

*Green Lane
Church of England*



Primary School

SMSC Policy

Policy Title:	SMSC Policy
Policy Author:	AER
Date Approved by Governing Body:	March 2017
Review Due:	April 2020
<u>Date of Review</u>	<u>Description of amendments (if applicable)</u>

The Ethos and Values of Our School

Green Lane Church of England Primary is a rural school in the heart of Teesdale and at the centre of our local community. We offer a fantastic education based around achievement and success in a nurturing, holistic environment. At Green Lane we see the ultimate purpose of education as the promotion of “life in all its fullness” (St John’s Gospel, chapter 10, verse 10).

Here education is about more than just academic achievement; it is about developing young people who can flourish in all areas of their lives developing the intellectual, spiritual, moral and physical attributes, becoming proud and respectful members of our community. Our deeply Christian ethos and values are central to the experiences our children have each day as part of ‘Team GL.’

1. Introduction

At Green Lane Church of England Primary School the promotion of pupils’ spiritual, moral, social and cultural education is considered to be ‘a whole school issue’. Spiritual, Moral, Social and Cultural Development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and values.

Of particular importance in promoting the spiritual, moral, social and cultural development is the example set by the adults in the school, the quality of relationships and the standard of daily collective worship and the broader curriculum, especially RE, see Appendix 1 which outlines the contribution RE makes to pupils’ SMSC development through the Durham Agreed RE Syllabus.

This document applies to all irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010). The school respects the rights of children and values the UN Convention on the Rights of the Child (CRC). This policy supports Article 2, 3, 14, 16, 18, 20,28, and 29 in particular.

This policy statement should be read in conjunction with Personal, Social, Health and Economic Education (PSHE), Religious Educaiton (RE), Sex and Relationships Education (SRE), Wellbeing and Equality policies

2. School Aims

At Green Lane Church of England Primary School we value all children equally and as individuals. Our prime aim is to ensure the optimum development of each pupil as an individual person who is given the challenge and opportunity to develop his / her potential in a happy, stimulating and secure environment, reflecting the school’s Christian ethos.

Our expectation is that on transfer to secondary school he / she will be able to access readily all aspects of the curriculum at Key Stage 3 with enthusiasm and confidence. Each child will be encouraged to:

- grow as an individual with high self esteem
- stay safe
- enjoy and achieve
- develop a respect for others
- develop a willingness to make a positive contribution
- achieve economic wellbeing.

3. Definitions

These are working definitions for practical use in our school setting. They are not exhaustive but they are intended to provide teachers with a common understanding. They provide a starting point to develop a systematic and co-ordinated approach to the school's provision for spiritual, moral, social and cultural development.

Spiritual: is about the growth of the human spirit; the capacity to recognise and appreciate that there is more to life than the routine and everyday; that there are defining moments in life – getting to know ourselves and who we really are – that are character-forming, life-enhancing and affirming; involves the intellect, intuition, emotion, aesthetic and creative response; the curiosity to consider life's major questions.

Moral: is about the difference between right and wrong; coping with moral conflict; making decisions about moral issues and dilemmas; acting on principles, beliefs and values, and that actions have consequences; recognising justice, fairness and honesty; a consideration for the concerns of others.

Social: is about getting on with others; recognising roles, rights and responsibilities, and working with others for the common good; living as an individual in a community, and in society at large; positive relationships – treating others as we would like to be treated ourselves.

Cultural: is about heritage, tradition and identity; insight into the culture we belong to and that has shaped our lives; cultural diversity – valuing richness and difference across cultures towards living in a multi-cultural, multi-ethnic, multi-faith society and country; aesthetic appreciation, usually associated with the arts – what is great and good and fine, for example in music, architecture, literature.

Whilst it is useful to define each dimension separately, the development of the spiritual, moral, social and cultural is often interdependent.

4. Implementation

The promotion of Spiritual, Moral, Social and Cultural development of each child is seen as the responsibility of all members of staff. Much of this development should be assimilated through the ethos of the school. However, there are many opportunities within cross curricular work to focus on the aims and objectives outlined. All children regardless of gender, ability, culture, religion or social background will receive the same teaching with each of their views being taken into account. Many curriculum areas provide opportunities to:

- listen and talk to each other
- learn an awareness of treating all as equals, in line with our Equality Policy
- agree and disagree
- experience good role models
- take turns and share equipment
- work co-operatively and collaboratively.

