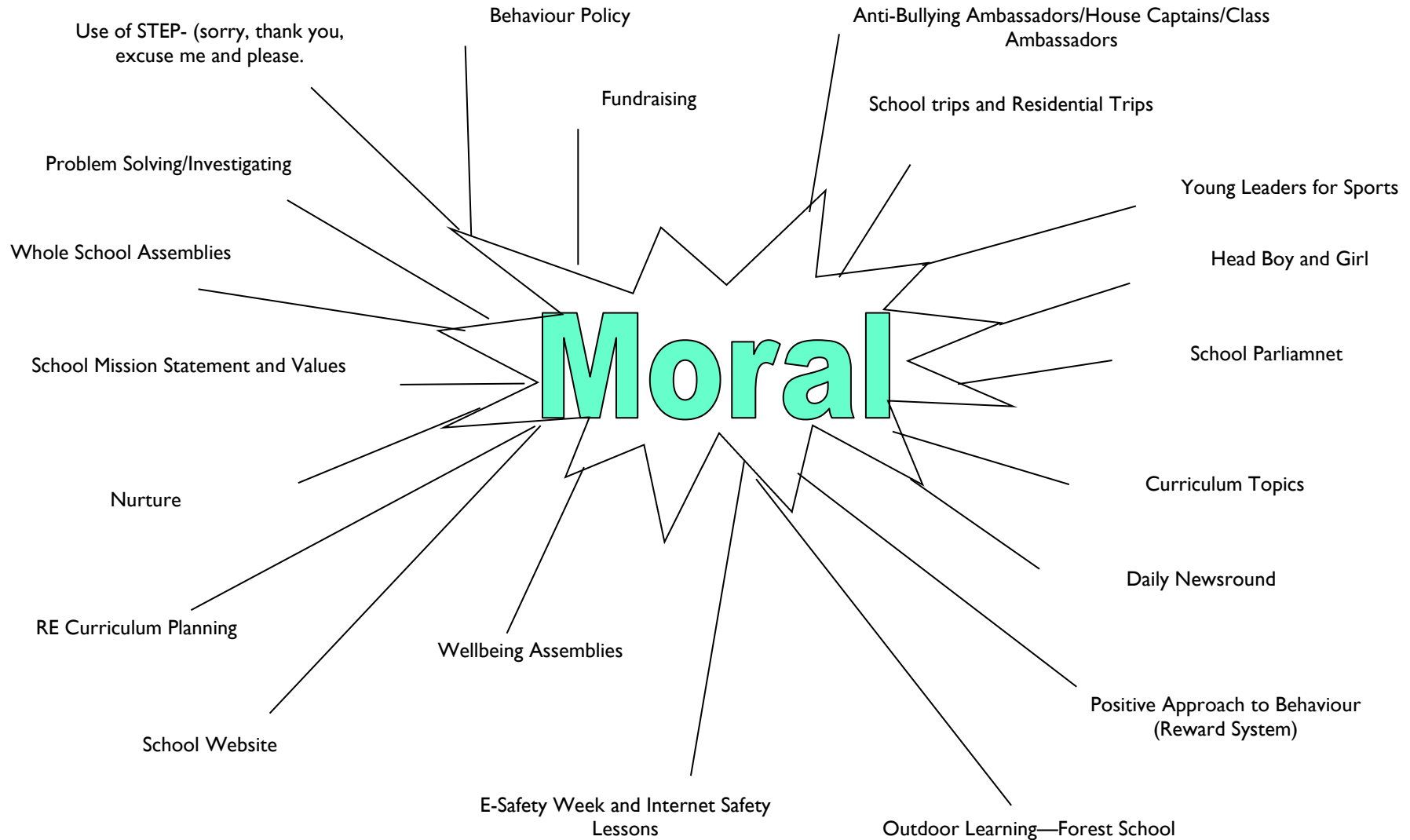


Music:

- Show delight and curiosity in creating their own sounds.
- Consider how music makes us feel.



