St Mary’s CE Primary School

SMSC Policy

At St Mary’s CE Primary School, its Breakfast and After School Clubs, all policies and procedures reflect the caring Christian family ethos of the school and its Mission Statement and Values – Faith, Family, Future - Building a positive future for all, as part of God’s loving family. St Mary’s is a Unicef Rights Respecting School and its Whole School Charter is based on the school values and the UN convention of the rights of the child.

This policy supports staff, pupils and parents in helping to embed and develop the ethos further. This policy is made available through the school’s website and a paper copy is available on request. The school will take reasonable steps to provide the policy in other languages e.g. as a result of a parental request.

Pupils’ Spiritual, Moral, Social and Cultural (SMSC) development is the foundation for their learning. The Christian ethos, which is embedded throughout school life, forms the basis of the SMSC development. This policy was written and approved by the Headteacher, staff and governors and should be read in conjunction with the Behaviour Policy which was written with pupils.

**Definitions**

Spiritual Development

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
* sense of awe and wonder in learning about themselves, others and the world around them
* use of imagination and creativity in their learning
* willingness to reflect on their experiences

Moral Development

Pupils’ moral development is shown by their:

* ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
* understanding of the consequences of their actions
* interest in investigating, and offering reasoned views about, moral and ethical issues

Social Development

Pupils’ social development is shown by their:

* use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
* willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively
* interest in, and understanding of, the way communities and societies function at a variety of levels
* acceptance and engagement with the fundamental British Values (see the school teaching British Values Policy statement) of democracy, the rule of law, respect and tolerance of those with differing faiths and beliefs. Their attitudes towards these British values allows the children to participate fully in and contribute positively to life in modern Britain.

Cultural Development

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

**Aims**

At St Mary’s, the children and their learning are at the very heart of every decision made. We aim to develop learners who are enthusiastic, excited and ready to challenge themselves. Pupils take ownership of their learning and are proud of their own and each other’s achievements.

The ethos of our school is such that all members of our community, whether staff, pupil, parent or visitor, are valued as individuals in their own right who are welcomed into a strong family environment.

Pupils should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility. These behaviour choices are set in the whole school charter written with the pupils which form the basis of the Behaviour and Relationships Policy.

**Planning**

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PSHE and RE activities.

**How we make provision for children’s Spiritual, Moral, Social and Cultural Development across the school**

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| **Spiritual Development** | |
| **Provision** | **How it is evidenced** |
| Religious Education curriculum  Rights Respecting School work  Assemblies  Opportunities for quiet reflection  Outdoor education  Whole school Values  Strong links with our church  Opportunities to explore their own personal faith  Recognising and encouraging the use of personal and group gifts and talents  Opportunities to develop pupils’ creativity | RE curriculum plans based on the Blackburn Diocese Scheme of work.  Understanding Christianity Resource  Visiting places of worship  Whole school assemblies and celebrations of values  Pupil led assemblies  Family assemblies  Residential visits  Clergy from church leading worship  End of term services held in church  Visits to church by groups of children to attend services  Celebration of religious festivals e.g. Harvest, Christmas and Easter  Pastoral Care for groups and individuals  Visits from faith groups  Time to reflect upon learning and experiences  Reflection Points in all classrooms  Class charters in each classroom  Prayer/reflection trees in all areas of school  Quiet area available on playground |

Planned opportunities for spiritual development in all subjects can be seen across the school.

Children are given opportunities to reflect upon the meaning of spiritual experiences.

**Examples of experiences commonly regarded as spiritual include:**

• Curiosity and questions

• Awe and wonder

• Connection and belonging

• Heightened self-awareness

• Prayer and worship

• Deep feelings of what is felt to be ultimately important

• A sense of security, well-being, worth and purposefulness

The school has developed a climate within which all children can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

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| **Moral Development** | |
| **Provision** | **How it is evidenced** |
| School Vision and Values  School behaviour Policy and Whole School Charter written by the pupils  Religious Education curriculum  Pupil Voice – RRS Ambassadors/Learning Circles  Taking part in Charitable projects  Buddy and Mentor systems  Restorative Practice  Close links with St Mary’s Church  Advocacy for local and global issues | Achievement of RRS Silver Award  Regular reviews of Behaviour  Pastoral Support  Celebration of pupils’ personal achievements  Celebration assemblies (Golden assemblies)  Anti-bullying activities  E-Safety teaching  Whole school Assemblies  Headteacher’s certificates to children in assembly  Circle times  Child participation in a range of pupil groups: School Council, Play Leaders  Buddies, Mentors  Charity appeals  Joint Activities with St Mary’s Church, the church playgroup  Letters to politicians and councillors. |