Practical activities to develop SMSC will include:

- working together in different groupings and situations
- encouraging the children to behave appropriately at meal times
- taking responsibility e.g. playground buddies,
- encouraging teamwork in PE and games
- appreciation of and respect for the work and performance of other children

At the same time this includes measures to protect pupils and staff from extremist views that contradict the key values within SMSC.

5. Monitoring and Evaluation

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

- evaluating SMSC, in some lesson observations, following Ofsted guidelines
- pupil consultation
- learning walks
- following our monitoring cycle

6. APPENDIX 1

THE CONTRIBUTION RE MAKES TO PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

(From the Durham Agreed RE Syllabus)

All schools are required to promote pupils' spiritual, moral, social and cultural (SMSC) development and prepare pupils for adult life. Religious Education has a vital role to play in providing opportunities for SMSC development.

Spiritual Development

RE contributes to pupils' spiritual development as it enables pupils to learn about and reflect on beliefs, religious or otherwise, which inform people's perspective on life. RE gives pupils the opportunity to consider what is meant by the intangible and to recognise and appreciate that there is more to life than the routine and every day. RE asks ultimate questions and considers issues of truth and meaning.

RE provides opportunities for pupils' spiritual development through:

- developing knowledge and understanding of what 'spiritual' means in the religions studied
- discussing, evaluating and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God
- discussing and evaluating the importance of values such as justice, honesty and truth in developing the spiritual life
- considering how religions and other world views perceive the nature of the soul, the value of human beings, and their relationships with one another, with the natural world, and with God
- appreciating the beauty/order of the natural and human-made world
- developing their own views and ideas on religious and spiritual issues and evaluating the ideas and beliefs of others
- learning about and reflecting on important concepts, rituals, experiences and beliefs at the heart of religious and other traditions and practices
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences
- expressing their thoughts and ideas creatively e.g. through art, music, creative writing.

Moral Development

RE contributes to pupils' moral development as it provides opportunities for investigating and discussing how people make moral decisions and what people mean by the terms right and wrong. Pupils are given the opportunity to learn about how religious and non-religious beliefs can affect the values and actions of people and how these can differ. They are given the opportunity to critically evaluate people's values and actions and reflect on their own views about a range of moral and ethical issues.

RE provides opportunities for pupils' moral development through:

- learning to value diversity and engage in issues concerning truth, justice and trust

- exploring how the behaviour of individuals and society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders
- investigating key themes in religious stories e.g. good and evil
- considering what is of ultimate value to believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice
- studying a range of ethical issues and moral dilemmas within and across religions
- considering the importance of rights and responsibilities and developing a sense of conscience
- learning how to make reasoned and informed judgements on moral issues
- evaluating religious stances on moral issues in relation to their own values and attitudes
- reflecting on their own attitudes, values and actions.

Social Development

RE contributes to pupils' social development as it enables pupils to use a range of social skills whilst visiting places of worship and meeting people from differing religious and non-religious backgrounds. RE gives pupils the opportunity to develop interest in, and understanding of the role religion plays in the way communities and societies function.

RE provides opportunities for pupils' social development through:

- meeting people with differing religious beliefs
- learning about different religious communities and how they work together
- exploring what binds religious communities together e.g. moral codes, ceremonies and festivals
- considering how religious and other beliefs lead to particular actions and concerns
- valuing how British society is enriched by a variety of religions and cultures
- investigating social and environmental issues from religious perspectives, recognising the diversity of viewpoints both within and between religion, and where there is common ground
- articulating own and others' ideas on a range of contemporary issues
- valuing relationships and developing a sense of belonging.

Cultural Development

RE contributes to pupils' cultural development as it enables pupils to explore, understand and develop respect for religious and cultural diversity in the local, national and global context. Pupils have the opportunity to develop understanding about the role and influence of religion on shaping their own heritage and evaluate the issues surrounding interfaith dialogue and harmony. RE provides opportunity to explore and

reflect on how literature and the arts are used to express beliefs and spirituality, locally, nationally and globally.

RE provides opportunities for pupils' cultural development through:

- developing understanding of the cultural contexts in which they live
- exploring Britain as a multi-faith and multicultural society
- evaluating how British culture has been shaped by Christianity
- encountering people, literature, the arts and resources from differing cultures
- exploring how religion is expressed in a variety of artistic media
- considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices
- encouraging racial and interfaith harmony, respect for all and community cohesion promoting awareness of the value of interfaith co-operation