



Christ Church CE Primary School

Spiritual, Moral, Social and Cultural (SMSC) Policy

Vision:

"As God loves us all, our vision at Christ Church is for everyone in our family to feel equal, valued and prepared for life in modern British society. While walking humbly with our God, our children will become wise, compassionate, independent and resilient learners in an inclusive and safe environment. We strive for success, spiritual fulfilment and a life lived 'in all its fullness'. Believe and Achieve!"

The following Bible verse underpins our vision statement, aspirations, values and ethos:

"What does the Lord require of you? To act justly, and to love mercy and to walk humbly with your God." Micah 6:8

Mission: Serving God's Community

In developing a greater understanding of Christianity and other faiths within the community, we seek to develop the character and ability for all, so that they know they have a place in God's world and are stewards in the modern world.

Dedicated to providing an outstanding education, we prepare our children to become global citizens who are able to accept, respect and live in harmony before God.

By developing the social, moral, cultural and spiritual dimensions of pupils in the school, we ensure they are confident to make a positive contribution to the community.

In finding time to be still and reflect, we seek to foster spirituality and a deeper relationship with God.

How SMSC links with our vision?

Cultural development

At Christ Church CE, we follow the model of Jesus, a Jewish Man, serving and meeting the needs of people from faiths different to his own. Our school serves families from all faiths and none. We therefore raise pupil awareness with a loving and caring attitude to the fundamentals of some of the major world religions so all feel equal and valued before God. In doing so we have an opportunity to contribute positively to the development of a society where faith helps individuals to understand one another. This is promoted in our cultural development.

Moral, Cultural and Social development

Act Justly (feel equal, safe, inclusive)

Act justly means living your life with a sense of right and wrong; doing the right thing, at the right time. God is summoning us to eliminate any unjust actions or thoughts.

He requires a commitment to assist the less fortunate and those who have been victims of injustice. We need to see others as God does – deserving dignity, respect, love, care and being treated as equals. We are all made in His image.

Social and spiritual development

Love Mercy (feel valued)

Jesus sets us the example of being merciful and invites us all to do the same, showing what our hearts are like towards others. We must try freely and willingly show compassion and kindness to others. This is shown by valuing each other by forgiving freely, and reaching out to others without expecting anything in return. This links in with our social and spiritual development.

Spiritual development

Walk humbly with your God (spiritual fulfilment, success, independent and resilient learners, Believe and Achieve)

God loves every person equally and wants to connect deeply with them. We need to be frequently in communication and spend time with him. The study of his word, prayer, and worship keeps us connected and gives us hope when we are in despair. We need to endeavour to show humility and appreciation through our actions regardless of our successes; and have conviction that anything is possible with God. We are God's stewards on Earth therefore we strive for being the very best of his creation.

Aims

Christ Church CE School is a Church of England school. We have a distinctly Christian ethos, where shared respect, compassion and consideration for other faiths are all valued and celebrated. Our aims are:

- To prepare each child for the opportunities and experience of life in a multi-faith society.
- To teach that caring for each other is central to promoting understanding, respect and consideration.
- To have happy, healthy, independent learners who realise their full potential through personalised teaching, taking ownership of their own learning and learning in a safe and secure environment.
- To celebrate and nurture our faith commitment and show that God is at work within our community.

The school will help the pupils to develop an inner discipline and will encourage pupils to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

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.

Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PATHS, RE and Circle Time activities. Teachers ensure that SMSC is embedded in their termly topics. This is outlined in the curriculum overviews.

Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals. This can be through collective worship, whole school celebrations such as Eid, Diwali and Christmas.

Furthermore, these can also occur during any part of the school day, eg. When listening to music (flute lessons, choir or working with the music service), discussing the care needed for animals in EYFS, exercising empathy or creativity, how we live, contemplating the future and during reflective time in our reflective areas in our classrooms.

Moral Development

At Christ Church CE Primary School we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own

- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils 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
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

Teachers always discuss with their classes a code of conduct for the classroom created at the start of the school year with transition sessions in the Summer Term reinforced regularly. These rules are based on the school values.

We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through collective worship, circle time, Social Skills groups and PATHS/Circle Time sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers, Star Pupil Awards, Special Reward Trips for attendance and other means that highlight both academic and social achievements (please refer to our Behaviour Policy).

Social Development

At Christ Church CE Primary School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- Providing opportunities for engaging in the democratic process (School council elections and elections for play leaders) and participating in community life.
- Providing opportunities for pupils to exercise leadership and responsibility through becoming monitors (interviewing potential new staff for our school)
- Providing positive and effective links with the world of work and the wider community
- Monitoring in simple, pragmatic ways, the success of what is provided

Cultural Development

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE (sporting Events), art and many other curriculum areas.

This is shown in our Curriculum overviews.

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

An ability to reflect on important questions of meaning and identity

An interest in exploring the relationship between human beings and the environment

Our school develops pupils' cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance (E.g. Talent shows)
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of PATHS, RE, MFL & School Council

Monitoring SMSC across School

The subject leader monitors SMSC through a Grid maker tracker which all the staff have access to and update often. Also monitoring is an ongoing process, this is done through planning, book scrutinises, curriculum overviews and displays.

www.gridmaker.net/cc

Policy Created by Bushra Hussain

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