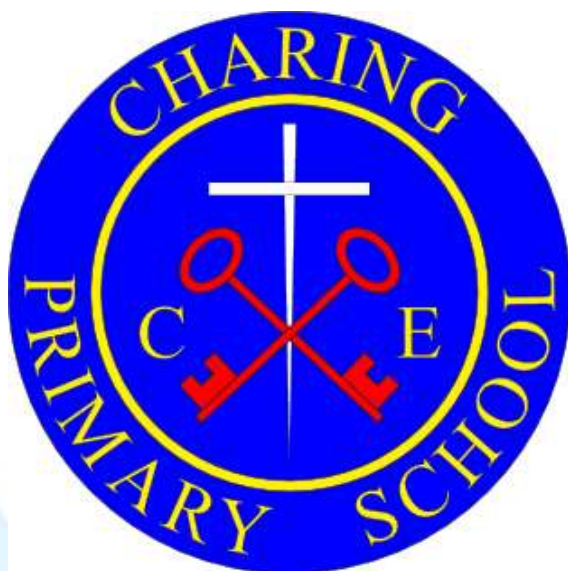


*'...those who hope in the LORD will renew their strength.
They will soar on wings like eagles; they will run and not
grow weary,
they will walk and not be faint.' Isaiah 40:31*



connect | nurture | aspire | learn | excel | hope



Charing Church of England Primary School

SMSC Policy

Document Information	Date/source of Policy	Responsibility
Date of review	January 2022	CD Leader / SLT
Date of new review	January 2023	CD Leader / SLT

*"Our school is an inclusive family, proud of our faith in God and friendship with the community. We develop respect, aspiration, curiosity, tolerance and determination.
We are a creative, compassionate and confident team"*

Confidence **Determination** **Faith** **Friendship** **Respect**

Rationale

The spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children by Governors, staff and parents of our school. It is taught through all subjects of the curriculum and in particular RE and PSHE. It is especially important in a Church School that there is a strong sense of caring for the whole school family and community and that each person feels valued as an individual.

At Charing Primary School we value SMSC because:

- It allows for reflection
- It helps pupils attribute meaning to experiences
- It promotes valuing a non-material dimension to life
- It supports all areas of learning and contributes to children's motivation to learn
- It prepares them for the opportunities, responsibilities and experiences of life
- It gives the children the confidence and skills necessary to face the challenges of the future
- It deepens understanding of their own culture and the diversity of religious, social, aesthetic, ethnic and political traditions and practices in this country
- It can enrich the individual's appreciation of life's experiences and their relationships with others

What is Spiritual, Moral, Social and Cultural Development?

Spiritual Development promotes:

- The non physical aspect of a person concerned with profound thoughts, relating particularly to God, Jesus, The Bible and an awareness of other religious faiths
- That which moves people
- Feelings, experiences, emotions
- A sense of purpose
- A sense of awe, wonder and mystery
- Insights into personal existence which are of ending worth
- Valuing a non-material dimension to life
- The relationship between belief and behaviour
- A sense of heightened perception or awareness
- A sense of being part of a greater whole
- A search for meaning and purpose
- The attribution of meaning to experience

Moral Development promotes:

- Knowing of the codes and conventions of conduct agreed by society, especially British society
- Having the will to behave morally as a point of principle as a Christian school
- Being able to articulate attitudes and values
- Recognising the moral dimensions to situations
- Developing a set of socially acceptable values and principles
- Recognising that values and attitudes change over time
- Making judgments on issues by applying moral principles, insights and reasoning
- Taking responsibilities for ones' own actions
- Understanding the consequences of actions for self and others
- Behaving consistently in accordance with principles
- Recognising the greater needs which extend beyond self interest

Social Development promotes:

- The progressive acquisition of the competencies and qualities needed to play a full part in society, including British society
- Understanding of the institutions, structures and processes of society
- Understanding of how individuals relate to each other
- Being able to adjust to a range of social contexts by appropriate and sensitive behaviour
- Being able to make a personal contribution to the well-being of groups
- The ability to exercise responsibility and initiative
- Being able to participate cooperatively and productively in the community
- Knowing how societies function and are organized
- Understanding how what is learnt in the curriculum relates to life in society
- Being able to take on the roles of team leader and team worker

Cultural development promotes:

