



Polehampton C. of E. Schools Federation

**Spiritual, Moral, Social and Cultural Policy
(SMSC)**

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Introduction

At Polehampton C. of E. Schools Federation, we recognise the importance of the personal development of all our pupils, spiritually, morally, socially and culturally.

As Church of England Schools, we have Christian values embedded within our everyday practice.

Our school values, ethos and curriculum actively promotes children's SMSC development, preparing them for opportunities, responsibilities and expectations in life. We are committed to developing and nurturing the whole child to ensure they thrive as confident, healthy, happy and thoughtful individuals who are able to make informed choices and decisions.

We provides pupil 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.

As a Federation, we can uniquely offer our children opportunities to explore these values across their time with us....

"It is about forming people who have the moral strength and spiritual depth to hold to a course and weather ups and downs

It is about forming people who however academically and technically skilful, are not reduced to inarticulate embarrassment by the great questions of life and death, meaning and truth"

Archbishop George Carey, "The Way Ahead"

We aim to:

- Develop and nurture the whole child.
- Develop children's self-esteem through an exploration of their individual and group identity.
- Value every child as special and unique.
- Provide opportunities for children to experience moments of spirituality across the curriculum, including moments of awe and wonder.
- Teach children how to worship, reflect and achieve a sense of inner quietness and peace.
- Provide an environment which demonstrates and encourages **the fruits of the spirit** (Gal5 'But the fruit of the Spirit is love joy, peace, patience, kindness, goodness, faithfulness, gentleness and self control').
- Enable pupils to explore their own cultural heritage and that of others in school, the local community and the greater world.
- Develop tolerance and acceptance of others whatever their background, belief, behaviour, ability or appearance.

We are mindful of the DfE's advice "**Promoting fundamental British Values as part of the SMSC in schools**" and welcome the guidance it gives to support this work in schools.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Spiritual Development

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

- Sustain their self-esteem in their learning experience.
- Foster their emotional life and express their feelings.
- Experience moments of stillness, reflection, excitement, happiness, exhilaration and pride.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.
- Share thoughts, feelings and views in conversation and make perceptive comments.
- Address the questions of life, experience deep feelings about what happens to them and understand how beliefs and values shape motivation.
- Articulate their own spiritual language.

To further support our work in developing spirituality, we also consider these 12 points which are recognised as capacities for a spiritually developed person.

1. A sense of awe, wonder, mystery.
2. A sense of transience and constant change.
3. A sense of pattern, order, purpose.
4. An awareness that there is often more to things than meets the eye - a sense of transcendence.
5. A sense of the quality of silence, reflection: ability to listen; concentrated attention.
6. A sense of self-worth.
7. A sense of the worth of others.
8. A sense of community - its demands, values, rituals, celebrations.
9. A sense of the joy of life, achievement, play.
10. As awareness of limitation, loss, the darker side of life
11. An awareness of the natural world; dark, light, bread, water, wind, earth, etc: its capacity to point beyond itself.
12. A sense of the human, capacity for choice, decision, responsibility.

Examples of our provision

- *We provide opportunities to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful.*
- *We enjoy learning about oneself and others, respecting faiths, feelings and personal values.*
- *We explore values and beliefs, including religious, and the way in which they affect people's lives.*
- *We promote using our imaginations and develop creativity.*
- *Time is spent reflecting upon learning and experiences.*

Moral Development

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

- 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.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.
- To reflect upon the message in moral and religious stories.
- To use appropriate questioning of all that goes on around them.

Examples of our provision

- *We have an open and safe learning environment in which children can express their views and practise making informed and independent judgements and decisions.*
- *Show respect for the environment.*
- *Encouraged to reflect upon the messages in moral and religious stories.*
- *Encouraged to use appropriate questioning of all that goes on around them.*
- *Through quality relationships and interactions we promote principles including fairness, integrity and respect for others.*
- *Children are engaged in conflict resolution and through the language of choice, are encouraged to consider right and wrong and understand consequences.*

Social Development

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

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Begin to understand the Christian imperative for social justice and a concern for the disadvantaged.
- Show politeness, courtesy, self-discipline, self-awareness and empathy.
- Address their own difficulties and the difficulties of others.
- Understand how societies function and are organised in structures such as the family, the school and local and wider communities.
- Work, successfully, as a member of a group or team.
- To develop strategies for resolving conflicts.
- Share views and opinions with others, and listen to theirs.
- Show respect for property and the environment.
- To value and treat others with respect and tolerance
- Develop understanding of the British values of Democracy, the Rule of Law and Liberty

Examples of our provision

- *We encourage children to work cooperatively, share views and opinions with others, and listen to theirs.*
- *We support children in developing strategies for resolving conflicts.*
- *We have fostered a sense of community with common, inclusive values which ensure that everyone can flourish.*
- *We support children in developing personal qualities including thoughtfulness, honesty, respect and independence.*
- *We provide opportunities for children to engage with the fundamental values of British democracy*

Cultural Development

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

- Recognise the value and richness of cultural diversity in Britain and accord dignity to other people's values and beliefs
- Recognise Christianity as a world-wide faith.
- Develop an understanding and apply their learning to different cultural experiences
- Develop an openness to new ideas
- An ability to use language and understand that images/icons have significance and meaning in a culture - for example, in music, art, literature, food, dance, clothes etc...
- Have a willingness to participate in, and respond to, cultural experiences
- To value and treat others with respect and tolerance
- Develop understanding of the British values of Democracy, the Rule of Law and Liberty

Examples of our provision

- *We encourage children to recognise the value and richness of cultural diversity in Britain and accord dignity to other people's values and beliefs.*
- *We enable children to explore their own cultural heritage and that of others in school, the local community and the greater world.*
- *We respect and celebrate diversity providing opportunities for children to learn about and participate in cultural events and experiences.*
- *We recognise and nurture individuals' gifts and talents.*

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, role play, collective worship, story time 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.

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- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, forgiveness, compassion, love, 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 are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Links with the wider community

- 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.
- Visitors are welcomed into school and we celebrate the friendship brought to us by our regular visitors, the local clergy, parents, etc
- We enjoy regular communication with our local pre-schools and other local schools, as we support our children through the different stages of their lives.
- Links with the Church are fostered through links with the local church and the Diocesan Board of Education.
- Pupils 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:

- Monitoring of lesson and teaching and learning – all subject leaders will be asked to look for SMSC opportunities
- Regular discussion at staff and governors' meetings
- Sharing of classroom work and practice.
- Review of Collective Worship policy and practice.
- Collation of evidence in pupil's work in school portfolios.
- Regular inclusion on SDP within the school's policy review cycle.

Appendix A – Ofsted Inspection Handbook September 2015

Defining spiritual, moral, social and cultural development

1. The spiritual development of pupils is shown by their:
 - ability 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
 - sense of enjoyment and fascination in learning about themselves, others and the world around them
 - use of imagination and creativity in their learning
 - willingness to reflect on their experiences.

2. The moral development of pupils is shown by their:
 - ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
 - understanding of the consequences of their behaviour and actions
 - interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

3. The social development of pupils is shown by their:
 - use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
 - willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
 - acceptance and engagement 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

4. The cultural development of pupils is shown by their:
 - understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
 - understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
 - knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
 - willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities

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- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they 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.