

# *Winchelsea*



*All Individuals Matter*

## **SMSC**

I believe that if you visit Winchelsea School you will be impressed by the friendly atmosphere and caring nature of all who work here but also by the pupils' enthusiasm for learning that makes our school special. We are committed to offering our children the best education that we can. We take that commitment very seriously and we believe that by being forward thinking and embracing change we continuously improve the service that we provide for both children and parents. We are constantly extending our own expertise and knowledge of education. As a result, we can help our children to develop lively, enquiring minds and prepare them for a successful future.

Winchelsea Primary School is a great place to work, for adults and children alike and we are always seeking new ways that we can foster partnerships with the residents of Ruskington and the wider locality. Our school is a friendly, inclusive school and we place ourselves at the heart of the local community.

### **Winchelsea's aims for our pupils are to:**

1. Become **highly motivated life-long learners** with **strong self-esteem**
2. Develop **enquiring minds full of curiosity**
3. Develop **decision-making, problem-solving and verbal skills.**
4. Be **independent and collaborative**
5. Give **support, challenge and encouragement**
6. Provide **high quality provision** for all our learners
7. Be **healthy and stay safe**
8. Make a **positive contribution** to our communities
9. Demonstrate **high standards of behaviour; honesty, integrity, good judgement, tolerance and respect for others.**
10. **Take a pride** in our school and ourselves

This document sets out just some of many examples that evidence the strong provision of SMSC at our school.

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## **SPIRITUAL DEVELOPMENT**

- Daily assemblies develop children's spiritual awareness. An opportunity for reflection is built into whole school assemblies.
- 'Open the book' assemblies are delivered by the local church which involve children directly in taking parts in costume to re-enact stories from the Bible.
- RE curriculum allows children to learn about different belief systems e.g. Judaism and Buddhism in Y6, Islam in Y5, Sikhism in Y4, Hinduism in Y3, Bible stories such as Noah's Ark in FS, Creation stories in KS1 and there are multiple opportunities to make comparisons between faiths within calendar festivals such as Christmas, Diwali and Easter.
- Creative curriculum opportunities develop use of imagination and creativity in learning (see curriculum overviews and weekly planning)
- Enhancement groups created as nurture groups to support emotional well being both within school but also with support from outside agencies e.g. SMILES group in connection with CAMHS, Lego therapy etc
- Activities take place in school linked with festivals or calendar events that promote understanding of others' beliefs/values e.g. Remembrance Day, Christingle, Diwali, Shrove Tuesday, Easter, Christmas around the world, Mothers'/Fathers' Day
- Displays in classes or around school evidence spiritual development through the RE curriculum e.g. Creation, Sikhism, Bible stories.
- Experiences that are developed that involve an aspect of 'awe and wonder' e.g. Space study sleepover
- Strong links with local churches where school attends events e.g. Harvest Festival at South Lincs Church and choir supports services at the Methodist Church throughout the year. Ministers from these local churches deliver assemblies in school also.

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## **MORAL DEVELOPMENT**

- School council representation for each class to share opinions and views
- Displays around school and assemblies promote awareness of appropriate behaviours in a range of settings. Golden Time rules are consistent throughout the school including lunchtime and are therefore extremely successful in ensuring behaviour management is strong.
- PHSE curriculum and Circle time provision incorporates teaching about moral issues and consequences of actions (see weekly Planning)
- Daily assemblies incorporate teaching about moral and ethical issues (see assembly rota notes)
- Various talks take place regularly from outside agencies e.g police, fire officers, NSPCC
- School has a strong anti-bullying policy
- Workshops provided by external agencies to counter internet safety, cyber bullying and also introduce crime prevention with Y5 and Y6.
- Rewards systems are based on encouraging appropriate pupil choices
- Peer mediators are trained to enable children to take responsibility for solving conflicts
- Monitors used to promote responsibility e.g. play leaders, buddies
- Reward systems e.g. house points, attendance, Golden Time, Gold book celebrate good behaviour/ attitudes/ work /attendance
- Literacy lessons use strategies such as hot seating or debates to explore issues of a moral nature or use texts that encourage discussions e.g Aesops Fables
- The ethos of the school environment encourages children to look after each other. Older children support younger pupils through a range of activities such as paired reading.
- Charity events organised to encourage and understand the effect of positive contribution to the community or other groups/cultures e.g. Sport Relief, Children in Need, Comic Relief
- Creative curriculum links may promote discussions e.g apartheid in Y5
- Junior Online Safety Officers have been trained to lead work on safe online use and Mini Police work with the local police to deliver guidance about various aspects of crime prevention and community support.
- Eco club has received awards for leading work on initiatives such as Clean Air week, energy use, recycling etc.

