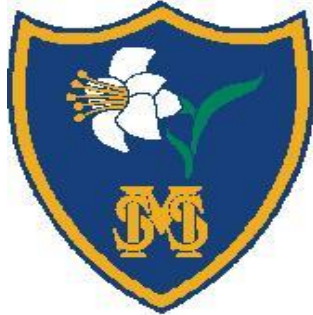


Haddenham St Mary's CE School



SPIRITUAL, MORAL, SOCIAL and CULTURAL (SMSC) POLICY

The School Aim

Haddenham St Mary's CE (the School) provides a Christian foundation for life, a respect for and understanding of the beliefs of others, and welcomes all children to our school. We aim to provide a safe, happy, caring environment in which all children can fully develop their social, moral, spiritual, physical and academic potential.

Spiritual, moral, social and cultural development should be promoted not only through all subjects of the curriculum but also through the ethos of the School and collective worship.

Rationale

The Education Reform Act (1988) requires the curriculum of a maintained school to 'promote the spiritual, moral, cultural, mental and physical development of pupils at The School.' All maintained schools must provide a daily act of collective worship for all registered pupils. The SMSC aspects of education concentrate on the development of the pupil as an individual, aiming to enrich and extend each child in relation to the values, attitudes, beliefs and consequent behaviour acquired during school years.

Definitions

Spiritual development relates to the quest for individual identity and the search for meaning and purpose. As a church school, we place special emphasis on the specific teaching and beliefs of the Christian faith, both within the daily life of the School and through the curriculum. However spiritual development is associated with a dimension of life, which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions, attitudes and beliefs. The term 'spiritual' need not be synonymous with 'religious.'

Moral development is acquiring knowledge and understanding of what is right and wrong and to readily apply this to ones' own life. We do this through our emphasis on **Values**, which are important to us as a School and are used as the overriding principles for our behaviour. It is the basis on which the pupils may develop the ability to make judgements about how to behave and it is the standpoint from which to consider the behaviour of others in school and society in general. The system of rules and codes of behaviour established in our school are an important early introduction to issues of fairness for all and to the consequences of operating outside the agreed boundaries.

Social development refers to the development of abilities and qualities that students need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects. The School, but in particular the classroom, provides a suitable environment for promoting social development. Pupils learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to lead and be led, to support others and to recognise the different skills of other group members can be developed when children work co-operatively.

Cultural development refers to the development of knowledge and understanding of differing cultural beliefs, customs and traditions. It is an increasing appreciation of the systems of values and attitudes, which form the basis of identity and cohesion within societies and groups. Pupils gain a deeper understanding of their own culture through the development of existing knowledge and experiences, and an awareness of factors that influence it. This then enables them to gain a broader understanding of other cultures and cultural influences. All areas of the curriculum can be used to promote and develop cultural awareness.

Christian Distinctiveness

Christian beliefs and principles form the basis of religious education in our Church of England school. All staff consciously endeavour to foster tolerance, creating a caring, thoughtful community in which the views of each individual, both adult and child, is respected. The Buckinghamshire Agreed Syllabus 2016-2021 underpins the teaching as well as opportunities to learn about a range of beliefs, cultures and traditions from around the world.

Collective worship is held each day. It provides an opportunity for communal celebration, a time for reflection and forms a foundation for spiritual and social growth. These are based on Christian values as well as drawing attention to special festivals celebrated by other faiths.

Spiritual Development

Staff are role models for the children by sharing in the joy of discovery and in the mystery of creation.

