

St Andrew's Church of England Primary School



With Faith, Hope and Love we can achieve greater things.

**Spiritual, Moral, Social and Cultural Policy
September 2020**

Our school value of LOVE underpins the intent and implementation of SMSC

"Love is patient, love is kind. It does not envy, it does not boast, it is not proud. 1 Corinthians 13: 14

Forgiveness: "Be kind and compassionate to one another, forgiving each other, just as God in Christ forgave you." Ephesians 4: 32

Compassion: "Finally, all of you, live in harmony with one another; be sympathetic, love as brothers, be compassionate and humble." 1 Peter 3:8

Respect: "Do to others as you would have them do to you." Luke 6:31

At St Andrew's 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 offers opportunities for them 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.

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)

Aims

At St. Andrew's Church of England Primary School, we want our pupils to be successful, confident learners and responsible citizens. We recognise the importance of both the academic and personal development and the well-being of every child in our school. We provide a wide range of opportunities which offer our pupils the chance to respond in a variety of ways, which in turn develops their spiritual, moral, social and cultural learning. This includes the promotion of: being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being. Additionally, at St Andrew's we encourage children and staff to uphold strong British Values whilst also sharing and respecting other values and beliefs.

SMSC - Definition and our Intent & Commitment.

General:

We intend to:

- Promote respect and consideration for and recognition of the value of those of different gender, ethnicity, religion or sexuality.
- Develop appropriate personal and social behaviour in response to other cultures and environments.
- Develop an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences and the development of self-respect.
- Prepare pupils for the opportunities, responsibilities and experiences of adult life
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in Britain and to respect and support participation in the democratic process
- Help each pupil achieve their full potential across all areas of the curriculum
- Develop the individual strengths of all pupils and to help and provide support in areas for development
- Inspire and stimulate the pupils in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills
- Help our pupils towards independent learning and to equip them with all life skills in order for them to take their place in a fast changing society.
- Ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum
- Help the pupils understand the world in which they live
- Develop a sense of responsibility, consideration for others, self-respect and self confidence
- Promote good relationships between home, school and the local and wider communities
- Develop a sense of community and the ability to build relationships with others.

Spiritual development:

Spiritual development enables people to look within themselves at their human relationships, experiences and at the wider world. It is about having the ability to be acquire and be reflective about their own beliefs, religious or otherwise that inform their perspective on life. It encourages an interest in and respect for different peoples' faiths feelings and values. Spiritual Development relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs.

Whilst Spiritual development is not linked solely to a particular doctrine or faith and is therefore accessible to everyone, at St Andrew's the Spiritual development of all our children is addressed through the ethos of the school. As a church school we include Christian practices including, prayer, worship, celebration of festivals and reading/reflection on the Bible within Collective Worship, (*see collective worship policy & Strand 6 SIAMS 2018 schedule*) RE and the wider curriculum.

We are committed to:

- celebrating the religious and non-religious beliefs and values that our pupils bring as part of their family/cultural heritage and to building an awareness of and respect for others' spiritual and religious beliefs
- discussing personal/others' beliefs, feelings, values and responses to personal experiences
- fostering common human values and building spiritual capacities to promote self-esteem and worth and valuing and empathising with others in their learning experience
- helping our pupils to come to an understanding of themselves as unique individuals and encouraging them to reflect on ultimate questions
- forming and maintaining worthwhile satisfying relationships that cherish themselves, and others, as uniquely and wonderfully made (**Strand 5 SIAMS 2018 schedule**)
- forming healthy relationships where they offer dignity and respect to others (**Strand 5 SIAMS 2018 schedule**)
- developing their capacity for critical and independent thought
- developing our pupils' curiosity, imagination and creativity and promoting a sense of awe and wonder through reflecting on the wonders and mysteries of life.
- fostering their emotional life and expression of their feelings
- providing opportunities to experience moments of stillness and reflection
- reflect on, consider and celebrate the wonders and mysteries of life.