How Moral Development is promoted within South Kirkby Academy 2015-2016



How Moral Development is promoted within the curriculum at South Kirkby Academy

Mathematics:

- Engage pupils playfully e.g. in unequal shares of resources.
- Reflect on data that has moral and ethical implications e.g. the percentage of people in the world suffering from hunger.



English:

- Explore stimulus for thinking about the consequences of right and wrong behaviour.
- Speculate and apply their learning to their own lives.



Drama:

- Express what it feels like to be wronged and what remedies may make things better e.g. anti-bullying week.

MFL—French and Mandarin

- Help pupils to have an accurate and truthful understanding of the French and Chinese culture.



History:

- Explore the results of right and wrong behaviour in the past.
- Consider characteristics of people who have had a bad influence and caused suffering to others.
- Go beyond the facts and ask pupils to make hypotheses and pose questions such as “what if...”



Moral Development

Art and Design:

- Explore how emotions and inner feelings are expressed through painting, sculpture and architecture.
- Make response to and use visual images to evoke a range of emotions.



Geography and Global Learning :

- Consider how people treat the environment and ask questions.



Computing:

- Explore moral issues around e-safety and data.
- Consider benefits and potential dangers of the internet.
- Consider the vision of those involved in developing the internet.



Science:

- Consider the wonder of the natural world and the inventions that have made the world a better place.
- Speculate about how science can be used for both good and evil reasons.
- Consider not all developments are good because they have caused harm to the environment and people.



RE:

- Explore morality including rules, teachings and commands.
- Investigate importance of service in various religions.
- Explore religious perspectives.
- Ask questions about the purpose and meaning.



PE:

- Discuss fair play and the value of team work.
- Develop qualities of self-discipline, commitment and perseverance.
- Develop sportsmanship e.g. shaking the hand of a competitor at the end of a competition.



Wellbeing:

- Explore what is right and wrong.
- Investigate what we need to do in our community to make sure everyone thrives.
- Make explicit links to the school's ethos and values.



Design and Technology:

- Raise questions about the effect technological change on human life and the world around them.

