

Graveley Primary School **A Church of England (VC) School**



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

Date of policy	Autumn term 2021
Date ratified by the Governing Board	17/11/2021
Date of next review	Autumn term 2024

Philosophy

Graveley Primary School is a Church of England school and promotes a Christian ethos, by example and direct teaching, following and promoting the teachings of Jesus, whilst recognising that not all of its members will be practising Christians.

We recognise that as a village school we cater for all in our neighbourhood. We are aware that we live in a multi-cultural society, yet as a church school realise that our ethos will hold to Christian values.

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

We therefore aim to provide an education that provides pupils 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.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be included in all areas of the curriculum.

The integrity and spirituality of pupils from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a calm, welcoming place where pupils can find acceptance for themselves as unique individuals, and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should be involved in formulating rules, understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teachers' planning and purchasing decisions.

Intent

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

Defining SMSC:

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- respect for themselves and the ability to make and maintain positive relationships with others
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences
- capacity for quiet reflection and stillness

Pupils' moral development is shown by their:

- respect and care shown for others and the world around us
- ability to apply the messages from our Christian teaching to the values that underpin our own lives
- ability to recognise the difference between right and wrong and their readiness to apply this to the choices they make
- understanding of the consequences of their actions and the impact on other people
- recognising that, even if we don't always do the right thing, we can learn from our mistakes
- ability to forgive others and move on after things have gone wrong
- interest in investigating, and offering reasoned views about, moral and ethical issues.

Pupils' social development is shown by their:

- ability to apply their knowledge and understanding of Christian values to their own lives, informing the choices they make
- understanding that everyone is unique and special
- understanding of equality of opportunity
- ability to work with and socialise with people from different religious, ethnic and socio-economic backgrounds
- ability to cooperate well with others and to resolve conflicts effectively
- interest in and application to the interests of social justice in the school, community and wider world.

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- 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.

Implementation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise these aspects in their learning, reflecting on the significance of what they are learning, and recognising any challenges that there may be to their own choices, behaviours and lifestyles. They will also be apparent in restorative approaches to behaviour management and in extra-curricular activities.

This will include opportunities to develop the skills and attitudes to develop socially, morally, spiritually and culturally — e.g. empathy, respect, open mindedness, sensitivity, critical awareness, through:

- Listening and talking to each other.
- Learning an awareness of issues of equality and how this should be reflected speech and actions.
- Debating, both agreeing and disagreeing with others in a reasoned way.
- Taking turns and sharing.
- Working and playing alone and with others, developing the ability to cooperate, collaborate and get along.
- Talking about and sharing personal experiences and feelings with others.
- Expressing and clarifying personal ideas and beliefs through discussion with others.
- Exploring difficult subjects including events (e.g. playground conflict, death, illness etc.) and challenging questions (e.g. what happens when we die?).
- Exploring positive and negative relationships with friends, family and others.
- Showing empathy and respect for others.
- Developing self-esteem and a respect for themselves.
- Developing respect for the environment and world around us.
- Developing a sense of belonging and confidence.
- Spending time in quiet reflection learning to manage feelings, to be calm and still

Additional Support

Where children (and / or their families) are in difficulty, the school will explore all available avenues to support them including through the use of outside agencies. This, for example, may be a referral to the school nursing team, signposting to the Families First portal or access to Stevenage Food Bank.

Links with the wider community

Visitors are welcomed into school to support learning, to build relationships and help raise awareness of important issues such as safety, charity and equality.

Children make visits beyond the school to develop their awareness of the wider community and world, other cultures, faiths and environments.

Links with the Church are fostered through links with the local church of St. Mary's in Graveley and the Diocese of St Albans.

The development of a strong home-school link is actively pursued, enabling families and teachers to work in an effective partnership to support pupils.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

- Whole school audits of SMSC provision
- Governor monitoring visits
- Gathering of evidence from questionnaires
- Monitoring of teaching and learning.

The headteacher will have oversight of this policy and monitor the provision of SMSC. This will be shared with the governing board who will review this policy every 3 years.