

### SMSC

SMSC stands for spiritual, moral, social and cultural development.

Through our provision of SMSC, we:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

### RRSA

The Rights Respecting School Award (RRSA) is an initiative run by UNICEF to raise awareness. As a level 1 rights respecting school, we are able to place the UN Convention on the Rights of the Child (CRC) at the heart of the school curriculum. We learn about children's rights by putting them into practise everyday. We follow our school charter which we created together.

CHJS

'We Believe'



### British Values

At CHJS, we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs through our provision of SMSC.

Our displays around school showcase all the fabulous work we do which meets all of the values in different ways.

### Our curriculum

Throughout school life, we constantly plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs as well as developing British Values. A vast majority will be delivered through cross curricular activities as well as specific PSHE, RE and Circle time activities. Our curriculum is one which is engaging and develops a range of skills and our ethos encompasses these values throughout school life.

### Go givers

Go-Givers is a PSHE and citizenship resource that supports Spiritual, Moral, Social and Cultural (SMSC). It is an initiative of the Citizenship Foundation, an independent education and participation charity that encourages and enables young people to engage in democratic society. Our materials have been developed by our team of former primary school teachers in England. We follow a long term plan and each year group focus on different issues and we explore these.

### Awareness Days

In some of our 'We Believe' time, we focus on celebrating National/International Awareness Days and Festivals. We follow a calendar which outlines a range of days for us to focus on. Once a month, each class picks an awareness day of their choice and celebrates this with discussions and different activities.

### School council

Every class voted for two representatives to attend class council. We have used the value of democracy to do this and discussed how voting systems work. The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school.

### Daily assemblies

Throughout the week, all children take part in an assembly. Each assembly has a different focus. The children discuss different topics, listen carefully to important messages and reflect on different issues.

### RE

Religious Education is part of the curriculum at CHJS. Each class follows a long term plan of different units. From Christianity to Hinduism, to learning about the meaning of Christmas and reflecting on Easter, the children engage in understanding religions, looking at impact, expressions and belief systems.