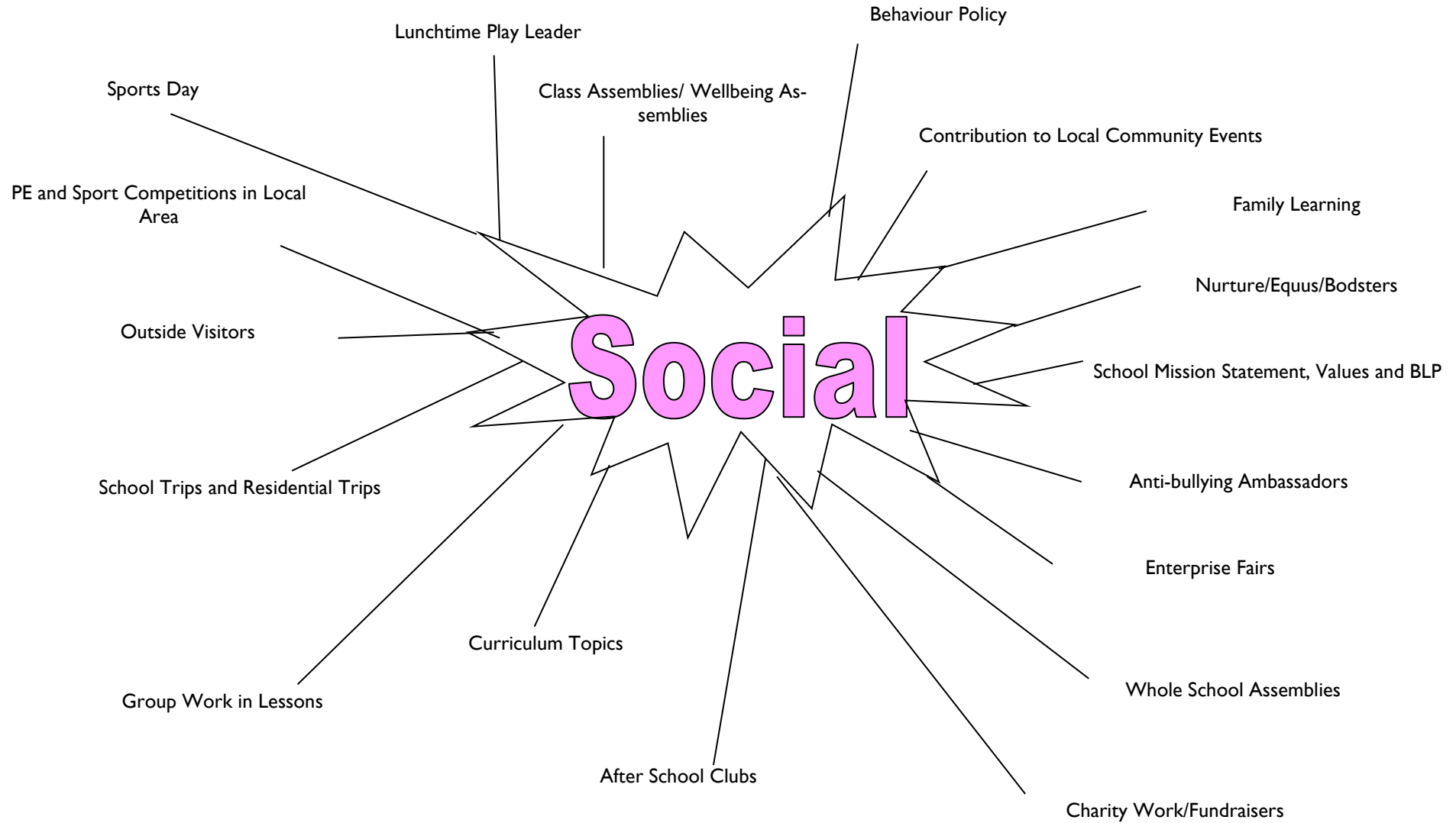


Music:

- Explore how music can convey human emotions.
- Appreciate the self-discipline required to learn a musical instrument.



How **Social Development** is promoted within South Kirkby Academy



How Social Development is promoted within the curriculum at South Kirkby Academy

Mathematics:

- Share the classroom resources.
- Negotiate responses and group problem solving.
- Analyse social data e.g. on poverty/bullying/cyber-bullying etc.



MFL—French and Mandarin

- Learn the skill to communicate in different ways.
- Explore different social conventions e.g. forms of address in French and Mandarin.



History:

- Consider questions about social structure in the past e.g. rights of children in Victorian times.
- Discuss how groups and communities organised themselves e.g. Romans.



Computing:

- Link through digital media services with other schools and communities.
- Highlight ways to stay safe when using online services and social media.
- Discuss the impact of computing



English:

- Support conceptual and language development through an understanding of and debates about social issues e.g. social media.
- Provide opportunities for talk in a range of settings e.g. talk for writing.



Drama:

- Explore similarities and differences and how respect for others can be expressed.
- Build self-esteem and encourage self-worth.

Social Development

Geography and Global Learning :

- Provide positive and effective links with the community.
- Consider social responsibility.



Art and Design:

- Share of resources.
- Explore social conflict and resolution.
- Explore art as a powerful social tool e.g. in advertising.



Science:

- Explain how to keep other people safe and how they might protect a younger or vulnerable person.
- Explore social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes.



RE:

- Explore the qualities which are valued by our school through our core values e.g. respect for difference.
- Ask questions about the social impact of religion at age appropriate level.



PE:

- Develop a sense of belonging and self-esteem through team work.
- Develop a sense of community identity through taking part in school events.
- Offer a variety of extra-curricular sport activities across year groups enabling children to work together.