Moral development

Moral development includes knowing what is right and wrong and how to deal with moral conflict. Children develop the skills, understanding, qualities and attitudes to make responsible moral decisions and act on them. Children are encouraged to understand the need for a common code. From this basis they may develop the ability to make judgements and to become increasingly responsible for their own actions and/or behaviour and understand the consequences of these. It is about being willing to do what is right out of concern for others. Children learn how to forgive themselves and others.

We are committed to encouraging pupils to:

- understand the need for rules and the need to abide by rules for the good of everyone. The school has 3 rules which allow the children to reflect this: **Ready, Respectful and Safe.**
- understand the consequences of their behaviour and actions, including the breaking of rules
- distinguish between right and wrong and readily apply this understanding in their own lives
- be truthful and honest and to keep promises
- learn forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together (**Strand 4 SIAMS 2018 schedule**)
- recognise the challenge of religious teaching about morals, particularly that of Jesus.
- recognise the unique value of each individual.
- listen and respond appropriately to the moral/ethical views/opinions of others and customs of others even when they are different from their own
- respect the rights and property of others and show respect for the environment
- take personal responsibility for their actions
- show self-discipline
- help others, acting with consideration
- help those less fortunate than themselves
- solve differences of opinion in non-violent ways. Consequently, we reject all forms of bullying, cruelty, dishonesty, violence, prejudice and discrimination.
- make informed and independent judgements
- recognise legal boundaries and, in so doing, respect the civil and criminal law of England

Social development

Social development addresses the need to have an understanding of our rights and responsibilities of living in a community; of being a "responsible citizen". It builds and develops the 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. This enables pupils to become conscientious participants in their family, class, school, the local and wider community and make a positive contribution to the lives of others in society. Within this there should be a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

We are committed to:

- developing an understanding of their individual and group identity.
- pupils gaining the confidence to overcome barriers to their own learning and to make positive choices, learning from their mistakes. **(Strand 3 SIAMS 2018 schedule)**
- pupils developing the ability to be aspirational, resilient and persevere despite setbacks and when things go wrong. **(Strand 3 SIAMS 2018 schedule)**
- pupils taking initiative and acting responsibly with consideration for others
- forming and maintaining worthwhile and satisfying relationships
- fostering the skill and qualities of team building through the development of self-confidence, co-operation, sensitivity to others, reliability, initiative and understanding
- providing an environment where pupils can take responsibility for themselves and others in school and the wider society.
- learning about service and volunteering in the school and wider community
- pupils beginning to understand the need for social justice and a concern for the disadvantaged and how they can challenge this. **(Strand 3 SIAMS 2018 schedule)**

- become courageous advocates for change in their local, national & global communities **(Strand 3 SIAMS 2018 schedule)**
- connect the schools ethical and charitable activities to its vision and values **(Strand 3 SIAMS 2018 schedule)**
- ask the 'big questions' about life that develop their understanding of disadvantage, deprivation and the exploitation of the natural world **(Strand 3 SIAMS 2018 schedule)**
- engage in diocesan and other global companion/world links **(Strand 3 SIAMS 2018 schedule)**

Cultural development

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding, respect and tolerance regarding the cultural traditions and beliefs of others. Cultural development covers the acquisition of knowledge and understanding of others' cultural traditions and the influences these have on self and society so that pupils are prepared for life in modern Britain. Children acquire the ability to respond to a variety of aesthetic experiences, having a curiosity about differences and showing an interest and curiosity in others' ways of doing things. It includes knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain

We understand, value, respect and celebrate difference and the cultural diversity of our school, local, national and global communities (**Strand 5 SIAMS 2018 schedule**) by:

- helping pupils gain the knowledge, skills, understanding, qualities and attitudes that they need to understand, appreciate and contribute to culture
- promoting an appreciation and understanding of our own cultural tradition/s and encouraging an appreciation of other peoples'
- celebrating the richness of culture and tradition.
- recognising and celebrating the value and richness of cultural diversity and tradition in Britain, our community and our school and how these influence individuals and society.
- developing an understanding of their social and cultural environment.
- encouraging a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- showing a positive attitude and tolerance towards different religious, ethnic and socio-economic groups in the local, national and global communities.

