



HOLY TRINITY C E (A) PRIMARY SCHOOL
Spiritual, Moral, Social & Cultural Policy

Vision

We aspire to be a happy, confident and caring community where children are motivated to achieve their full potential in a supportive learning environment, underpinned by a strong Christian ethos.

1 John 4: 16: 'God is love and those who live in love live in God, and God lives in them'.

POLICY	SMSC Policy
SOURCE	Holy Trinity CE Primary
REVIEWED BY	Teaching, Learning & Ethos Committee
ADOPTED	November 2012
REVIEW & APPROVAL DATES	March 2014, March 2017, June 2019
REVISION DUE	Summer 2021

Holy Trinity CE Primary School

SMSC POLICY

At Holy Trinity CE Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. The policy sets the ethos for the school across the whole curriculum. As a church school we promote a strong sense of caring for everyone in the school community and ensure all feel valued as individuals. Whilst promoting the teaching of Christianity we recognise that spiritual development is not limited to religious beliefs but within many areas of the curriculum.

This policy should be read in conjunction with school policies for: behaviour, R.E., P.S.H.C.E., equal opportunities and collective worship.

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 different cultures, beliefs and religions.

Guidelines

Spiritual development

- relates to that aspect of inner life through which children respond to the world around them and develop an awareness of God. This includes religious beliefs.

Moral development

- relates to children's knowledge, understanding, behaviour and attitudes to what is acceptable and to know the difference between right and wrong.

Social development

- relates to the children's acquisition of knowledge and understanding which enables them to act responsibly to themselves, others and property, and to play an effective part in the society in which they live by understanding the rules of that society.

Cultural development

- relates to children's increasing understanding of the beliefs, knowledge and skills which together form the identity of British culture and those of other cultures.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for these are planned into our curriculum. Our new initiative the Power of Reading allows children frequent opportunities to reflect upon, use drama and to discuss moral and ethical dilemmas, use empathy and understand other's viewpoints. This challenges our children's high thinking skills.

Our strong Christian ethos encourages our children to reflect on core Christian values, through the Values both in worship and in the classroom through discussion, reflection and worship.

All adults in our school will be positive role models for our children, promoting expected behaviour, treating all people as unique and valuable individuals and showing respect and care for pupils and their families.

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

Our pupils are taught to differentiate between right and wrong and how negative actions affect other people and their feelings. They are strongly encouraged to value themselves and others and treat others how they would wish to be treated. This is important to support our pupil's happiness and self-esteem.

Our pupils learn that our classroom and playground rules help everyone in our school community to feel happy, safe and respected and that we have rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' behaviour, values, work and achievements.

Our school promotes and embeds British Values through our ethos, curriculum and worship, of the importance of democracy, the rule of law, respect of all others, tolerance of different faiths, religions and beliefs and Individual liberty. We challenge any extremism, views or opinions held by pupils, staff, parents and governors which are contrary to British Values and this helps prepare our children for living in modern Britain.

SMSC development is recognised through the following:

- Beliefs: the development of personal beliefs, including religious beliefs, and how these contribute to one's identity and value.
- A sense of awe and wonder: being inspired by the natural world, human achievement or mystery and being surprised or elated at occurrences outside our everyday experiences,
- Search for meaning and purpose: asking ultimate questions
- Self-knowledge: developing an awareness of oneself in terms of complexity and limitation.. This includes thoughts, feelings, emotions, experiences, responsibilities and self-respect.
- Feelings and emotions: to recognise, express and control emotions and feelings and also to develop aesthetic awareness by being moved through beauty, art and music. In addition, to acknowledge being hurt by injustice or aggression as well as responding to kindness and caring. To learn to express thoughts and feelings, including through literature and the arts using imagination and inspiration.
- Relationships: To develop a sense of community by respecting and being sensitive to other people's views and beliefs.
- Social codes: to have an awareness of the codes and rules of conduct expected by the child's social group, class, school or larger community and to know the consequences of ignoring these rules in terms of sanctions but also in human relationships and friendships.
- Moral behaviour and choices: To behave morally as a point of principle and to make their own responsible judgements on moral issues.
- Cultural awareness: to have an awareness of the differences of other cultures, their beliefs and lifestyles and to respect other societies.

Supporting Charities

Holy Trinity supports a range of charities through the year. The School Charity Committee Group organises fund-raising events with the classes. Visitors are encouraged to speak to the children in Worship or in class. At Christmas a collection is taken after the nativity production in aid of charity, and for the Christingle services children are asked to make a collection for Christingle candles with coins for the Children's Society.

Links with Holy Trinity Church

Each week a representative of the Holy Trinity Church team or the Cuckfield Baptist Church takes worship. Some of the 'clergy' assemblies are led by the Baptist Church. Parents are invited to attend Infant worship held in school on Wednesdays at 3pm.

In October the children celebrate the Harvest Festival at Holy Trinity Church and bring harvest gifts that are later donated to local charities. The school holds a Christingle service, an Easter service and in July the whole school attend the church for the special Leavers' service. Key Stage 2 students attend a termly Eucharist service.

The Spiritual, Moral, Social and Cultural development of children at Holy Trinity School is an integral part of the daily life of the school, with Christianity as the foundation faith and model which underpins the ethos of the whole school.

General Aims

- To ensure that everyone connected with the school is aware of our core Christian 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 enable pupils to understand the importance of respect and leave school fully prepared for life in modern Britain.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
- To actively promote the fundamental British values of democracy, rule of law, individual liberty, mutual respect and respect and tolerance of different faiths and beliefs.

Spiritual Development

As a school we aim to provide learning opportunities that will enable our pupils to:

- Develop and 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 with children and adults.
- Reflect on, consider and celebrate the wonders and of life and people in our world.

Moral Development

As a school we aim to provide learning opportunities that will enable our pupils to:

- Recognise the unique value of each individual.
- Be tolerant and respectful of differing viewpoints
- 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 our school and our environment.
- Make informed and independent judgements.

Social Development

As a school we aim to promote opportunities that will enable our pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Allow them to participate fully in and contribute positively to life in modern Britain.
- Develop an awareness of the environment and eco-friendly strategies.

Cultural Development

As a school we aim to promote opportunities that will enable our pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Gain knowledge of Britain's democratic parliamentary system.

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, eg bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others' needs and behaviour.
- Show empathy towards each other.
- Develop their own self-esteem and a respect for others' self-esteem.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – eg 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, and accepting people, who have a disability.
- Agree and disagree in an acceptable manner.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Links with the wider community

- Visitors are welcomed into school.
- 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

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

- Monitoring of teaching and learning, by the Senior Leadership Team.
- Included in the Headteacher's report for governors' meetings.
- Sharing of classroom work and practice.