



## Half Acres primary Academy

### Spiritual, Moral, Social and Cultural Development

At Half Acres Primary Academy, we strongly believe that our well embedded and comprehensive SMSC curriculum prepares our children well for life in modern Britain. We recognise that the personal development of our children plays a significant part in their ability to learn and achieve their full potential. As such, the spiritual, moral, social and cultural (SMSC) development of our pupils is at the heart of the school's ethos.

We believe that to learn effectively our children need :

- to feel happy, secure and valued;
- their individuality to be respected;
- their differences to be celebrated;
- their difficulties to be understood;
- their interests to be extended;
- their talents to be developed and celebrated.

For this reason the SMSC development of our pupils is as important as their academic development. We aim to provide an education that provides every child with opportunities to 'shine' in any way they can and enable them to explore and develop:

- their own values and beliefs;
- their spiritual awareness;
- their personal behaviour;
- positive and caring attitude towards others;
- understanding of their social and cultural roots;
- an appreciation of the diversity and richness of other cultures.

This area of our website will give you a flavour of the diverse range of SMSC opportunities that our students participate in.

### Spiritual Development

Our pupils are given opportunities to

- engage in activities which involve listening, reflecting, puzzling, searching for truth, for example in our RE curriculum with units of work including special places, the world around us and ourselves

- develop an understanding of their own feelings, likes and dislikes for example in our arts curriculum with the appreciation of artwork, pieces of music, stories and poetry
- Develop personal beliefs and values and show insight into deep questions about life, change and death, for example through P4C , the RE curriculum, history when we consider other civilisations ie. Egyptians
- Engage in activities which involve questioning, valuing, creating, empathising, imagining
- Involvement in activities to help others eg. charity activities such as collections in response to disasters
- Develop an understanding of their relationships with those near and far for example, through the geography curriculum and through annual activities such as sending shoeboxes for the Samaritan's purse appeal
- Exploring diversity and difference for example through units of work in
  - Geography eg Where In the World?, Passport to the World, The Road to Rio
  - RE eg places of worship and celebrations
- Engaging with a faith community for example links with the local church
- Appreciate the beauty of the natural world for example through field trips

### Moral Development

- A clear Positive Behaviour Policy which is understood by all pupils, staff, parents and governors.
- A clear system of individual and class rewards eg star of the week certificates, merit points and a reward shop for individuals and pebbles in the jar award for classes, which support the development of positive behaviours
- A clear system of sanctions used consistently throughout each school, supported by a clear visual behaviour pyramid, where pupils take responsibility for their own actions
- Weekly Seals lessons in each class, appropriate to the age group, organised into whole school half termly theme. This is supported by assemblies around one aspect of the theme
- Participation in school and community projects eg visits to the local church, singing at the local residential home, book sales and involvement in supporting charities such as Samaritan's Purse
- Regular writing opportunities across the curriculum eg to express their moral values

- Rewards linked to personal values may include courage, empathy, honesty, self-esteem, fair play, self-control and perseverance eg Seals certificates awarded weekly by lunchtime supervisors
- Showing an understanding of their rights and responsibilities and those of others eg contracts drawn up in the first week in a new class based upon the schools' behaviour policy, school council assemblies
- Developing an understanding of the principles of equality of opportunity (race, gender, disability etc.) for example through assemblies and the history curriculum covering famous historical figures and events eg Rosa Parks, Nelson Mandela, Emily Pankhurst
- Develop, an awareness of citizenship through the School Council, peer mentoring, Seals curriculum, history curriculum eg Ancient Greeks

### **Social Development**

Pupils from our school have planned opportunities to mix with peers from other Wakefield schools through a programme of curricular and extra-curricular experiences. These include

- Phase curriculum days to celebrate at the end of a topic
- Joint visits linked to topic
- Communication via ICT eg email, blogging, video link as part of the computing curriculum
- An annual visit to the theatre
- An annual residential visit for Year 6 pupils
- Performing together at the Young Voices concert

As part of the Castleford pyramid of schools, pupils have opportunities to mix with pupils from all of the other schools in the area. For example,

- Sporting events at the high school
- Singing events eg for the royal visit to Queen's Mill
- More able workshop days
- Transition events for Year 6 pupils

Children have opportunities to volunteer as part of the school community for positions including

- Peer Supporters
- Class monitors
- Librarians

There is a strong ethos in both schools of mutual respect and tolerance of others, including those with other faiths.

Children experience democratic voting systems through the election of school council representatives. They also vote for attendance prizes each term.

The use of Kagan structures used across the curriculum promotes the development of a range of social skills as it requires pupils to work cooperatively, take equal turns and communicate constructively with their peers.

Pupils work in mixed teams of pupils from Upper Foundation to Y6 at Half Acres during the annual sport's day. They work cooperatively when playing team games as part of the PE curriculum.

There are planned activities for pupils to mix with children of different ages including at lunchtime.

Annual Year 5 residential to Low Mill involves pupils working cooperatively both in the centre and during the adventurous activities.

In terms of citizenship pupils are taught

- to take responsibility for their own actions and make informed choices eg through the implementation of the behaviour policy
- to respect the rights of others eg through the Seals curriculum
- to co-operate on joint projects and activities eg group art sculptures, drama presentations, musical compositions, poetry recitals, team games, group dances, buddy reading

### **Cultural Development**

- Children learn about their heritage and that of others through our enquiry lead curriculum. This includes the theme of Castleford: Our Heritage where pupils learn about the establishment of their town as a Roman settlement. They also learn about a wide range of global cultures including in France and Brazil and cultures in the past eg Ancient Greek and Ancient Egyptian cultures.
- The federation celebrates significant sporting and cultural events. These evolve from the current news agenda. For example the Olympic Legacy and The Queen's Golden Jubilee.

Cultural events are planned into the curriculum. Extra-curricular experiences are well attended and children enjoyed by pupils

- Annual visit to the theatre
- Schools Library Service visits to Early Years
- Visits to museums linked to topics eg Y5/6 visit to Leeds Museum to see Ancient Greek artefacts,
- Young Voices annual choir celebration at Sheffield Arena
- Local library initiatives eg the Big Read
- Dance performances at the local rugby ground
- Heritage week activities eg barge excursion, Queen's Mill museum