

St John's CofE Primary Academy

Resilience: Excellence: Agape: Community: Hope

SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) DEVELOPMENT POLICY

Introduction and purpose

As a Christian community, St John's CE Primary Academy will lay the foundations for life by offering a positive, rich experience for all pupils. St John's CE Primary Academy is a caring and nurturing school with a real sense of family and community. Staff and governors care deeply about the children and families we serve and our strong Christian values ensure that every child is nurtured in a caring Christian environment where they know they are special and highly valued.

We consider the pupils spiritual, moral, social and cultural development to be at the centre of our school ethos and the responsibility of the whole curriculum.

We strive to provide and maintain for our pupils an education that provides opportunities so that they can 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.

We believe spiritual, moral, social and cultural development is promoted through the school ethos, the climate of the school, collective worship, all curriculum areas, behaviour code, extra-curricular and other activities.

We as a school community have a commitment to promote equality in line with the **Equality Act 2010** (see appendix).

Our Whole School Christian Values

- Resilience
- Excellence
- Agape
- Community
- Hope

All those involved with our school are expected to uphold our aims, vision and Christian values for a common high standard in behaviour, equal opportunity, standing in the community, communication and respect for other cultures.

The purpose of this policy document is to set out our expectations so that we can work towards a consistent interpretation, support each other and offer a focus for all our learners.

There is a strong commitment to helping all children succeed, underpinned by strong relationships with parents and the community.

In this school, children are engaged in learning that develops and stretches them and excites their imagination.

We use the outdoors for different activities and the local and wider environment. There are visits out of school and visitors coming into school to enrich teaching and learning.

Pupils learn from each other, from adults other than teachers, before school and after school. We involve their parents, grandparents and carers, both formally and informally and we provide well for their social, emotional, spiritual and cultural development.

We offer *every* child, whatever their own individual characteristics, the chance to achieve their full potential. We aim to achieve high standards for *all* children, giving them foundations for future learning and for confidence and success in life.

Responsibility for the Policy and Procedure

Role of the Combined Local Academy Committee

The Combined Local Academy Committee has:

- delegated powers and responsibilities to the Executive Principal to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Executive Principal

The Executive Principal will:

- ensure all school personnel, students and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator for SMSC (Christian Distinctiveness Partner);
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body (CLAC) on the success and development of this policy

Role of the SMSC Lead

The coordinator for SMSC will:

- lead the development of this policy throughout the school;
- work closely with the Executive Principal and link governor;
- provide guidance and support to all staff;
- provide training for all staff on induction;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor (SMSC audit);

Spiritual, Moral, Social and Cultural development will be identified within the following:

- Our School Prospectus and on the school website.
- Our school ethos, attitudes, facilities and positive learning environments in the buildings and on site
- Our school policies, our curriculum, behaviour in and around the school, inclusion, and the use of resources.
- School notice boards, newsletters and signs around the school.
- Our Inclusion and pastoral care system involving staff, parent partnerships and governors.
- Classroom organisation, groups and teams and the encouragement of independence, allowing pupils to express themselves, staff valuing pupils and pupils showing respect for staff, the buildings, equipment and materials.
- The relationships, communication and high expectations of teachers and all staff
- The strategies we apply to create time to reflect, to wonder, question and challenge, listen and speak and for organisation with clear, responsible leadership at all levels for self and others.
- Our before, after school and playground routines and conduct.
- Our celebration of success for pupils and staff – collective worship themes.
- Our links with the local community especially the parish, visits and visitors.

Spiritual development

We see spiritual development as the way pupils acquire personal beliefs and values, especially on questions about religion, whether life has purpose, and basic personal and social behaviour.

We try to help pupils make sense of these questions through the curriculum, worship (see collective worship policy) and the school ethos. We see spiritual development as an important element of a pupil's education and fundamental to other areas of learning.

We aim to provide learning opportunities that will enable pupils to:

- enhance their spiritual awareness through quiet / reflection spaces;

- experience stilling / mindfulness through the curriculum;
- sustain their self-esteem in their learning experience;
- develop their capacity for critical and independent thought;
- foster their emotional life and express their feelings;
- empathise with others;
- discuss their beliefs, feelings, values and responses to personal experiences;
- form and maintain worthwhile satisfying relationships that cherish themselves, and others, as uniquely and wonderfully
- form healthy relationships where they offer dignity and respect to others
- reflect on, consider and celebrate the wonders and mysteries of life

Moral development

We believe that pupils' moral development involves:

- acquiring an understanding of the difference between right and wrong and of moral conflict;
- a concern for others and the will to do what is right;
- reflecting on the consequences of their actions;
- learning forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together
- developing knowledge, skills, understanding, qualities and attitudes in order for them to make responsible moral decisions and to act on them.

We aim to provide learning opportunities that will enable pupils to:

- tell the truth;
- keep promises (unless there is a safeguarding issue);
- respect the rights and property of others;
- act with consideration towards others;
- help those less fortunate than themselves;
- take personal responsibility for their actions;
- have self-discipline;
- understand the meaning of forgiveness and reconciliation
- understand the meaning of 'good disagreement'

Social development

We believe social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society.

We aim to provide learning opportunities that will enable pupils to:

- develop the ability to be aspirational, resilient and persevere when things go wrong
- overcome barriers to their own learning and to make positive choices
- become courageous advocates for change in their local, national & global communities
- understand social justice and a concern for the disadvantaged and how they can challenge injustice
- connect the schools ethical and charitable activities to its vision and values

- ask the 'big questions' about life that develop their understanding of disadvantage, deprivation and the exploitation of the natural world
- engage in diocesan and other global companion/world links

Cultural development

We want our pupils to acquire:

- understanding of, respect for and the ability to celebrate difference and diversity within their school, local, national and global communities
- a respect for their own culture and that of others;
- an interest in others' ways of doing things and a curiosity about differences

We want our pupils to develop:

- knowledge, skills, understanding, qualities and attitudes that they need to understand, appreciate and contribute to culture

We aim to provide learning opportunities that will enable pupils to:

- 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;

Organisation

We believe spiritual, moral, social and cultural development takes place across all curriculum areas and within activities that provide opportunities to allow pupils to:

- talk about personal experiences and feelings;
- express and clarify their own ideas and beliefs;
- speak about difficult events;
- share thoughts and feelings with other people;
- explore relationships with friends, family and 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 attributes that enables them to develop socially, morally, spiritually and culturally

Monitoring the effectiveness of the policy

The practical application of this policy will be reviewed annually or when the need arises by the Principal / coordinator of SMSC /

This policy needs to be read in conjunction with other whole school policies.

Reviewed by the CLAC February 2024.

Next review February 2025.