



A place to shine ...

Let light shine out of darkness and God's light shine in our hearts
2 Corinthians ch4, v6

Spiritual, Moral, Social and Cultural Development policy

Consultation that has taken place	Summer Term 2018
Date formally approved by governors	Summer Term 2018
Date policy became effective	Summer Term 2018
Review date	October 2021
Person responsible for implementation and monitoring	Mrs Faye Kerr
Other relevant policies	RE, Collective Worship, British Values statement

'And Jesus grew in wisdom and stature, and in favour with God and man'
(Luke 2 verse52)

Introduction

Our school promotes a Christian ethos, and, by example and direct teaching, follows and promotes the teachings of Jesus, whilst recognising that not all of its members will be practising Christians.

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

This is a whole school issue.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

The integrity and spirituality of pupils from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals, and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils 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.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

General Aims

- 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 pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

Spiritual Development

In order to foster spiritual development, Central Walker Church of England Primary School aims to provide children with opportunities 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 celebrate the wonders and mysteries of life.
- Recognise and reflect on Christian approaches to Spiritual Development.

Teaching and learning

Through teaching and learning, our school pursues these aims by ensuring:

- the curriculum and all areas of our community life will be explicitly rooted in our Christian values as documented in all school policies (as they are updated);
- opportunities for spiritual development will be pro-actively planned into the curriculum and actively encouraged in all areas of school life;
- Collective Worship will celebrate the love of God for every individual and provide opportunities for children to respond to this;
- that children's spiritual capacities such as imagination, empathy and insight will be
- through the creative arts and interactive multi-sensory teaching strategies;
- that the RE curriculum will deliver knowledge and understanding about a range of faith perspectives relating to spirituality;
- that children will be given as many opportunities as possible to explore the wonder
- of the natural world and to develop an understanding of the Christian belief that creation is a gift from God to be enjoyed, cherished and protected.

Moral development

To foster moral development, Central Walker C of E Primary School aims to provide children with opportunities to:

- Recognise the unique value of each individual.
- Recognise the challenge of Jesus' teaching.
- 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.
- Show respect for the environment.
- Make informed and independent judgments.

Teaching and learning

Through teaching and learning, our school pursues these aims by ensuring that:

- opportunities for moral development will be pro-actively planned into the curriculum and actively encouraged in all areas of school life;
- our Christian values are shared with members of our school community through our website and school documentation as well as through colourful images; posters and classroom displays around the school building;
- Collective worship and assemblies celebrate practical demonstrations of Christian values lived out in the life of the school, local, and wider community

- our Behaviour policy makes clear that every child is treated fairly and is always offered the opportunity for a fresh start;
- parents and carers are made aware, through our website and other documentation, of our school's expectations regarding behaviour, as well as the rewards and sanctions that we operate;
- children gain skills in conflict resolution through restorative practice and problem solving strategies;
- children are made aware of moral and ethical issues in the national and international context through, for example, representatives from charities being invited into school to talk about their work;
- the School Council is fully involved, alongside teachers, senior leaders and governors in reviewing the impact of our Christian values on the behaviour, culture and ethos of our school.

Social Development

To foster social development, Central Walker Church of England Primary School aims to provide children with opportunities to:

- build relationships founded upon our Christian values
- gain a clear understanding of the place of the church school within the wider Christian community including local, national and worldwide;
- access pastoral support from school staff, local clergy and parish team members;
- be equipped to become responsible citizens who recognise the importance of service and working for the 'common good';
- feel a sense of genuine pride in the school and their membership of it.
- begin to understand the Christian imperative for social justice and a concern for the disadvantaged.

