



Spiritual, Moral, Social and Cultural (SMSC) Education Policy

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Our church school creates a firm foundation where together, with God's help and with the help of others, we learn for life, achieve our best and grow in faith.

1 Aims and objectives

As a church school, with a vision to ensure that we learn for life, achieve our best and grow in faith, we believe that promoting the spiritual moral, social and cultural (SMSC) development of all pupils is fundamental.

Christian values are at the heart of our Collective Worship and permeate all aspects of school life, taught explicitly and referred to by all. These core Christian values also form a key tool for the development of SMSC as well as British Values.

The National Curriculum states that every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

This policy aims to set out our approach to this here at Abbots Ripton Church of England Primary School.

2 What is Spiritual, Moral, Social and cultural (SMSC) development

2.1 Spiritual development

Through the curriculum, pupils develop:

- an ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- a sense of enjoyment and fascination in learning about themselves, others and the world around them
- a use of imagination and creativity in learning
- willingness to reflect on their experiences

In our school we support children's spiritual development through:

- promoting learning opportunities which value children's curiosity and questions; encouraging deeper questions and giving time for their own thoughts, ideas and concerns
- opportunities to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives
- opportunities to reflect on Bible stories and stories from other World faiths
- opportunities to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful

- developing a climate within which all children can grow and flourish, enjoying individual liberty and mutual respect
- welcoming difference and respecting the integrity of individuals, including full acceptance of those with different faiths and beliefs

We believe that children's spiritual development is a fundamental part of being a church school. In the development of this policy, staff explored the meaning of spirituality and how this might be developed through our school. A key part of this was to develop a shared understanding of spirituality and together we wrote the following:

Spirituality is not something we can see; it is something we develop inside ourselves which makes us fully whole. It is about awe and wonder, asking questions, reflecting, inspiration and being aware of something that transcends ourselves- our human form.

This definition links to our vision; our togetherness as a community to learn for life, achieving our best and grow in faith.

- To ask questions and look for answers as well as reflect on what has happened
 - To be aware that people have different beliefs and ideas to us
 - To love and care for ourselves
 - To find inner strength and resilience when facing challenges
- (Joshua 1v9 – Be strong and courageous for the Lord God will be with you wherever you may go)

2.2 Moral development

Through the curriculum, pupils develop:

- an ability to recognise the difference between right and wrong and readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- an understanding of the consequences of their behaviour and actions
- an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

In our school we support children's moral development through:

- opportunities across the curriculum to explore and develop moral concepts and values –for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- praising children when they have the courage to speak the truth and do what is right
- developing an open and safe learning environment in which children can express their views and practise moral decision making
- providing a clear moral code as a basis for behaviour
- promoting racial, religious and all other forms of equality

- encouraging pupils to take responsibility for their actions

2.3 Social development

Through the curriculum, pupils develop:

- a use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- a willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively
- an acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

In our school we support children's social development through:

- the development of our values and an understanding that our school and community life is based on these
- fostering a sense of community; our children know that they are a part of their class, the school, the local community, the wider community and the world
- helping children to develop personal qualities, which are valued for example, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others' needs;
- providing opportunities for engaging in the democratic process for example through school council and our collaborative reward system
- providing opportunities for pupils to exercise leadership and responsibility for example as lunch time servers or sports leaders
- opportunities to work collaboratively with others for example in local cluster school events

2.4 Cultural development

Through the curriculum, pupils develop:

- an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain

- a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities

In our school we support children's cultural development through:

- Learning about other cultures when raising money for charity
- Links with local and international schools
- Stories from different cultures
- First hand experiences through local visits, theatre, art and artists
- Visitors from the local and international community
- Being part of National and International fund raising events
- Studies of a different lifestyle including different food, dress, festivals and places of worship.
- Learning about other cultures when raising money for charity
- Children are taught to understand the lifestyles and choices made by the variety of different cultures and faiths that exist within the school.

3 Monitoring and review

3.1 The planning and coordination of SMSC are the responsibility of the RE subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC;
- Speaks to the children about different elements of SMSC and uses this to inform future planning.
- Uses specially allocated, regular management time to review planning of SMSC across the curriculum, evidence of the children's work and to observe elements of SMSC across the school.
- Plans termly staff meetings to explore identified values and the SMSC links that may exist within these.

3.2 This policy will be reviewed every 3 years as a minimum.