Provision

Within the curriculum, pupils will be able to explore:

- an imaginative approach to the world
- a spirit of enquiry and open-mindedness
- an approach to the holy or the sacred
- an awareness of order and pattern in the world

The School will enable pupils to achieve this by:

- encouraging pupils to express their creativity and imagination
- fostering a sense of respect for the integrity of each person
- creating an atmosphere that enables pupils and staff to speak freely about their beliefs

Within RE, collective worship and PSHE, the School will:

- allow pupils to investigate and reflect upon their own beliefs and values
- provide opportunities for pupils to share what is meaningful and significant to them
- provide opportunities for prayer, reflection and silence
- encourage a balance of music, speech, silence and the creative arts when exploring spiritual development
- explore the use of symbol, image, allegory and metaphor in the curriculum
- always invite a response

Beyond the formal curriculum, the School will:

- encourage pupils in personal conversations and during discussions in lessons, to express such feeling as transcendence, wonder, transience and change, paradox and unease, injustice or inequality whilst listening carefully to others' questions and responses
- treat pupils, staff and governors with respect, regardless of personal feelings
- invite close involvement with the church and regular participation in church services.

Pupil's spiritual development is best seen through pupil's relationships and conversations with others. For very young children this may also be evident in role play, small world, and other creative activities. We aim to encourage pupils to experience the above as part of their everyday experiences, and within the context of and practice of the Christian Faith.

Moral Development

Provision

Within the curriculum pupils will have the opportunity to:

- listen to the viewpoints and ideas of others
- work with a partner, as part of a small group, or as a larger group
- gain experience working with pupils from other year groups, and respond appropriately
- take part in sharing assemblies for parents, and celebrations where the local community, including pre-school are invited
- visit other schools and places, and receive visitors within school

Within RE, collective worship and PSHE the School will:

- reward good behaviour publicly through our Sparkling Star assemblies each week
- teach pupils the expected behaviours in a variety of social situations,
- encourage pupils to learn and talk about their feelings within a supportive atmosphere.

Beyond the formal curriculum the School will:

- provide pastoral care from all staff, giving pupils the chance to see care in action
- provide opportunities to welcome or give a vote of thanks to visitors or when making a visit

Social Development

Provision

Within the curriculum pupils will be:

- using a range of social skills in different contexts, working and socialising with other pupils, staff and visitors, including those from different religious, ethnic and socio-economic backgrounds
- willing to take part in a variety of communities and social settings, cooperating well with others and being able to resolve conflicts effectively
- engaging 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 an

demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Within RE, collective worship and PSHE the School will:

- provide opportunities for children to reflect on their own and others' lives.
- teach children to help and support others and to experience being helped by others.

Beyond the formal curriculum the School will:

- organise and encourage participation in a range of charity fund-raising events
- encourage experience of service in the wider community, e.g. links to Over 60s club and Abbeyfields Care Home.
- provide opportunities for the 'pupil voice' to be heard, eg participation in councils (e.g. School, food, sport)

Cultural Development

Provision

Within the curriculum pupils will be:

- acquiring a code of behaviour when visiting a church or churchyard for study
- learning about another culture presented through a cross-curricula approach
- encouraged to make links between their own and other cultures

Within RE, collective worship and PSHE the School will:

- provide opportunities to discuss and explore differences, similarities, equal rights, peer pressure and discrimination
- teach children how to respect other cultures
- provide opportunities for pupils to share their own experiences

Beyond the formal curriculum the School will:

- ensure that resources reflect a wide variety of cultures and diversity within them
- show pupils how to accept and value other cultures, for example when receiving visitors or with their interactions.

Responsibilities

The Governing Body is responsible for:

- ensuring that the Church Foundation of the School is honoured and that the SMSC Policy promotes an ethos based on Christian principles and practice
- ensuring that the SMSC development is put into practice and monitored by the appropriate governors.

Monitoring and evaluating spiritual, moral, social and cultural development is an on-going process. There should, however, be some arrangement whereby formal discussion and evaluation can take place, at least on a termly basis, ensuring that all staff participate.

Coordinator Role

The Headteacher has responsibility for overseeing the planning, the provision and the monitoring and evaluation of SMSC development. They will keep in touch with national developments and will act in an advisory capacity, supporting colleagues. Staff meetings may be used for discussion and the update of information. They will understand the impact that good spiritual, moral, social and cultural development can have on the School as a whole.