Wellbeing:

- Engage in the democratic process for agreeing the rules for community life.
- School council opportunities to exercise leadership and responsibilities.



Design and Technology:

- Explore dilemmas that individuals may face and develop practical solutions to these problems.
- Contribute to the local society through art works.

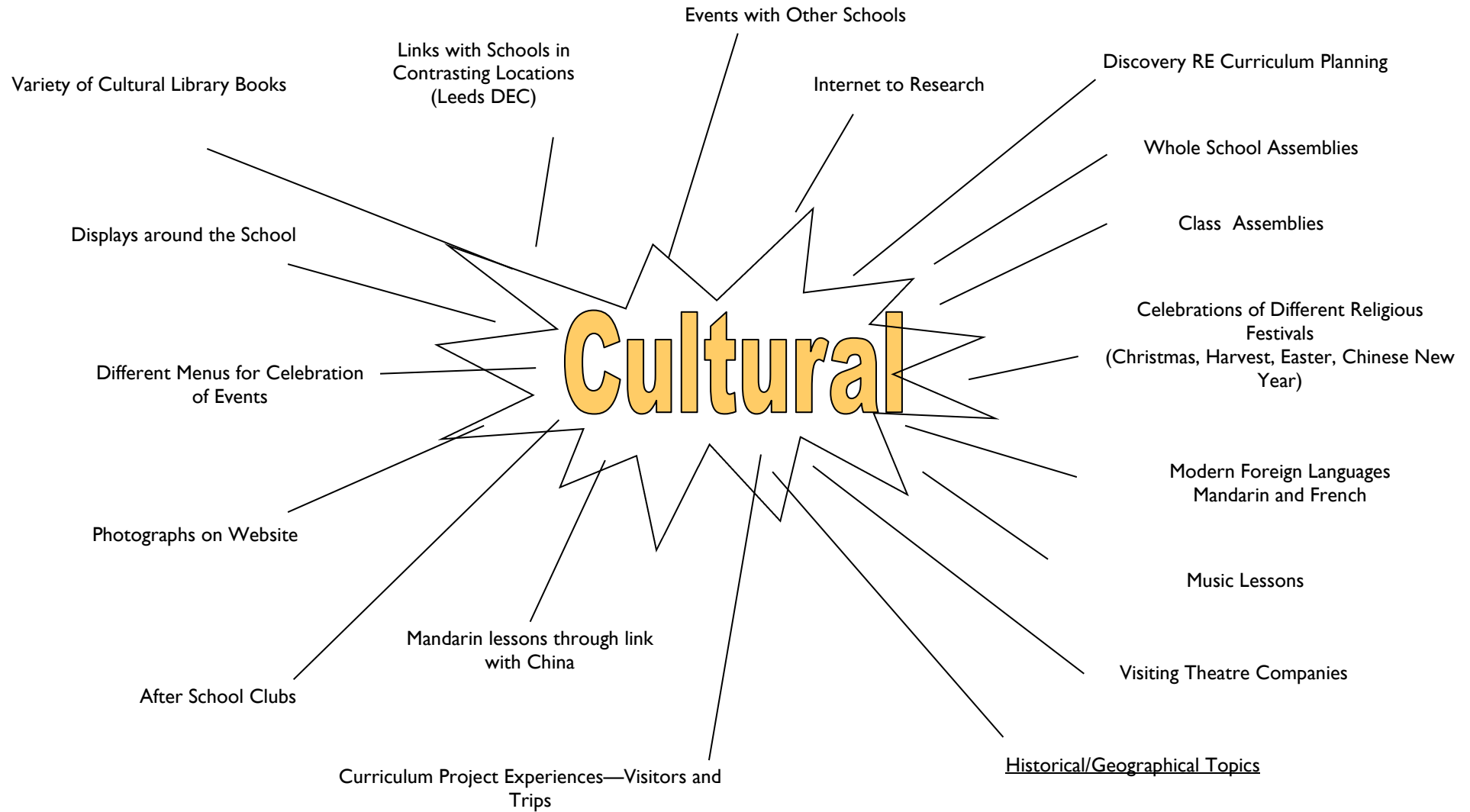


Music:

- Explore how an ensemble or orchestra works together.
- Appreciate how music can be used in different ways in different settings.