- Understanding of beliefs, customs, values knowledge and skills, including British values, which form the basis for identity and cohesion in British society
- Recognition of and respect for the rights of others to exercise a cultural influence
- Knowledge of the nature and roots of cultural traditions, particularly Anglican distinctiveness
- The key features of major cultural groups within British society
- Personal response and accomplishment
- The capacity to relate what is learnt to an appreciation of wider cultural aspects of society
- Developing and strengthening the cultural interests of pupils
- Exposing pupils to a breadth of stimuli in order to allow them to develop new interests
- Extending horizons beyond the immediate to the highest artistic, musical and literary achievements
- Understanding the diversity of religious, social, aesthetic, ethnic, and political traditions and practices
- Being able to evaluate the quality and worth of cultural achievements

Putting ideas into practice

To ensure that the things described in these statements can happen, these aspects need to be considered:

- The Christian ethos of the school, which creates the climate within which Spiritual, Moral, Social and Cultural development can flourish
- The pastoral support for children which reflects these aims and creates a deliberate structure through which care and concern for pupils can be given
- The curriculum, which sets out to ensure that there is planning to introduce and explore the elements of SMSC where this is appropriate

Teachers should also be alert to the many everyday, unplanned and incidental opportunities that can provide important starting points.

Aims

Through a close partnership with parents, church, governors and local community we aim to:

- base our work on clear principles and Christian values which help children recognise their own strengths and weaknesses.
- encourage the development of a capacity for reflection, curiosity and a sense of awe and wonder
- develop children's ability to talk about beliefs and opinions, contributing as individuals and also as part of a group
- promote open, consistent relationships and encourage mutual respect
- support actively the development of confidence and self esteem in the pupils
- provide a school community and planned curriculum which enables the children to extend their personal experience and their spiritual, moral, social and cultural understanding.
- provide an appropriate curriculum and styles of teaching and learning which encourage an increasingly mature response to personal experience and social issues
- promote and observe a code of practice based on personal qualities and founded on a Christian moral code which is demonstrated in everything that the school does
- continue to strengthen the school's links with the wider community
- promote an understanding that we are all responsible for the future of the world and the quality of life for its inhabitants.

Extending the range of pupils' opportunities to exercise responsibility and initiative

- Positions of responsibility and exercising leadership including the school council, monitors, house captains, sports leaders, buddies
- Community events, Christmas and Summer Fairs
- Planning for festival services held at Charing church
- Participating in numerous sports tournaments with other local schools

Supporting and extending the range of pupils' cultural interests

At Charing Primary School we have visiting theatre and history groups. We arrange visits out to places of cultural interest, which are linked to the curriculum including places of worship of other faiths. Language, RE and the creative curriculum schemes also provide opportunities to extend pupils cultural interests. We expose children to a range of literature, study ancient civilizations and have a range of art and R.E. resources.

How we develop the values, beliefs and attitudes appropriate in a church school

(See the RE and Behaviour/Anti-bullying Policies)

As a Church of England school, we have close contact with our local church, which is situated nearby. An Act of Worship is held daily and some worshipers are led by local clergy. Christian attitudes of caring, consideration and tolerance are nurtured on a day-to-day basis. All staff and governors have been involved in developing our Christian Values: Love, Hope, Friendship, Kindness and Truth. It is these values that form the foundations at Charing Primary School and underpin everything we do. Each value is explicitly Christian and linked to Jesus, His example and His teachings, often in the form of parables, to make it memorable. We celebrate them during our daily worship and weekly celebration awards and explore them, not only in our RE lessons, but also across the curriculum. Most importantly, we live them out in everything we do. P.S.H.E., Circle time, Speaking and Listening time, R.E. topics and story time are just a few ways the school provides opportunities to promote and demonstrate our values, beliefs and attitudes. Demonstrating these values are rewarded by weekly awards and are handed out in weekly celebration worshipers. The

school regularly worships at Charing Church, especially to celebrate Christian festivals and important times in the life of the school.

How we aim to improve the quality of relationships in our school

As a Christian community, the quality of our relationships between all age groups is inspired by God's love and His love for us. We all strive to know each other very well and are ever vigilant to changes in the attitudes and reactions of our pupils. We are all prepared to give time and individual consideration to any person who needs the space or opportunity to talk. We encourage sensitivity to other people's feelings and foster a climate of support among the children. We teach PSHE lessons specifically designed to explore relationships and how we should be treating other people throughout the PSHE curriculum.

