

St Saviour's Spiritual, Moral, Social and Cultural (SMSC) Policy

Ratified: **LGB**
Reviewed: **Summer 2020**
To be reviewed: **Every 3 years**
Next Review: **Summer 2023**

Our **SMSC Policy** has been created to communicate to the school community our expectations and the manner in which we aim to move the school towards achieving our vision. Aspects of the SMSC policy run as a golden thread through all that we do at St Saviour's; providing opportunities for our pupils to review and reflect in order that we are able to develop tenacity and perseverance; enabling us to overcome difficulties and to change our approaches and attitudes in a positive manner, leading to enlightenment and personal fulfilment.

***'Let God transform you into a new person by changing the way that you think.'* - Romans 12**

Our SMSC Vision

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. Our Christian values ensure all children are ready for their next steps.

1) Aims and objectives

1.1 At St Saviour's CofE Primary School we strive to create a learning environment which promotes wisdom, forgiveness, love, respect, serenity, truth and tenacity, and that equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

1.2 The curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and be creative in their learning. Activities are planned that require pupils to self-reflect and to empathize with others as well as to give them the confidence to offer their opinions and develop their own view points.

1.3 We closely link our SMSC development with our PSHE scheme of work thus ensuring SMSC developments within the wider curriculum are rich and plentiful.

2) Spiritual Development

2.1 Definition

Spiritual development considers the following: where we have come from and where we are going; the purpose of our existence; whether there is a 'greater being' or 'force' that cannot be experienced through physical senses or expressed through everyday language; the pupils' own faith and beliefs, providing them with opportunities to connect with God, nature and others while considering how this informs the choices they make and the values and principles by which they choose to live.

2.2 Our learning environment and curriculum

Curriculum opportunities enable pupils to:

- Focus on their own personal beliefs and values and their resulting behaviours
- Understand their own feelings and emotions, enabling them to reflect and to learn
- Be curious and to express feelings of delight and wonder, (e.g. through scientific investigations, new life, the global landscape etc.)
- Empathise and consider the viewpoints of others, (e.g. via debates, drama activities, discussing feelings and empathising with characters in familiar stories)
- Consider how a belief can change people's lifestyles, (e.g. through R.E, investigating communities and faiths, historical case studies)
- Discuss what they think they have achieved and what they need to do to be successful in the future, (e.g. via self-assessment and target setting activities)
- Explore the benefits of prayer, quiet reflection and open discussion and dialogue, ensuring pupils have a *life-long* desire for spiritual development

3) Moral Development

3.1 Definition

Moral development means exploring, understanding and recognising shared values and considering issues of right and wrong.

3.2 Our learning environment and curriculum

The classroom environment and curriculum promotes moral development through:

- Codes of conduct and class rules, agreed with children and displayed in the classroom
- Clear and consistent rewards and sanctions that children understand and believe to be fair
- Class and school assemblies that discuss moral values and cite high expectations
- Activities that enable pupils to give opinions and show their values
- Discussing the choices made by the pupils and others and the resulting outcomes, through character studies and through studies of historical figures
- The school values, including 'Wisdom', 'Equality' and 'Forgiveness', which are explicitly taught and modelled throughout the school

4) Social Development

4.1 Definition

Social development involves pupils working effectively together and participating successfully in the school community as a whole. As pupils develop socially, they gain interpersonal skills that allow them to form successful relationships and to become positive team members.

4.2 Our learning environment and curriculum

At St Saviour's, social skills are developed through:

- Modelling of positive social behaviour by all staff
- Mixing with others in Before- and After-school clubs
- Varied sporting activities that teach valuable life-skills

- Buddy and team games at play times and lunch times
- Turn taking and team building activities
- Pair and small group work within the classroom
- Working with others across the wider local community
- Making a positive contribution to the wider school through pupil voice groups

5) Cultural Development

5.1 Definition

Cultural development enables learners to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

5.2 Our learning environment and curriculum

Children are introduced to a regional and global perspective in life through:

- Links with local and international schools
- Stories from different cultures, including 'core' texts studied
- First hand experiences through local visits, theatre, art and artists
- Visitors from the local and international community
- Being part of national and international fundraising events
- Studies of a different lifestyle including different food, art, music, dress, festivals and places of worship
- Learning about other cultures including when raising money for charity
- Being taught to understand the lifestyles and choices made by the variety of different cultures and faiths that exist within the school

6) Monitoring and review

6.1 The planning and coordination of SMSC is the responsibility of the SMSC leader, who also does the following:

- Supports colleagues in their teaching, by keeping them informed about current developments in the area, and by providing a strategic lead and direction for SMSC
- Speaks to the children about different elements of SMSC and uses this to inform future planning
- Reviews planning of SMSC across the curriculum, evidencing the children's work
- Observes elements of SMSC across the school
- Plans staff CPD to explore more challenging elements of SMSC provision