

Pott Shrigley and Bollington St John's  
Church of England Primary Schools



Sharing our Gifts and Growing our Talents Together

## **SMSC Policy**

At the Federation the context of our SMSC policy lies in Christian values. The school takes an active approach in the development of spiritual, moral, social and cultural aspects of our pupils' education. The policy is reinforced by many of our other policies, particularly those concerned with behaviour, equal opportunities, personal social and health education and citizenship.

### **Definitions**

The following definitions are used within the context of this policy: -

#### **Spiritual development**

This can be defined as personal development relating to the spirit or soul and the intangible. It does not necessarily relate to physical nature or matter and is not synonymous with religious education – although religious education and collective worship can be a major vehicle for the delivery of spiritual matters. The spirituality we promote is Christian in nature.

#### **Moral development**

This can be defined as personal development relating to human behaviour, especially the distinction between good and bad, right and wrong.

#### **Social development**

This can be defined as a personal development concerned with living in a community rather than alone.

#### **Cultural development**

This can be defined as personal development concerned with the total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action.

### **Aims**

The ethos of our Federation is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility. The role model standards will be set by the Headteacher and practised by all staff in order to set an effective example for our children. However, we must recognise that the children's development will be affected by many factors other than those which the school itself provides. These include maturity, personality gender, family, peer group, ethnicity, cultural background and more generally the

moral, spiritual and cultural climate of our society and of the communities to which they belong. Through religious education and acts of Collective Worship, children will be introduced to a broad spectrum of beliefs. They will be encouraged to value other people's opinions and develop a questioning mind across a wide area of the curriculum.

### **Planning**

In planning lessons teachers are aware of the need to plan for opportunities in spirituality and reflection as well as for thinking skills and the key skills.

### **Spiritual Development**

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:

- Prayer and worship
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Curiosity and mystery
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

These can occur during any part of the school day, e.g. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

### **Moral/Social Development**

It is important that children are given clear guidance as to what is not acceptable behaviour, so that they can develop a moral code of their own that is socially acceptable. With this in mind each class works together at the beginning of each academic year to create a Classroom Rules. All members of the classroom, including adults sign this and it is referred back to regularly throughout the year. We also have Christian Values embedded every half term, which our worship is focussed around.

The Federation expects all children to:

- Tell the truth
- Keep promises
- Respect the rights and property of others
- Act considerately towards others
- Help those less fortunate and weaker than ourselves
- Take personal responsibility for one's actions
- Have self-discipline

And we reject:

- Bullying
- Cheating
- Deceit
- Cruelty

- Irresponsibility
- Dishonesty

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We will teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through worship, circle time, Social Skills groups and SEAL sessions (PSHE).

We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, House Points, Certificates in assembly that reward effort, attainment, attendance, citizenship, manners and kindness. The children are very much involved in this process.

### **Cultural Development**

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas. The Federation follows the IPC.

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

- An ability to recognise and understand their own cultural assumptions and values and those of others;
- An ability to reflect on important questions of meaning and identity;
- An interest in exploring the relationship between human beings and the environment

**Our Federation aims to encourage pupils' cultural development by:**

- Presenting authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality;
- 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;
- Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits;
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc;
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum;
- And monitoring in simple ways, the success of what is provided.

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