



“I have come in order that you might have life – life in all its fullness.”
John 10:10

Spiritual, Moral, Social and Cultural (SMSC) Development Policy

Policy reviewed:	<i>22/2/2017</i>
Next review:	<i>Spring 2020</i>
Signed (Headteacher):	<i>R. Kaye</i>
Statutory policy: <i>Yes/No</i> On school website: <i>Yes/No</i>	

SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) DEVELOPMENT POLICY

1. Introduction

Christ Church is an inclusive school. The school's five core Christian values were selected because they are pertinent to the mission of our school as it serves the local community and wider Frome in a spirit of love and warmth, sensitivity and compassion, ambition and aspiration, hope and peace.

Christ Church's five core Christian values are:

- Respect
- Thankfulness
- Perseverance
- Forgiveness
- Responsibility

The distinctively Christian ethos and values of our school are such that all people who come into our school, whether staff, children, 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. (See Christ Church's *School Behaviour (Pupil Discipline) Policy*).

2. Rationale

The spiritual, moral, social and cultural (SMSC) development of children underpins the curriculum and the Christian ethos of the school, and is not limited to RE and collective worship, but exists in all areas of school life. Spiritual development is a dimension of human experience which applies to all children and is not confined to the development of particular religious beliefs.

At Christ Church we recognise that 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.

It is important, therefore, that children are given clear guidance as to what is and what is not acceptable behavior. For this reason, all staff are expected to live out and model the school's values in order to set an effective example for the children.

At Christ Church we encourage children to develop their own "moral compass", enabling them to make decisions based on their understanding of what is morally right, appropriate to a given context and is socially acceptable.

3. SMSC definitions

A. Spiritual development

In order to develop the spiritual aspect of a child's life, the school will provide opportunities for children to:

- learn about Jesus and his teachings;
- learn about and from the beliefs, customs and traditions of other world faiths;
- listen, reflect and problem-solve;
- consider their own feelings, likes and dislikes;
- develop personal beliefs and values;
- show insights into deep questions about life, change and death;
- engage in activities which involve questioning, valuing, creating, envisioning, empathising and imagining;
- immerse themselves in a task;
- develop an understanding of their relationships with others;
- enjoy exploring diversity and difference;
- experience awe and wonder.

B. Moral development

In order to develop the moral aspects of a child's life, the school will provide opportunities for children to:

- develop a sense of right and wrong;
- examine motives for action and explore links between beliefs, values and behaviour;
- be aware of the needs of others;
- formulate and review their own values;
- reflect on moral principles.

C. Social development

In order to develop the social aspects of a child's life, the school will provide opportunities for children to:

- show concern for one another;
- work in a range of groups;
- come to terms with their own experiences;
- explore aspects of citizenship;
- recognise the need to live harmoniously in a plural society;
- communicate with others with increased confidence;
- engage in activities which benefit others;
- consider issues from others' points of view;
- use language in a range of groups and contexts;
- write for a range of purposes and audiences;
- reflect on personal and social issues.

D. Cultural development

In order to develop the cultural aspects of a child's life, the school will provide

opportunities for children to:

- learn from, and about, other cultures;
- engage in discussions on different cultural practices and lifestyles;
- be aware of issues within Europe and the wider world.

4. Links to PSHCE and British values

In line with Christ Church's Personal, Social, Health and Citizenship Education (PSHCE) Policy, we provide opportunities for children to:

- relate the teaching of Jesus and the school's core Christian values to one's own life, choices and priorities
- respect others, share ideas and make choices (British value: democracy)
- follow rules and accept consequences (British value: the rule of law)
- be themselves and develop their own identity, interests, gifts and talents (British value: individual liberty)
- meet, welcome and learn about and from people with different faiths and beliefs (British value: mutual respect for and tolerance of those with different faiths and beliefs and for those without faith)

At Christ Church we encourage 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;
- be self-disciplined.

At Christ Church we do not accept:

- bullying;
- cheating;
- deceit;
- cruelty;
- irresponsibility;
- dishonesty.

Teachers will discuss with their classes a code of conduct for the classroom based on the values held by the school (each class has a set of Golden Rules, which are regularly reviewed).

We 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 the Christ Church's *School Behaviour (Pupil Discipline) Policy*, acts of collective worship and Circle Time.

When children first come into school, a lot of time is spent in learning to cooperate and work together. This continues through the whole school, learning through play activities, a variety of groupings, structured activities and by observing the way that

staff work together. We have an “open door” policy to parents/carers and the wider family to encourage working in partnership.

Children will develop their cultural understanding through developing an awareness of their own culture and traditions, and being introduced to other cultures and beliefs.

We are interested in the development of children and will endeavour to raise their self-esteem through praise, badges and certificates which highlight both academic and social achievements.

5. Assessment

Assessment will be part of an ongoing process through continuing discussion with the children at appropriate times. Opportunities for SMSC assessment will be identified in schemes of work and lesson plans.

6. Planning, teaching and learning

Schemes of work and lesson plans will include opportunities for SMSC development and, where relevant, will make reference to specific Christian and/or British values.

7. Collective Worship

Class and whole school collective worship include opportunities for SMSC development and, where relevant, will make reference to specific Christian and/or British values.

8. Displays

Classroom, corridor and hall displays will reflect the school’s Christian ethos and values and will celebrate all children’s efforts, promoting equal opportunity for all. (See the Display Policy.)