



FARNWORTH CHURCH OF ENGLAND PRIMARY SCHOOL

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT (S.M.S.C.) POLICY

Recommended by	J. Stillings and SMSC Working Party
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1. Policy Development

This policy has been developed over the course of three terms and has involved staff, governors, pupils and parents. It has been our expressed intention to uphold our position as a Church of England school which embraces the pluralist society in which we live and which our children grow up in.

2. Introduction

2.1 At Farnworth CE Primary School pupils' spiritual, moral, social and cultural development (SMSC), and within this the promotion of Christian and British values, are at the heart of everything we do. We therefore aim to make available 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 their cultures.

2.2 We believe all curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development. In addition, the hidden curriculum plays a fundamental role in underpinning SMSC development so that all adults model and promote expected behaviour, treating all people as valuable individuals and showing respect for colleagues, pupils and their families - understanding that much of SMSC is "caught not taught".

2.3 In a church school context SMSC development incorporates:

- Spiritual development enriching and encouraging the pupils' discovery of God the creator; of their "inmost being" and of the wonders of the environment
- Moral development, based on the teachings of Jesus, offering pupils a secure foundation stone on which to make decisions and build their lives
- Social development, developing pupils' understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice.

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- Cultural development providing opportunities to develop an understanding of Christianity as a multi-cultural world faith that has an impact on the lives of millions of people

3. Aims of the S.M.S.C. Policy

To equip the children with the necessary aptitudes, attitudes, skills and knowledge to be able to thrive throughout their childhood and adult lives by:

- Ensuring a consistent approach to the delivery of SMSC development through the curriculum and the general life of the school.
- Ensuring that a child’s education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- Giving each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- Enabling children to develop an understanding of their individual and group identity.
- Enabling children to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that enrich our society.
- Giving each child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

4. Learning and Teaching

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

- Question and be curious about religious and spiritual issues.
- Reflect on “big questions” of truth and meaning and good and evil
- Use their imagination and creativity to reflect on, consider and celebrate the wonders and mysteries of life.
- Explore their relationship with God and the sense they are His children.
- Experience moments of stillness and reflection in whole school worship and quiet times within the class
- Opportunities to encounter Christian fellowship and to express thankfulness
- Explore and experience prayer from a variety of traditions
- Foster their emotional life and express their feelings
- Discuss their beliefs, feelings, values and responses to personal experiences

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- Form and maintain worthwhile and satisfying relationships, recognising and encouraging individual gifts

4.2 Moral Development – Our Golden Rules reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupil’s work and achievements. 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
- Distinguish between right and wrong based on the teachings of Jesus and readily apply this understanding to their own lives
- Respect the civil and criminal law of England and understand the consequences of their behaviour and actions and the need for personal responsibility
- Investigate and offer reasoned views about moral and ethical issues, and be able to understand and appreciate the viewpoints of others on these issues
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Show respect for the environment

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

- Participate in a variety of community and social settings, including cooperating well with others and being able to resolve conflicts effectively
- Learn about service in the school and the wider community
- Develop a sense of empathy, compassion and concern for others and begin to understand the need for social justice and a concern for the disadvantaged.
- Use a range of social skills in different contexts, including locally with members of St Luke’s church and the wider local community, nationally and globally with pupils from different religious, ethnic and socio-economic backgrounds

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

- Gain an understanding of Christianity from a global perspective, as well as the relationship between British culture and Christianity
- Explore and improve their understanding of and show respect for different faiths and cultural diversity, the extent to which they understand, accept, respect and celebrate social, cultural and religious diversity, as shown by their tolerance and attitudes

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towards different religious, ethnic and socio-economic groups in local, national and global communities.

- Participate in and respond positively to artistic, sporting and cultural opportunities
- Recognise the value and richness of cultural and religious diversity in Britain, and how these influence individuals, society and heritage
- Develop an understanding of their's and others social and cultural environment, within school and further afield
- Accept and engage 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain as outlined in [Promoting British Values at FCE](#).

