



# SMSC Policy

<b>Approved by:</b>	Full governing body	<b>Date:</b> 14 <sup>th</sup> March 2022
<b>Previously reviewed on:</b>	04.03.2019	
<b>Next review due by:</b>	Spring Term 2025	

## Spiritual Moral Social and Cultural Protocol

### Introduction

Moulton CEVC Primary School promotes a strong 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.

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- 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
- an appreciation of the diversity and richness of the cultures, valuing all God's children

SMSC is a dimension of the whole-school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of Moulton CEVC Primary, and is an essential ingredient of our school's success.

### Guidelines

The integrity and spirituality of children from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and children 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 children and their families.

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

Children 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.

Children 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 children's 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 teachers' planning and purchasing decisions.

## **Aims**

To ensure that everyone connected with the school is aware of our mission and ethos statement and values.

- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and that these are embedded within the life of the school.
- To ensure that a child's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that children know what is expected of them and why.
- To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable children to develop an understanding of their individual and group identity.
- To enable children 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 child the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

## **Spiritual Development**

As a school we aim to provide learning opportunities that will enable pupils 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. We also aim for them to develop a sense of enjoyment and fascination in learning about themselves, others and the world around them

- recognise the challenges of Jesus' teaching

- use their imagination and creativity in their learning
- experience moments of stillness and reflection and be willing to reflect on their experiences
- develop into self-assured, confident, happy, positive young people
- sustain their self-esteem throughout their learning experience
- develop their capacity for critical and independent thought
- foster their emotional life and express their feelings
- 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
- foster a sense of empathy with others, concern and compassion

### **Moral development**

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

- recognise the difference between right and wrong, and readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England ·
  - understand the consequences and impact of their behaviour and actions ·
  - show an interest in investigating and offering reasoned views about moral and ethical issues, and be able to understand and appreciate the viewpoints of others on these issues:
- recognise the unique value of each individual
  - 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
  - develop their own moral sense
  - show respect for the environment
  - make informed and independent judgements
  - understand the impact of their actions on other people

### **Social Development**

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

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- demonstrate a willingness to participate in a variety of communities and social settings, including volunteering, cooperating well with others and being able to resolve conflicts effectively

- 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
- develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain
- articulate their feelings and justify them in both informal and formal settings and be given responsibility and trust to develop their confidence
- have the confidence and self-belief to undertake difficult tasks
- encounter a wide range of experiences
- question things which prevent them developing into confident adults – particularly lack of aspiration and unfair discrimination
- develop an understanding of their individual and group identity
- learn about service in the school and the wider community and develop an understanding of the roles within our community – police, healthcare, the Post Office, Parliament etc.)
- know the value and importance of making a positive impact on the lives of other people

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*Children want and need to make sense of who people are, what they do, and why they do it – Edwards (1986:3)*

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### **Cultural Development**

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

- understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others
- understand, appreciate and respect the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- develop their knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- participate in and respond positively to artistic, sporting and cultural opportunities
- interact easily with people of different cultures and faiths
- explore, develop understanding of and show respect for different faiths and cultural diversity
- understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities
- 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

### **Teaching and Organisation**

Development in SMSC will take place across all curriculum areas, within activities that encourage children 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. Teachers will inspire pupils through their enthusiasm for and modelling of learning. Teachers at Moulton CEVC Primary will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences.

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 children 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 children 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.

In addition to this, half termly throughout the school year, the children will complete a whole-school spirituality task. These activities will be documented in a scrap book.

### **Links with the wider community**

Visitors are 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 child.

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

### **Monitoring and Evaluation**

Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

- Subject Leaders identify aspects within their subjects to be included in teacher planning. Coordinators monitor teacher plans and their evaluations and assessments.
- Subject Leaders monitor resource provision, identifying shortfalls.
- The Headteachers have oversight of this policy and monitor the provision of SMSC