How Cultural Development is promoted within South Kirkby Academy 2015-2016



How Cultural Development is promoted within the curriculum at South Kirkby Academy

Mathematics:

- Ask questions about the history of maths e.g. what did the Greeks discover that we still use in maths today?



English:

- Provide opportunities for pupils to engage with texts from different cultures.
- Tell stories from their own cultures and backgrounds.



Science:

- Ask questions about the ways in which scientific discoveries from around the world have affected our lives.



Wellbeing:

- Explore how different cultures can offer great insights into how we lead our lives.



MFL—French and Mandarin:

- Appreciate the language and customs of others.
- Explore literature and culture of other countries.
- Take part in cultural occasions e.g. Chinese New Year.



Drama:

- Take different roles from other backgrounds.
- Use different dramatic conventions to encourage empathy.

RE:

- Explore similarities and differences between faiths and cultures.
- Consider different cultural expressions.
- Engage with text, artefacts and other sources from different cultures and religious backgrounds.



Design and Technology:

- Consider cultural influences on design.
- Ask questions about functionality v aesthetics.



History:

- Explore history of Isle of Wight and Ryde.
- Investigate how culture is shaped by history.
- Take pupils on visits to heritage sites e.g. Viking Village



Cultural Development

Geography and Global Learning :

- Make links with schools in other countries.
- Explore cultures that have had and still have an impact on the local area.



Music:

- Give pupils opportunity to learn an instrument.
- Regular singing assemblies.
- Appreciate musical expressions from different times and places.
- Encourage pupils to listen and respond to traditions from around the world.



Computing:

- Explore human achievements and creativity in relation to worldwide communications.
- Develop a sense of awe and wonder at human ingenuity.



Art and Design:

- Experience a wide range of creative media from around the world.
- Develop aesthetic and critical awareness at an age appropriate level.