**We support children to:**

•Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures

•Develop an ability to think through the consequences of their own and others’ actions

•Have an ability to make responsible and reasoned judgements

•Ensure a commitment to personal values

•Have respect for others’ needs, interests and feelings, as well as their own

•Develop a desire to explore their own and others’ views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

**Our school develops pupil moral development by:**

•Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school

•Promoting racial, religious and other forms of equality

•Giving pupils opportunities across the curriculum to explore and develop moral concepts and values –for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong

•Developing an open and safe learning environment in which pupils can express their views and practice moral decision making

•Rewarding expressions of moral insights and good behaviour

•Recognising and respecting the codes and morals of the different cultures represented in the school and wider community

•Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour

* Providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school’s values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

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| **Social Development** | |
| **Provision** | **How it is evidenced** |
| RRS work  PSHE Curriculum  Working together in teams  Pupil Voice  Extra-curricular activities  The Arts Curriculum  PE curriculum  Cross phase working (Buddy System/Learning Circles)  Inter-schools working  Strong links with our church  Visits from members of the wider community | Inter-schools links through competitions e.g. Sports Days, Times Tables challenge, Spelling Bee  Pupil Groups including: School Council, Play Leaders  Residential visits in year 6  Educational visits  Afterschool clubs including: German, football, Cookery, multi-skills, dancing, cheerleading, choir  Whole class musical instrument tuition in year 4  Participation in Music events  Transition visits  Class Buddies  Participation in Charity support Need, Children in Need, Text Santa, Red Nose Day  Participation in Sporting events  School house sports competitions  Visits from NSPCC, Houses of Parliament, school nurse, PCSO, Fire Service |

**At St Mary’s Primary School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:**

•Adjust to a range of social contexts by appropriate and sensitive behaviour

•Relate well to other people’s social skills and personal qualities

•Work successfully, as a member of a group or team

•Share views and opinions with others

•Resolve conflicts maturely and appropriately

•Reflect on their own contribution to society

•Show respect for people, living things, property and the environment

•Exercise responsibility

•Understand how societies function and are organised in structures such as the family, the school

**Our school develops pupil social development by:**

•Identifying key values and principles on which school and community life is based through our UNICEF RRS work

•Fostering a sense of community, with common, inclusive values

•Promoting racial, religious and other forms of equality

•Encouraging pupils to work co-operatively

•Encouraging pupils to recognise and respect social differences and similarities

•Providing positive experiences to reinforce our values as a school community –for example, through assemblies, team building activities, residential experiences, school productions

•Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others’ needs

•Providing opportunities for engaging in the democratic process and participating in community life

•Providing opportunities for pupils to exercise leadership and responsibility

•Providing positive and effective links with the world of work and the wider community

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| **Cultural Development** | |
| **Provision** | **How it is evidenced** |
| School Visits  Participation in the Arts  Cross curricular links in a range of subjects  MFL – Spanish | School visits to museums, galleries, concerts, theatre visits  Visits to different places of worship  Dance workshops  Opportunities to take part in school productions /performances  Wider Opportunities project for year 4  Singing teaching and choirs  Opportunities for individual instrumental lessons  Visits from people of different cultures  MFL teaching  Sports Day  Involvement in the local community  e.g. Remembrance Day Parade  Minutes silence for victims of terrorism  Support for charities e.g. Christmas Box appeal  Developing links with schools in culturally diverse areas  Pupil attitudes to children arriving at school from different countries and cultures. |

**Cultural Development**

Children learn about and experience the diversity of other cultures both within modern Britain and throughout the world.

**Children who are becoming culturally aware are likely to be developing some or all of the following characteristics:**

•An ability to reflect on important questions of meaning and identity

•An interest in exploring the relationship between human beings and the environment

**Our school develops cultural development by:**

•Extending pupils’ knowledge and use of cultural imagery and language

•Encouraging them to think about special events in life and how they are celebrated

•Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance

•Reinforcing the school’s cultural links through displays, posters, exhibitions, etc. Developing partnerships with outside agencies and individuals to extend pupils’ cultural awareness, for example, theatre, museum and gallery visits. Valuing the background, culture and home languages of all members of our school family.

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| This policy was adopted by: St Mary’s C.E. Primary School, Davyhulme. | Date: February 2021 |
| Reviewed | September 2023 |
| Signed: (Chair of Governors) A Jarman | Signed: (Headteacher) A Daniel |