The National Curriculum

The National Curriculum has two aims:

- The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.
- The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and expectations of life.

Implementation

The implementation of SMSC is the responsibility of all staff. We will ensure that the SMSC development of our pupils is promoted across the curriculum and in the wider life of the school by:

- ensuring that everyone connected with the school is aware of our values and principles.
- providing an appropriate range of effective teaching and learning strategies that implement our intention and commitment to SMSC
- providing an appropriate range of effective teaching and learning strategies that enables pupils to reflect on and respond to the issues of SMSC importance and concern
- ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- ensure that a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.
- ensure that children know what is expected of them and why.
- give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience; to express and clarify their own ideas and beliefs; to speak about difficult events;
- enable children to develop an understanding of their individual and group identity and develop a sense of belonging.
- 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.
- give each child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.
- maintain a positive climate in school in which all are valued and respected and expected to make a positive contribution
- encouraging teachers to plan for and respond to opportunities to develop SMSC development and to ensure subject leaders have an understanding of SMSC education in their subject
- recognising the importance of our collective worship programme in supporting and encouraging SMSC development
- reviewing the effectiveness and impact of our policy and practice as part of our cycle
- raise awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Learning how to agree and disagree, understanding the meaning of 'good disagreement' (*Strand 4 SIAMS 2018 schedule*)

Practical activities to develop SMSC will include:

- Jigsaw PSHE programme including mindfulness opportunities and circle time, the sharing of thoughts and feelings with others, exploring relationships with friends, family and others, considering the needs of others and behaviour, showing empathy and developing self-esteem.
- Listening and talking to each other
- Experience good role models
- Take turns and share equipment
- Work co-operatively and collaboratively
- Working together in different groupings and situation.
- Encouraging the children to behave appropriately at meal times.
- Taking responsibility e.g. class monitors, school ambassadors
- Encouraging teamwork in PE and games
- Appreciation of and respect for the work and performance of other children regardless of ability.
- Hearing music from different composers, cultures and genres e.g. in music for reflection time at the start of collective worship.
- Meeting people from different cultures and countries
- Participating in a variety of different educational visits
- Participation in live performances
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and global events.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- Opportunities to make and evaluate food from other countries.
- Opportunities in music to learn songs from different cultures and play a range of instruments including djembe drum
- Studying the contributions to society that certain famous people have made

Links with the wider community

- Visitors are welcomed into our school
- Links with the local church are fostered. Members of the church ministry group take assembly once a week.
- Visits to St Andrew's church and Lichfield Cathedral are arranged to support the understanding of a wider Christian community.
- The school supports the work of a variety of charities.
- The development of strong home-school links is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.
- Children will be taught to appreciate and take responsibility for their local environment.

- Liaison with local Secondary schools, to support the primary curriculum and effective transition, takes place regularly.

Inclusion

The aims of our school, enabling each child to...“reach their full potential” reflects our ethos of valuing individuality. We are committed to equality of opportunity regardless of race, cultural background, ability or any physical or sensory disability. We believe that all pupils have a right to experience a real environment in which they can learn that people are not all the same. We believe that inclusion is about the school fitting in around the child.

British Values

Schools are required to promote fundamental British Values explicitly across the curriculum. The fundamental British Values are:

- Democracy
- The rule of law
- Individual Liberty
- Mutual Respect
- Tolerance of those with different faiths and beliefs.

As a school, we address the fundamental British Values through a range of activities, discussions and debates within a broad curriculum. These often go hand in hand with the development of SMSC.

PREVENT Strategy

The Government led strategy should be implemented in schools in order to educate the children about British Values and extremism from an early age to prevent vulnerable children being radicalised. All staff have been trained in the prevent strategy and this also forms part of our Safeguarding policy.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of teaching and learning and work scrutiny by RE/Worship/PSHE co-ordinator/ /head teacher/governors.
- Regular discussions at staff and governors' meetings
- Audit of policies
- RE/PSHE/Worship development and, when relevant, inclusion in the SIP.
- Sharing of classroom work and practice

Impact

The impact of this will be seen when pupils explore and develop their own values and beliefs and show spiritual awareness, model high standards of personal behaviour, show a positive, caring attitude towards other people, and have an understanding of their social and cultural traditions and an appreciation of the richness that diversity brings to our community.