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## **SOCIAL DEVELOPMENT**

- Display boards and screen in the internal entrance developed to share and celebrate achievements and illustrate community involvement
- Special days or weeks built into the school year e.g. Easter celebration
- Inclusion of school trips e.g. to theatres, museums, farms
- Curriculum linked projects that are worked in collaborations with other schools or agencies e.g. collaborative choir, DT day with other local primary schools
- Residential trips offered to older children e.g. PGL
- In-school learning opportunities e.g. theatre companies, visiting speakers
- Golden Time rewards system
- Assemblies, certificates and Golden Book to promote and reward achievement and share these as a school community
- ‘House’ system uses house points to promote and reward achievement
- Development of modern foreign languages – German, French
- Good provision of varied extra curricular activities for all ages/gender
- Extended provision outside of school hours e.g. breakfast club
- School performances celebrate and share work with parents throughout the year
- Monitors used to promote responsibility e.g. play leaders etc
- Children are involved in charity and fund-raising activities e.g. Children in Need
- Peer mediators are trained to enable children to take responsibility for solving conflicts
- Pedestrian training for Year 1 and Bikewise training for Year 5 and 6
- Home visits are provided as transition into Early Years
- Children are made aware of recycling, energy efficiency etc and the high profile eco club in school has led initiatives and received awards in recognition of their work
- Parent workshops provided every term in every class to share learning
- Transition days and activities are planned with secondary schools to prepare Y6 pupils for the next stage in their lives
- The school takes part in competitions or events with other schools e.g. sporting, Gifted and Talented Days, mini Olympics
- The school is a strong part of the village community and is continually involved in activities within it e.g. Christmas Fair, Sleaford Live
- The school is linked with schools in other countries and children write letters etc. The school has gained an International Award for our work in this area.

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## **CULTURAL DEVELOPMENT**

- Extra curricular opportunities are varied and are well attended by all age ranges and gender
- The curriculum provides lots of learning opportunities about different cultures e.g. religions, Egypt, Spain (the paella adventure), British traditions such as maypole dancing
- Historical curriculum teaching enables children to understand about how the past has influence current cultures e.g. Roman experience, Great Fire of London
- Church links e.g. Christmas/Easter performances
- Curriculum links to art appreciation e.g. Monet, Kandinsky
- Arts opportunities both curricular and extra curricular e.g. instrumental workshops, samba percussion, drumming, Olympic Dance project
- In-school learning opportunities e.g. theatre companies, visitors
- Special days or weeks built into the school year e.g. immersive alien invasion week
- Inclusion of school trips e.g. to theatres, museums, farms etc
- Residential trips offered to older children e.g. PGL
- Charity events organised to encourage and understand the effect of positive contribution to the community or other groups/cultures e.g. Children in Need
- Community involvement e.g. choir singing in church, collaborations with other schools, business links
- Links with local businesses nurtured to enable visits to understand industry and marketing e.g. Co-op, Young Enterprise, Local power station
- Sporting opportunities both curricular and extra-curricular e.g. rugby, football, netball, gymnastics etc
- Business Enterprise project introduced to give children the experience of learning about budgets, producing products, advertising and selling to create a profit.
- Involvement from crime prevention officers and local PCSO to support children in understanding their responsibilities to the community
- Mini police, JOSOs and the school eco club all support and develop community work
- Various initiatives are pursued as they arise e.g. Best Kept Village
- Activities are planned to coincide with cultural events e.g. Royal Wedding, Jubilee, Olympics