



# Christ Church CE Primary School

'Train up a child in the way he should go and when he is old, he will not depart from it' Proverbs 22:6

## Spiritual, Moral, Social and Cultural Guidance Policy

'We value all children as unique 'Children of God' and welcome them into our safe, loving and supportive Christ Church family. We endeavour to use nurture to encourage individuals to flourish and aspire to reach their God given potential. We rejoice in our rich diversity and our broad, balanced curriculum provides opportunities for all to achieve excellence, open minds and inspire dreams both now and the future.

At Christ Church CE, our Christian vision and values shape all that we do. We consider the pupils spiritual, moral, social and cultural development to be at the centre of our school ethos and is therefore the responsibility of the whole curriculum.

We strive to provide and maintain for our pupils, an education that provided opportunities so that they can 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.

We believe spiritual, moral, social and cultural development is promoted through the school ethos, the climate of the school, collective worship, all curriculum areas, behaviour code, extra-curricular and other activities.

We as a school community have a commitment to promote equality in line with the Equality Act 2010.



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## Aims of SMSC

- To encourage pupils to develop their own beliefs and values about life and religion.
- To develop appropriate personal and social behaviour in response to other cultures and environments.
- To develop an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences and the development of self-respect.
- To recognise and value the worth of all individuals irrespective of gender, ethnicity, sexuality or religion thus developing a sense of community and ability to build relationships with others.
- To promote curiosity in order to make sense of the world.

## Responsibility for the policy and procedure

### Roles of the governing body

The governing body has:

- Delegate powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- Responsibility for ensuring that the school complies with all equalities legislation;
- Responsibility for ensuring this policy and all policies are maintained and updated regularly;
- Responsibility for ensuring all policies are made available to parents/carers;
- Responsibility for the effective implantation, monitoring and evaluation of this policy.

### Roles of the Headteacher

The Headteacher will:

- Ensure all school personnel, pupils and parents/carers are aware of and comply with the policy;
- Work closely with the SMSC leader;
- Provide leadership and vision in respect of equality;
- Provide guidance, support and training to all staff;
- Monitor the effectiveness of this policy;
- Report to the Governing Body on the success and development of this policy.



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## Role of the coordinator for SMSC

The leader for SMSC will:

- Lead the development of this policy throughout the school;
- Provide guidance and support to all staff, including those on induction;
- Keep up to date with new developments and resources;
- Review and monitor (SMSC audit).

## Spiritual Development

We see spiritual development as the way pupils acquire personal beliefs and values, especially on questions about religion, whether life has purpose, and basic personal and social behaviour.

We try to help pupils make sense of these questions through the curriculum, worship (see collective worship policy & Strand 6 SIAMS 2018 schedule), the school ethos and stilling / mindfulness opportunities within the curriculum. We see spiritual development as an important element of a pupil's education and fundamental to other areas of learning.

We aim to provide learning opportunities that enable pupils to:

- Enhance their spiritual awareness through quiet / reflection spaces;
- Experience stilling / mindfulness through the curriculum;
- Sustain their self-esteem in their learning experience;
- Develop their capacity for critical and independent thought;
- Foster their emotional life and express their feelings;
- Empathise with others;
- Discuss their beliefs, feelings, values and responses to personal experiences;
- Form and maintain worthwhile satisfying relationships that cherish themselves, and others, as uniquely and wonderfully made (Strand 5 SIAMS 2018 schedule)
- Form healthy relationships where they offer dignity and respect to others (Strand 5 SIAMS 2018 schedule)
- Reflect on, consider and celebrate the wonders and mysteries of life.



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## Moral Development

We believe that pupils' moral development involves:

- Acquiring an understanding of the difference between right and wrong and of moral conflict;
- A concern for others and the will to do what is right;
- Reflecting on the consequences of their actions;
- Learning forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together (Strand 4 SIAMS 2018 schedule);
- Developing knowledge, skills, understanding, qualities and attitudes in order for them to make responsible decisions and to act on them.

We aim to provide learning opportunities that will enable pupils to:

- Tell the truth
- Keep promises (unless there is a safeguarding issue);
- Respect the rights and property of others;
- Act with consideration towards others;
- Help those less fortunate than themselves;
- Take personal responsibility for their actions;
- Have self-discipline;
- Understand the meaning of forgiveness and reconciliation (Strand 4 SIAMS 2018 schedule)
- Understand the meaning of 'good disagreement' (Strand 4 SIAMS 2018 schedule).



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## Social Development

We believe social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society.

We aim to provide learning opportunities that will enable pupils to:

- Develop the ability to be aspirational, resilient and persevere when things go wrong (Strand 3 SIAMS 2018 schedule).
- Overcome barriers to their own learning and to make positive choices (Strand 3 SIAMS 2018 schedule)
- Become courageous advocates for change in their local, national & global communities (Strand 3 SIAMS 2018 schedule)
- Understand social justice and a concern for the disadvantaged and how they can challenge injustice (Strand 3 SIAMS 2018 schedule)
- Connect the schools ethical and charitable activities to its vision and values (Strand 3 SIAMS 2018 schedule)
- As the 'Big Questions' about life that develop their understanding of disadvantage, deprivation and exploitation of the natural world (Strand 3 SIAMS 2018 schedule).

## Cultural development

We want our pupils to acquire:

- Understanding of, respect for the ability to celebrate difference and diversity within their school, local, national and global communities (Strand 5 SIAMS 2018 schedule)
- A respect for their own culture and that of others;
- An interest in others' ways of doing things and a curiosity about differences.

We want our pupils to develop:

- Knowledge, skills, understanding, qualities and attitudes that they need to understand, appreciate and contribute to culture.

We aim to provide learning opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Develop an understanding of their social and cultural environment;

*Achieving excellence, opening minds, inspiring dreams and creating futures*



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## Organisation

We believe spiritual, moral, social and cultural development takes place across all curriculum areas and within activities that provide opportunities to allow pupils to:

- Talk about personal experiences and feelings;
- Express and clarify their own ideas and beliefs;
- Speak about difficult events;
- Share thoughts and feelings with other people;
- Explore relationships with friends, family and others;
- Consider others needs and behaviours;
- Show empathy
- Develop self-esteem and a respect for others;
- Develop a sense of belonging
- Develop the skills and attributes that enables them to develop socially, morally, spiritually and culturally.

## Role of school personnel

School personnel will:

- Comply with all aspects of this policy;
- Implement the school's equalities policy and schemes
- Report and deal with all incidents of discrimination;
- Attend appropriate training sessions on equality;
- Report any concerns they have on any aspect of the school community.

## Role of pupils

Pupils will:

- Be aware of and comply with this policy;
- Listen carefully to all instructions given by the teacher;
- Ask for further help if they do not understand;
- Treat others, their work and equipment with respect;
- Follow our school rules and guidance necessary to ensure the smooth running of the school;
- Liaises with school council
- Take part in questionnaires and surveys



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## Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

## Role of parents / carers

Parents/carers will:

- Be aware of and comply with this policy;
- Be asked to take part in periodic surveys conducted by the school

Monitoring the effectiveness of the policy

The practical application of this policy will be reviewed every two years or when the need arises by the Headteacher / SMSC lead / Governors.

Headteacher

Dates: October 2018

Chair of Governors:

Dates: October 2019

Reviewed by:

Date: 20 October 2021

Next Review: October 2023