Evidence of impact of our SMSC education can regularly be seen in a variety of the following ways during a school year:

- Visitors to school regularly comment on pupils' positive attitudes, behaviour and manner.
- Displays around school promote SMSC through a cross curricular approach.
- All phases have an organised trip to a place of worship and this is followed through with activities and discussion.
- External visitors come into to school to talk about values (Eg Foodbank, NSPCC).
- Racist / Religious conflict is very rare and adult intervention is in place quickly for it to be resolved.
- Children have a better understanding of others through charitable events and making donations to charities.
- Older pupils take key responsibility as leaders and give direction to younger children.
- Pupils have every opportunity to take part in performing arts and sports.
- Children worked in collaboration with a local secondary school to perform 'Narnia' at the Crescent Theatre in
- PHSE displays in school to support to support "Jigsaw."
- The Anti-Bullying community are active in school
- Children are actively involved in our School Council, and act as Arts/Sports/Digital Ambassadors and offer themselves as Young Interpreters
- Children have regular workshops from a range of external providers so that they can deepen their understanding of their behaviour and actions. (EG annual workshops with our local PCSO)
- Diversity Celebration
- Children involved in performances in school and at the local Arts Centre.
- Key displays in school promote people (Black History, Key Figures).
- Pupils engaging in setting up their own enterprise business and raising money. (Dragons' Den)
- Curriculum workshop from different periods (e.g. Roman Britain).
- Enrichment days/themed weeks to celebrate culture or heritage
- Learning outside the classroom linked to trips for a variety of subjects.
- Cross curricular activities (R.E and Literacy / Science & Maths)
- Themed creative curriculum

Responsibility for the policy and procedure

Role of the governing body

The governing body has:

- delegated powers and responsibilities to the Head teacher 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.
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Head teacher

The Head teacher 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.
- provide leadership and vision in respect of equality.
- provide guidance, support and training to all staff.

Role of the coordinator for SMSC

The coordinator for SMSC will:

- lead the development of this policy throughout the school.
- work closely with the Head teacher and link governor,
- provide guidance and support and training to all staff
- monitor the effectiveness of this policy.
- keep up to date with new developments and resources.
- review and monitor (SMSC audit);

Related Policies

The Spiritual, Moral, Social and Cultural Development Policy aims to prepare all pupils for the opportunities, responsibilities and expectations of life.

This policy should be read in conjunction with the following policies:

- Anti-Bullying Policy
- Behaviour & Discipline Policy
- Health & Safety Policy
- SEND Policy
- RE Policy
- PSHE Policy
- Collective Worship Policy
- Single Equality Policy
- Curriculum Policy
- Teaching & Learning Policy
- Mental Well-Being Policy

Policy Review

This policy will be reviewed biannually or sooner if required.

The policy was last reviewed and agreed by the *Governing Body* September 2020

It is due for review in September 2022

Signature Date

Head Teacher

Signature Date

Chair of *Governors*

Appendix

Equality Act 2010

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

Ofsted

Quality of Education - Personal Development

Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

- the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents
- the curriculum and the provider's wider work support learners to develop their character - including their resilience, confidence and independence - and help them know how to keep physically and mentally healthy
- at each stage of education, the provider prepares learners for future success in their next steps
- the provider prepares learners for life in modern Britain by:
 - equipping them to be responsible, respectful, active citizens who contribute positively to society
 - developing their understanding of fundamental British values
 - developing their understanding and appreciation of diversity
 - celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

SIAMS (Statutory Inspection of Anglican and Methodist Schools)

Refer to the new SIAMS 2018 schedule particularly Strands 3,4,5 & 6. These have been referenced in the SMSC policy above.