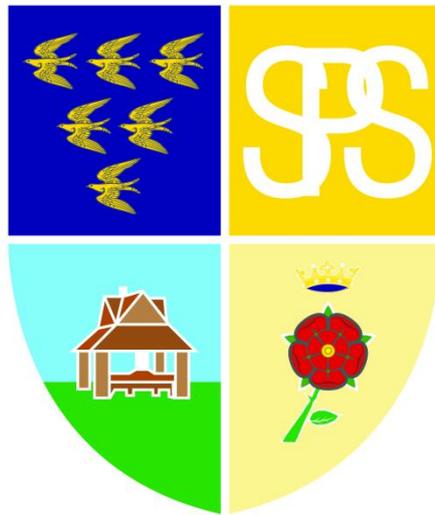


Every Child Matters



Sedlescombe Church of England Primary School



SMSC Policy 2017

Spiritual, Moral, Social and Cultural Development

Respect for Everyone and Everything

Every Child Matters

Our Vision

We are an inclusive church school where children are at the heart of everything that we do. Governors and staff are dedicated to providing high-quality teaching and learning for every child. We believe that if children are to achieve to the best of their ability they need to be learning in a safe, secure, caring and happy environment so that every child feels valued and encouraged to challenge themselves and take risks in their learning. For this reason Sedlescombe Church of England Primary School is a school where Every Child Matters.

We believe that we are stronger together and therefore togetherness underpins the vision for our school:

**Together we enjoy learning
Together we achieve
Together we succeed**

To work together as a strong community for the benefit of everyone and to ensure that every child has the opportunity to succeed **respect** is our core value.

Respect for Everyone and Everything

Our Values

As a church school Christian Values are at the heart of the ethos of our school and our Christian values inform all that we do as a school.

Love	Forgiveness	Patience	Respect
Honesty	Generosity	Avoiding Temptation	Kindness
Togetherness	Support	Prayer	Tolerance

Respect for Everyone and Everything

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Introduction

At Sedlescombe Church of England Primary School we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives. The over-arching umbrella that supports children in developing these skills and their personal development is Spiritual, Moral, Social and Cultural development (SMSC). SMSC challenges us as a school to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide.

Spiritual Development

Definition:

Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.

What does it look like?

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Our learning environment and curriculum:

The learning environment and curriculum opportunities at Sedlescombe Church of England School enable pupils to:

- Be curious and to express feelings of delight and wonder, (scientific investigations, new life, the global landscape)
- Empathise and consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in familiar stories)
- Consider how a belief can change people's lifestyles, (R.E, Collective Worship, 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, (self-assessment, target setting activities)
- Have time and space within school to think and reflect (Prayer Tree, Sensory Garden, Eucharist Service, Collective Worship, End of Day Prayer, church services)
- develop a sense of who they are what they like and what they want to change about themselves (PSHE&C , RE, Thrive targets, Collective Worship)
- be guided by a clear set of Christian values (prayer, togetherness, love)

Moral Development

Definition:

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

What does it look like?

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The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues
- ability to understand and appreciate the viewpoints of others on these issues

Our learning environment and curriculum:

The classroom environment and curriculum at Sedlescombe Church of England Primary School promote 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 worship that discuss moral values and cite expectations
- Activities that enable pupils to give opinions and share their values
- Discussing the choices made by the pupils and others and the resulting outcomes (character studies, studies of historical figures)
- PSHE Curriculum that gives children the chance to discuss moral issues and learn to avoid temptation (peer pressure)
- The use of moral stories and Bible stories in class and school worship to explore moral issues
- The teachings of the Christian faith and other faiths in RE to develop a moral compass to guide and support children in making decisions about the way that they should behave
- The values of forgiveness, kindness, avoiding temptation, honesty, patience, respect and tolerance are explicitly taught and modelled throughout the school

Social Development

Definition:

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

What does it look like?

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Our learning environment and curriculum

At Sedlescombe Church of England Primary School social skills are developed through:

- Modelling of positive social behaviour by all staff
- After school clubs
- Sporting activities
- Buddy and team games at play times and lunch times
- Learning buddies and Talk Partners

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- Turn taking and team building activities
- Pair and small group work within the classroom
- Working with others across the local community (inter-school sporting events, village community members)
- Working across year groups e.g. Thrive Days and Learning to Learn Days
- The values of resilience, perseverance, kindness, togetherness and support are explicitly taught and modelled throughout the school

Cultural Development

Definition:

Cultural development enables learner's 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.

What does it look like?

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain School
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities

Our learning environment and curriculum:

At Sedlescombe Church of England Primary School children are introduced to a regional and global perspective in life through:

- Stories from different cultures
- First hand experiences through local visits, theatre, art and artists
- Visitors from the local and international community
- Being part of National and International fund raising events
- Studies of a different lifestyle including different food, dress, festivals and places of worship.
- Learning about other cultures within the curriculum and in Collective Worship
- Children are taught to understand the lifestyles and choices made by the variety of different cultures and faiths that exist within the school

Monitoring and Evaluation

- The planning and coordination of SMSC are the joint responsibility of the RE Subject Leader and Worship Leader.
- SMSC is monitored as a part of every learning walk and lesson observation.
- Analysis of this information identifies strength in practice and next steps for improvement.
- This policy will be reviewed every three years.

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