St John's Church of England Primary School

Spiritual, Moral, Social and Cultural Policy (SMSC)

Vision Statement:

Gather, Grow, Go - The Parable of the Mustard Seed (Matthew 13: 31-32)

Date agreed and ratified by Governing Body: January 2018

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1. Introduction and sources

At St John's Primary School we recognise that the personal development of children, spiritually, morally, socially and culturally (SMSC), plays a significant part in their ability to learn and achieve. We therefore aim to deliver an education that provides children with opportunities to explore and develop:

- Their own values and beliefs
- Their own spiritual awareness
- Their own high standards of personal behaviour
- A positive, caring attitude towards other people
- An understanding of their social and cultural traditions
- An appreciation of the diversity and richness of other cultures
- The value and understanding of democracy
- The importance of individual liberty
- How rules and laws benefit society (school and nationwide).

SMSC plays a significant part in the child's ability to learn and to achieve. All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development
Christian values, principles and spirituality will be explored in the curriculum especially in RE and Collective worship. The integrity and spirituality of other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and children will be taught about alternative views.

All adults will model and promote expected behaviour; treating all people as valuable individuals and showing respect for children and their families. Children should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others. This will be modelled explicitly in our implementation of the Restorative Approach.

Children should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules will reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate children's work and their achievements.
All curriculum areas will use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teachers' planning and learning resources; opportunities to develop SMSC are explicitly planned for in mid-term plans. Collective Worship and Celebration Assemblies play a key part in promoting SMSC throughout the school.

Sources for this policy:

Shaping the Spirit: Promoting the spiritual development of Young people in schools
(Kent SACRE 1999)

Shaping the Spirit: policy and practice in promoting spiritual development in the educational context
(Kent SACRE 2009)

2. Aims of SMSC

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a child's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that children know what is expected of them and why.

- To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable children to develop an understanding of their individual and group identity.
- To enable children to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that enrich our society.
- To give each child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.
- To ensure the school meets the legal requirements for a daily act of collective worship which is distinctively Christian in character.
- To ensure all children are taught the fundamental British Values and how these shape our society.

3. Learning and Teaching in the four areas

Spiritual Development – as a school we aim to provide learning opportunities that will enable children to :

- Sustain their self-esteem in their learning experience
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and marvel at the wonders and mysteries of life
- Ask and discuss 'big' questions.

Moral Development – as a school we aim to provide learning opportunities that will enable children to:

- Recognise the unique value of each individual
- Recognise the challenge of religious teaching particularly that of Jesus
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong with a focus on British law
- Show respect for the environment
- Make informed and independent judgements
- Recognise how their behaviour affects those around them.

Social Development – as a school we aim to promote opportunities that will enable children to:

- Develop an understanding of their individual and group identity
- Learn about service in the school and wider community
- Begin to understand the need for social justice and a concern for the disadvantaged
- Understand individual liberty and accept differing views
- Participate in and understand the democratic process.

Cultural Development – as a school we aim to promote opportunities that will enable children to :

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society
- Recognise Christianity as a worldwide faith
- Develop an understanding of their social and cultural environment
- Celebrate festivals from other cultures and religions and recognise their significance.

Development in SMSC will take place across all curriculum areas; SMSC has particularly strong links with Religious Education, Collective Worship and Personal, Social, Health and Citizenship Education. Within all curricula activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Through classroom discussions we will give the children opportunities to:

- Talk about personal experience and feelings
- Express and clarify their own ideas and beliefs
- Speak sensitively about difficult events, e.g. bullying, death, etc.
- Share thoughts and feelings with other people
- Explore relationships with friends, family and others
- Consider the needs and behaviour of others
- Show empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging
- Develop the skills and attitude that enable children to develop socially, morally, spiritually and culturally, e.g. empathy, respect, open-mindedness, sensitivity, critical awareness, etc.

Many curriculum areas provide opportunities to:

- Listen and talk to each other
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree
- Experience good role models
- Take turns and share equipment
- Work co-operatively and collaboratively.

4. Practical activities to develop SMSC will include:

- Working together in different groups and and situations
- Encouraging the children to behave appropriately at meal times
- Taking responsibility e.g. cloakroom monitors, delivering messages and looking after younger or hurt children
- Encouraging teamwork in PE and games
- Appreciation of and respect for the work and performance of other children regardless of ability
- Hearing music from different composers, cultures and genres
- Meeting people from different cultures and countries
- Participating in a variety of different educational visits
- Use of themes to explore important aspects of our heritage and other cultures
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- Opportunities to make and evaluate food from other countries
- Studying the contributions to society that certain famous people have made

- Learn greetings in a variety of languages that are spoken by the children in the school
- Participate in Talk Time relating to different topics and current affairs
- Learn how to apply for a job; including interviews, job applications and 'wages'
- Participate in cultural celebration days and prayer and reflection days
- Vote for and form the Junior Leadership Team (school council)
- Links with schools overseas (India, The Gambia etc)
- Learning how to lead other children (lunchtime jobs, Junior Leadership Team, worship leaders and e-safety crew).

5. Links with the wider community

- Visitors are welcomed into our school.
- Links with the local churches are fostered and local church leaders form our chaplaincy team
- Visits to place of worship of other faiths are arranged to support the understanding of different cultures
- The school supports the work of a variety of charities
- The development of a strong home-school agreement is regarded as very important, enabling parents and teacher to work in an effective partnership to support the children. For example; class curriculum meetings, engaging with termly topic celebrations
- Links with schools around the world
- Children are taught to appreciate and take responsibility for their local environment
- Liaison with local secondary schools to support the primary curriculum and effective transition, takes place regularly.

6. Monitoring and Evaluation

All leaders are responsible for checking the provision for SMSC. This is achieved by:

- Monitored on formal observation records
- Monitoring of RE and PSHE teaching and learning by the appropriate curriculum leader
- Regular discussions at staff and governors' meetings
- Audit of policies
- RE/PSHE development and, when relevant, inclusion in the SIP (School Improvement Plan)
- Collation of evidence of children's work/experience in a school portfolio
- Mid-term plans are checked for inclusion of explicit planning for SMSC
- Pupil voice.

7. Implementation of policy

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all the staff.

8. Responsibilities for RE within the school (including school self-evaluation):

- Subject Leader
- Link governor
- Senior leadership Team

9. Health and Safety

Due account will be taken of health and safety guidelines and appropriate risk assessments for out of school visits.