How we recognise the multi-cultural society we live in through British values

The Department for Education has set out that all schools should 'actively promote' fundamental British values.

These values are:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of those with different faiths and beliefs.

Ofsted Inspectors consider how a school promotes British values in the context of:

- SMSC
- School collective worship
- Leadership and management
- Governors

Inspectors consider how pupils are developing understanding, skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. We prepare children by celebrating other cultures of children in our school and the wider community by inviting parents in to talk to the children about their cultural background. Through a Christian focus, RE lessons allows the children to develop an understanding and respect for other people's faiths and values that differ from their own.

How do we measure SMSC in our school?

As opportunities for Spiritual, Moral and Cultural development are to be found in all aspects of school life, staff need to ask themselves, the following questions on a regular basis, in order to assess the effectiveness of our approaches as a Christian School.

SMSC Checklist for staff

	Yes/No	Evidence/Next Step
1. Do pupils feel free to express and explore their views openly and honestly and listen to the different opinions of others?		
2. Are the children developing their own values while learning to appreciate the beliefs and practices of others?		
3. Are imagination, inspiration and contemplation valued in the classroom?		
4. Are pupils encouraged to ask questions about meaning and purpose?		
5. Are the children given the time and space to experience awe and wonder as they examine our world?		
6. Do we promote an ethos which helps to develop a clear understanding of right and wrong?		
7. Are the children gaining the knowledge and skills to develop their overall comprehension of spiritual, moral, social and cultural issues?		
8. Are we providing an environment for pupils to further their own beliefs, character and behaviour?		
9. Are we helping pupils to approach challenges and problems rationally?		
10. Are there opportunities for pupils to develop wider interests, social skills and community awareness?		
11. Are the pupils involved in a variety of extracurricular activities?		
12. Are we involving all staff and parents (as appropriate) in this area of education?		
13. How do pupils respond to activities and responsibilities outside the classroom including the wider community?		

Our Evidence of SMSC 2021-2022

Spiritual Development	Moral Development	Social Development	Cultural Development
<p>Multi faith RE curriculum</p> <p>Church of England</p> <p>School Strong links with the church</p> <p>Worships led by the vicar</p> <p>Daily collective worship</p> <p>Harvest Festival</p> <p>Visits to places of worship.</p> <p>Christian hymns sung</p> <p>Saying grace in class</p> <p>Saying the Lord's prayer and the school prayer, children knowing this by heart.</p> <p>Christian value awards each week.</p> <p>Mindfulness-meditation daily.</p> <p>Prayer Corners</p> <p>Outside class reflection spaces</p> <p>Gathering and Sending in daily worship.</p> <p>Children write prayers for display boards.</p> <p>Our school vision displayed around school.</p> <p>Philosophy for Children sessions in PSHE sessions.</p>	<p>RE curriculum</p> <p>Children have responsibilities</p> <p>Christian values awards weekly.</p> <p>Whole school collective worship</p> <p>School Council</p> <p>Pupil Voice</p> <p>Charity fundraising- eg Comic Relief, Christmas Jumper Day</p> <p>RE curriculum</p> <p>PSHE lessons and circle time</p> <p>British Values demonstrated by all</p> <p>Our school vision displayed around school.</p> <p>Nurture area.</p> <p>Draw and talk.</p> <p>Dojo reward system.</p> <p>Reflection time.</p> <p>Philosophy for children sessions.</p>	<p>PSHE curriculum</p> <p>Well being and Sports week events</p> <p>Student Council</p> <p>Lunch time clubs</p> <p>After school clubs</p> <p>Transition programme</p> <p>School productions</p> <p>Sports Day</p> <p>Fund raising events</p> <p>Visitors from the police, road safety team, NSPCC,</p> <p>Restorative Justice</p> <p>Our school vision displayed around school.</p> <p>Nurture area.</p> <p>Draw and Talk</p> <p>Dojos reward system and communication to parents.</p> <p>Growth mindset</p> <p>Philosophy for children sessions.</p>	<p>Theatre visits and trips</p> <p>Book day</p> <p>Opportunities to take part in school productions</p> <p>Weekly celebration assembly</p> <p>Visits from parents from other cultures</p> <p>Teaching and modelling of British Values</p> <p>Topic lessons</p> <p>Our school vision displayed around school.</p> <p>Worships linked to other religious festivals on the day or near to the day.</p> <p>Class rules written with children and displayed.</p>