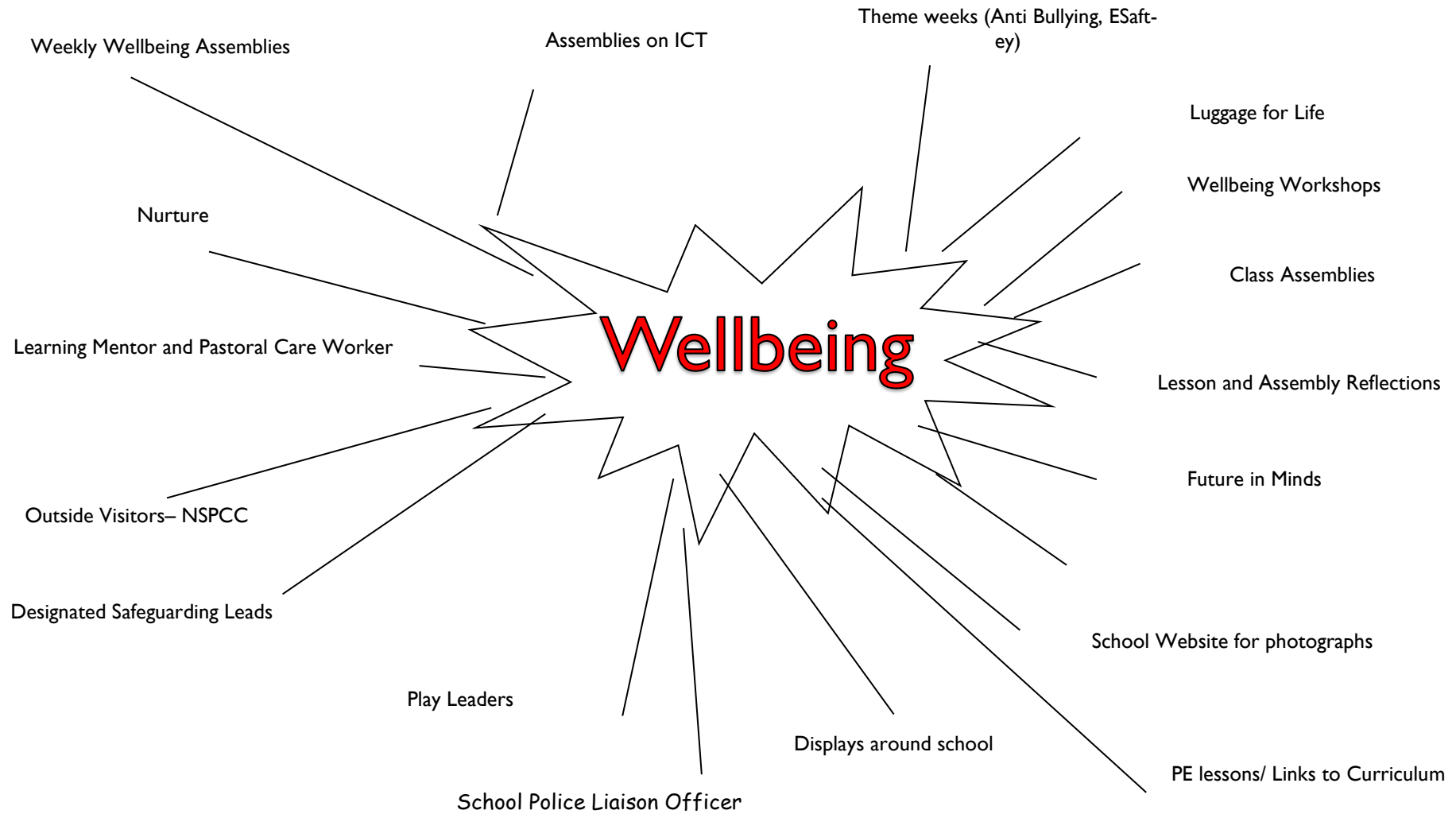


PE:

- Learn about the history of sport and where they originate from.
- Make links with national and global sporting events.
- Explore rituals surrounding sporting activities e.g. medal ceremonies.




How Wellbeing is promoted within South Kirkby Academy



How Wellbeing is promoted within South Kirkby Academy


Mathematics:

- Practise in taking risks to make mistakes and learn from our mistakes.
- Building resilience through problem solving.



English:

- Response to a poem, story or text e.g. I wonder..., How would you feel...




Drama:

- Allow self expression and a chance to walk in someone else's shoes.


Science:

- Through topics such as puberty and the life cycle learning how to keep fit.
- Healthy eating topic




Design and Technology:

Understanding the importance of reflections and accepting changes to make improvements.



History:


- Recognition of how famous people or events in history have been created by their desires and wants.



Wellbeing


Wellbeing Assemblies

Every week pupils take part in a well being assembly. We also celebrate pupils successes and achievements through a variety of rewards: growth mind-set, reward assembly and house points.




RE:

- Developing pupils about their own beliefs and recognising that they are in control of what they believe.
- Question and accept their own ideals.




Music:

- Listening, relaxing, imagining and enjoying music.
- Recognising how music can effect our mood.




PE:

- Taking part in competitions and developing strategies to accept defeat and victories.
- Recognising the self as part of a team.
- Exercise creating a positive feeling.




Computing:

- Show children how to use the internet safely
- Talk about age limits on apps and games and why these are in place
- We use mindfulness sessions provided through IT.



Art and Design:

- Recognising that Artists can use their feelings to create a style.
- Using art to express ourselves and show our emotions.



External Visitors

- We invite external visitors into school to promote well being and mindfulness.