Teaching and learning

Through teaching and learning, we pursue these aims by ensuring:

- the curriculum and all areas of our community life will be explicitly rooted in our Christian values, as documented in all school policies (as updated);
- opportunities for social development will be explicitly planned into the curriculum and in all areas of school life;
- Collective Worship and assemblies will celebrate and reward practical demonstrations of our Christian values such as, service to the community, and acts of friendship and generosity, particularly shown towards children facing difficulties or challenges through Celebration Worship and Head Teacher's awards.
- strong mutually supportive links will be maintained and developed with our local community through participation in charity events and acts of service
- strong, mutually supportive links will be maintained and developed with the local and national church and the worldwide Anglican Communion through regular worship in the parish church, participation in parish events, and church members supporting the school.
- our Pastoral Manager, (safeguarding/welfare officer) PSA and SENCO will provide pastoral support to children or family members facing challenges;
- our school community strives to be fully inclusive (e.g. by modifying our school building to ensure access for all);
- the Head Teachers prioritise support and engagement with networks (e.g. Trust meetings, school partnerships and attending head teacher conferences run by the Diocese);
- there is active engagement with parents and carers through the parents and friends group, open mornings and 'open door policy'

Cultural Development

To foster cultural development, Central Walker Church of England Primary School aims to provide children with opportunities to:

- gain a knowledge and understanding of the values from their own culture, heritage, traditions and an appreciation of how they have evolved and developed over time
- gain knowledge, understanding and appreciation of the cultures of those with whom they interact day by day, as well as other cultures represented in the UK
- develop knowledge of the local Christian heritage, particularly through visits to local churches and the Cathedral, and to explore their relationship to it.
- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Recognise Christianity as a world faith.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Teaching and learning

Through teaching and learning, we aim pursue our aims by ensuring:

- the curriculum and all areas of our community life will be explicitly rooted in Christian values, such as friendship, generosity, and creativity, as documented in all school policies;
- the curriculum will be delivered using creative and imaginative teaching strategies which allow individual gifts and talents to flourish;
- a range of art forms will be used to teach children about Christian heritage and tradition, and also the heritages and traditions of other faiths;
- children are given opportunities to take part in and respond to cultural and artistic enterprises (e.g. community art initiatives, as well as workshops with professional artists, filmmakers, poets, authors, dancers, etc);
- children explore current affairs and different interpretations of events by the media;
- children explore the ways in which cultural, racial, and religious prejudice can take root and learn how to recognise this and other forms of discrimination as well as ways to counter it;
- whole school projects which celebrate diversity within the local and wider community feature in our curriculum;
- links with our Diocese and dioceses overseas teach children that as a church school, we are a part of the World Wide Anglican Communion, which comprises a rich cultural diversity of Christian traditions and practices.

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

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

Class discussions and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.

- Consider others' needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally — e.g. empathy, respect, open mindedness, sensitivity, critical awareness

-

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals.
- Agree and disagree.
- Take turns and share equipment.
- Work cooperatively and collaboratively.

Links with the wider community

Visitors are warmly welcomed into school.

Links with the Church are fostered through links with the local churches and the Diocesan Board of Education.

The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.

Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Monitoring and Evaluation

SMSC development is the responsibility of **all** staff and governors, as it will have a fundamental impact on the quality and nature of the education offered by our school.

- The lead teacher with responsibility for evaluating the effectiveness of SMSCD is Mrs Faye Kerr.
- The SMSCD lead teacher will ensure that our current policy is regularly reviewed, up to date, and a true reflection of practise in this school;
- The SMSCD lead teacher has responsibility for ensuring that all staff, parents and governors understand how the school interprets SMSCD and to ensure that regular, appropriate professional development is provided;
- The SMSCD lead teacher will liaise with staff, the Ethos Team of the Local Governing Committee, the Worship Leaders Team and the School Council to monitor and evaluate the impact of opportunities for SMSCD across the curriculum.

This will be achieved by:

- auditing curriculum policies and schemes of work to ensure that the school's values are the starting point for curriculum design;
- monitoring of lesson plans and the quality of teaching and learning;
- evaluating impact of SMSCD provision through work scrutiny, lesson observations, and pupil speak;
- input at staff meetings, school governors' meetings and parents group meetings/parents evenings to maintain the profile of SMSCD in the school;
- sharing good practise from within our school with other schools where appropriate;
- ensuring that SMSCD development is a priority on the school development plan.