

Lanchester E.P. (Cont.) Primary School

A Caring Community
Where All Can Flourish



SMSC Policy

Lanchester E.P. (Controlled) School

SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION POLICY **(Policy Reviewed in line with the UN Convention on the Rights of the Child)**

At Lanchester E.P. (Controlled) Primary School we try to develop a caring community where the emphasis is placed on the understanding of and respect for each individual. Each individual is a unique child of God and therefore of infinite worth. The children are encouraged to a deepening self-awareness and development of values and beliefs through their daily experiences.

Article 3 (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children.

Introduction:

This policy supports and reinforces the aims of Lanchester E.P. (Cont) Primary School, valuing all children equally and as individuals. The staff, governors and head teacher work together to create a happy, challenging, stimulating and caring environment in which pupils can enjoy their time at school and celebrate their achievement. As a church school the spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children by governors, staff and parents. Of particular importance in promoting spiritual, moral, social and cultural development (SMSC) is the example set by adults in the school, the quality of relationships and the standard of daily collective worship.

At Lanchester E.P. (Cont) Primary School, spiritual, moral, social, and cultural development is taught through all areas of the curriculum and in particular R.E. It supports all areas of learning and can contribute to the child's motivation to learn. The family atmosphere within the school encourages children to support others and help less able or younger children. This atmosphere ensures children do not support bullying. School sanctions encourage reflection on how situations can be improved.

It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. The Christian values of love, compassion, trust, justice and forgiveness are central to our ways of relating, behaving and educating.

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

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':

- Provision for SMSC development will be inspected by both OFSTED and SIAMS inspectors.
- All maintained schools - including church schools – must provide a daily act of Collective Worship for all registered pupils.
- The connection between good results in the curriculum and high standards in SMSC development is widely acknowledged and is evident in a significant number of OFSTED reports.
- The SMSC aspects of education concentrate on the development of the pupil as an individual and as a personality, aiming to enrich and extend the human existence of each child in relation to the values, attitudes, beliefs and consequent behaviour acquired during school years.

Definitions:

What is Spiritual, Moral, Social and Cultural Development?

In Lanchester E.P. School, **spiritual development** is:

- A search for and understanding of the meaning, purpose and values in life;
- An ability for children to communicate their beliefs in discussion and through their actions;
- ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings, values and faiths.
- A sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- A use of imagination and creativity in their learning
- A willingness to reflect on their experiences

In Lanchester E.P. (Cont.) School, **moral development** is:

- An awareness and understanding of rules and expectations in school and in the wider community;
- Promoting and demonstrating justice, fairness, honesty and respect for everyone;
- Accepting that individuals are responsible for their own behaviour and actions.
- An awareness and understanding of rules and expectations in school and in the wider community;
- An ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives. To have a respect for the civil and criminal law of England
- An understanding of the consequences of their behaviour
- An interest in investigating, and offering reasoned views about, moral and ethical issues. Able to accept, respect and appreciate that others may have a different viewpoint.

In Lanchester E.P. (Cont.) School, **social development** is:

- Promoting positive relationships in every sphere of life;
- Pupils' growing understanding of society through the family, the school and the local and wider communities, leading to an understanding of the structures and processes of society;
- Recognising one's own self-worth and the worth of others.
- An acceptance and engagement with the fundamental British Values of democracy, the rule of law, respect and tolerance of those with differing faiths and beliefs. Their attitudes towards these British values allow the children to participate fully in and contribute positively to life in modern Britain.

In Lanchester E.P. (Cont.) School, **cultural development** is:

- An understanding and appreciation of the wide range of cultural influences that
- have shaped their own heritage and that of others
- A willingness to participate in, and respond to, for example, artistic,
- musical, sporting, mathematical, technological, scientific and cultural
- opportunities
- An understanding and appreciation of the wide range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- An interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Whilst it is useful to define each dimension separately, spiritual, moral, social and cultural development is often interdependent and cross-curricular.

Aims for Spiritual, Moral, Social and Cultural Development

- To create an environment where children feel secure and valued as individuals.
- To encourage in the children a sense of their own worth and the worth of others.
- To encourage a questioning approach to life.
- To develop children's awareness and understanding of their relationships to others and the world.
- To promote and encourage the Christian values which underpin the school.
- To encourage children to develop their own personal values and to learn to appreciate the beliefs and practices of others.
- To encourage a willingness to reflect on experience, to search for meaning in that experience and respond in a positive way;
- To promote appreciation for the richness and diversity of the many aspects of life;
- To provide opportunities for spiritual, moral, social and cultural development through the ethos and the broader curriculum of the school.

Provision of opportunities

Spiritual, moral, social and cultural development does not take place in any one aspect, in isolation of other aspects of school life. Opportunities are provided through:

1. The Ethos of the School

The ethos of the school, of the family and of the community provides the context in which spiritual, moral, social and cultural development takes place. For such development to be promoted in school, a positive ethos, one in which respect and mutual esteem is encouraged and the individual valued, is essential. See Guidance.