4.5 Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to Religious Education, Collective Worship and Personal, Social, Health & Citizenship Education. Within all curricular 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.

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

5. Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of teaching and learning and work scrutiny by the RE Co-ordinator, Head teacher and Governors.
- Link role RE Governor feedback to the Governing Body on an annual basis in the Summer Term
- Policy impact assessment
- RE and Collective Worship development and, when relevant, inclusion in the SDP.
- Sharing of classroom work and practice
- Monitoring of Behaviour logs (in line with Good Behaviour and Anti-bullying Policy)

6. Inclusion

The first aim of our school: "enabling them to realise their full potential" reflects our ethos of valuing individuality. We are committed to equality of opportunity regardless of race, cultural background, ability or any physical or sensory disability. We believe that all pupils have a right to experience a real environment in which they can learn that people are not all the same. We believe that inclusion is about the school fitting in around the child.

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7. Implementation of Policy

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff. The co-ordinator for SMSC is the Headteacher. The governor responsible for SMSC is Clare Bedford.

8. Related Policies and Documents

- Collective Worship
- Equality Policy
- Good Behaviour and Anti-bullying Policy
- Religious Education Policy
- Special Educational Needs and Disabilities policy
- Teaching and Learning policy
- Promoting British Values at Farnworth CE

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Appendix 1: Examples of SMSC development in the school environment.

Spiritual Development is fostered and developed through:

- The School Ethos Group
- Class based reflective logs
- RE policy and curriculum
- Vibrant and pertinent displays of school values
- Accredited Forest School
- Development of a Quiet Garden
- Prayer corner
- Values window and displays
- Messy Church
- St Luke's Open the Book interactive sessions
- Sacred Places course attendance and planned visits
- School choir
- Collective Worship
- Joint celebrations with St Luke's church: e.g. Easter Experience, Harvest Festival
- Regular parent, staff, governor prayer session
- Celebration Assembly
- Termly Values focus
- Support during difficult times e.g. death of two parents in 2015
- Class visits to church
- Support from church members in aspects of school

Moral Development is fostered and developed through:

- The development of strong home-school links
- Commitment to RE and Christian learning
- School values and Golden Rules
- Good Behaviour and Anti-bullying policy
- Debating Team
- Class discussions
- Events e.g. World Water Day, Fairtrade Fortnight
- Q&A time during Open the Book
- Learning respect for the environment in Forest School

Social Development is fostered and developed through:

- Forest Schools
- Pupils volunteers as guides, data gatherers and ambassadors for the school
- Class monitors
- Lunch monitors
- Assembly monitors/Cloakroom monitors/Register monitors
- Educational visits and residentials in a variety of environments
- Buddy system
- Team games and captains
- School councillors
- Examples of support of local and national charities

Cultural Development is fostered and developed through:

- School visits e.g. the Anglican cathedral
- Creative Curriculum opportunities:
 - *making and evaluating food from other countries*
 - *learning songs from different cultures and playing a range of instruments*
 - *studying literature and art from different cultures supported by visits from writers and artists and participating in workshops*
 - *hearing and seeing live performances by actors, dancers and musicians*
- School choir supporting events with local sixth form college
- RE Syllabus
- Participation in live performances e.g. Young Voices, Infant Music Festival
- Annual Year 6 school visit to London
- Mock general elections
- Elected School Council
- Pupil Voice in all areas of school life
- Observance of special national events such as Remembrance and visits to the cenotaph
- Use of Collective Worship to explore important aspects of our heritage and other cultures e.g. festival days e.g. Chinese New Year, the patron saints and global events

Through classroom discussions we will give the children opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs
- Share thoughts and feelings with other people
- Explore relationships with friends/family/others
- Consider the needs and behaviour of others
- Show empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging

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
- Experiencing good role models
- Take turns and share equipment
- Work co-operatively and collaboratively
- Working together in different groupings and situations
- Encouraging teamwork
- Appreciation of and respect for the work and performance of other children regardless of ability.

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