2. Collective Worship

Collective worship afford children opportunities for spiritual, moral, social and cultural development by addressing matters of common interest or concern, exploring shared values, celebrating, exploring and reflecting on their own beliefs and the beliefs of others and provides the opportunity to worship. See Guidance.

3. The Curriculum

All subjects contribute to the spiritual, moral, social and cultural development of pupils. See Guidance for opportunities across the curriculum.

4. Extra-curricular Activities and Community Links

We believe opportunities for spiritual, moral, social and cultural development can be provided through activities and experiences which develop children's interest, talents and abilities.

Article 31 (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Implementation:

The promotion of Spiritual, Moral, Social and Cultural development of each child is seen as the responsibility of all members of staff. Much of this development should be assimilated through the ethos of the school. However, there are many opportunities within cross curricular work to focus on the aims and objectives outlined. All children regardless of gender, ability or social background will receive the same teaching with each of their views being taken into account.

Ethos:

At Lanchester E.P. (Cont.) School we aim to provide a happy, stimulating and secure environment, reflecting the school's Christian ethos where each pupil is given the challenge and opportunity to develop his/her full potential while enjoying learning and life. We endeavour to provide an environment and ethos in which children and adults can grow and develop in spirituality and where positive attitudes and consistency provide children with good role models, and similarly, older children are expected to demonstrate good behaviour and support to younger children. All children are valued equally whatever their stage of development, and are entitled to maximum success. The ethos encourages safe, sensible behaviour incorporating good manners, consideration, courtesy and respect for others whilst encouraging imagination, inspiration and reflection.

Contexts for Promoting Spiritual, Moral, Social and Cultural Development in our school

- It is possible to identify different contexts where suitable opportunities for promoting SMSC arise in many areas of school life. These include:
- Religious Education
- Collective Worship
- National Curriculum subjects
- Non Statutory subjects and aspects of PSHE and Citizenship and environmental education
- Teaching and learning strategies
- The quality of relationships between staff and pupils and between pupils
- Teachers and support staff as role models
- The ethos and values of the school
- Aspects such as visits, visitors, extra-curricular clubs and so on.

Aims into Practice

Many of these opportunities and strands are put into practice other than singly. But we list below some of the ways we believe we implement our aims.

Activities	Spiritual	Moral	Social	Cultural
Stories and ensuing discussions on these	x	x	x	X
Circle times	x	x	x	X
School council	x	x	x	X
Class rules and our positive reward system for behaviour and achievement		x	x	
Children taking responsibility. For example, as buddies, prefects, monitors being helpers and so on.		x	X	
Fundraising for a variety of causes		x	x	x
Links with other schools (including those abroad)			x	x
Curriculum learning and teaching	x	x	x	x
Collective Worship (including pupil participation, class assemblies and family group time)	x	x	x	x
Relationships with others (as modelled by staff)		x	x	
Procedures established within the school for dealing with difficulties (e.g. bullying)		x	x	
Procedures and ethos within the school relating to Special Educational Needs		x	x	
Use of music within the classroom and school	x			x
Educational visits (including those to places of worship)	x		x	x
Multicultural events (including visits by parents) planned to enhance the curriculum	x	x	x	x

Responsibilities:

The Governing Body is responsible for:

- ensuring that the Church Foundation of the school is honoured and that the SMSC Development Policy promotes an ethos based on Christian values, principles and practice.
- ensuring that the SMSC development is put into practice and monitored by the appropriate governor(s).

Monitoring and evaluating spiritual, moral, social and cultural development is an on-going process. There is, however, an opportunity for formal discussion and evaluation, at least on a termly basis, in which all teaching staff participate.

Role of the Subject Leader:

The SMSC leader (Mrs Sandi Coyle) works alongside the head teacher who has responsibility for overseeing the planning, the provision and the monitoring and evaluation of SMSC development. Mrs Coyle 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. She will understand the impact that good spiritual, moral, social and cultural development can have on the school as a whole. The co-ordinator for SMSC and the SMT have the responsibility to:

- To ensure that the policy for SMSC reflects the aims of the school and takes into account guidance offered by the Diocese, the LA and the QCA.
- To ensure that the policy for SMSC is implemented throughout the school.
- To monitor the provision by reviewing planning and recording documentation, through discussions with staff and by observation.
- To evaluate the provision and offer guidance to staff to enhance provision through teaching methods and learning experiences.
- To attend courses and disseminate information, and organise training when appropriate needs have been identified.

Links with other policies:

Other policies closely linked to SMSC development include:

- Collective Worship Policy
- R.E. Policy
- Anti-Bullying Policy
- Behaviour Policy
- Personal, Social, Health Education and Citizenship policy
- Equality Policy and Information
- To identify appropriate resources which may enhance the provision.

Signed by Head Teacher:

Signed by Governing Body:

Date reviewed: December 2016

To be reviewed: December 2018