



Spiritual, Moral, Social and Cultural Policy for Frant Church of England Primary School

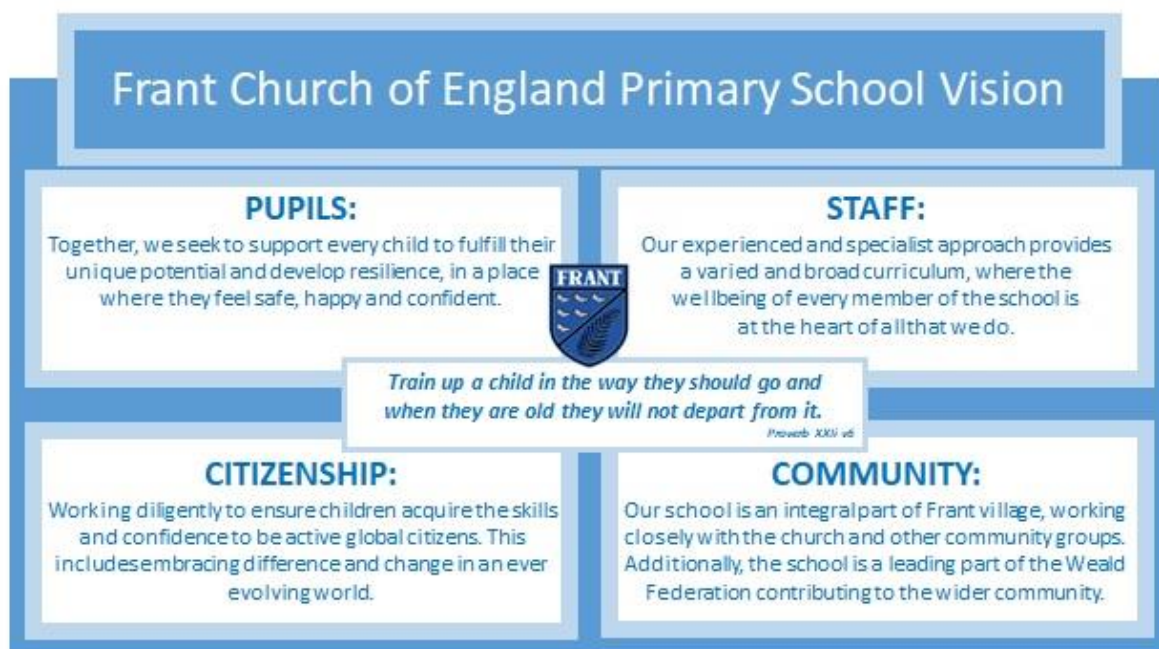


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Our Mission Statement:

Train up a child in the way they should go and when they are old they will not depart from it
Proverb XXII v.6

Our Vision:



Our Christian Values:

Our twelve Christian values are rooted in Bible teaching and represent the fruit that grows as the teaching is lived out in every day life. Each term we focus on one value which links with the seasons and celebrations of the Church year. The values are explored through collective worship, reflection time and during RSHE (Relationship, Sex and Health Education) activities. We follow a two year cycle of values

Introduction:

At Frant CE Primary School, as part of a broad and balanced curriculum, we promote pupils' spiritual, moral, social and cultural (SMSC) development.

SMSC development is about everything our school do to support children to be confident and resilient, and develop the skills and positive attitudes they need to be happy and successful in the diverse and changing country they are growing up in.

Good and outstanding SMSC provision not only reflects the aims, ethos and values of our school. It also makes a vital contribution to relationships, the climate for learning and the skills that pupils need to be successful learners.

SMSC development is not an extra 'add-on'; it lies at the heart of school improvement and strategies to close achievement gaps and improve outcomes for everyone.

What are the statutory requirements for schools?

The statutory requirement for maintained schools to promote pupils' SMSC development is set out in Section 78 of the Education Act 2002:

The curriculum for a maintained school or maintained nursery school satisfies the requirements of this section if it is a balanced and broadly based curriculum which –

- (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Spiritual, Moral, Social and Cultural Development: Ofsted Criteria

Spiritual

Ofsted- The Spiritual development of the pupils is shown by their:

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- Knowledge of, 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

Moral

Ofsted- The Moral development of the pupils is shown by their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, 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 and ability to understand and appreciate the viewpoints of others on these issues

Social

Ofsted- The Social development of the 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 of 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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Cultural

Ofsted- The Cultural development of the pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- 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. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

The SMSC learning walk process

<p>Part 1 <i>Term 2 Week 2:</i> Class teachers RAG SMSC OFSTED table. Discussion with a 4 children, (2 from each year group) to listen to their views on key aspects of the SMSC development. (use Pupil Questions as prompts- Highlight questions to be asked)</p>
<p>Part 2 <i>Term 2 Week 3:</i> Staff meeting to discuss/ evaluate teacher's findings. (fill in Discussion table)</p>
<p>Part 3 <i>Term 3 Week 3:</i> Learning walk to identify strengths in SMSC provision, as well as further evidence from around the school. (using Learning walk table)</p>
<p>Part 4 <i>Term 3. Week 4:</i> Feedback and review - an opportunity at the end of the learning walk to share evidence and findings and discuss actions going forward.</p>

The Learning Walk Process:

Key areas to cover and discuss:

- The school's ethos and values
- The distinctive characteristics of the school and community, particularly with regard to ethnicity, gender, disability, religion and belief, and socio-economic issues.
- The school's understanding of the requirement to promote pupils' spiritual, moral, social and cultural development.
- The school's understanding of the 'fundamental British values', as part of SMSC, and how this is being made meaningful and relevant for pupils.
- The school's understanding of other statutory requirements, including the public sector equality duty.
- How the school responds to all types of bullying, including strategies for tackling discriminatory behaviour and derogatory language.
- Whether there is a planned and coherent approach to promoting pupils' SMSC development within and beyond the curriculum.
- How SMSC is reflected in self-evaluation, including the school's current strengths and weaknesses.
- The effectiveness and impact of the school's provision for pupils' SMSC development.
- Opportunities the school has had for CPD on SMSC and the impact this has had.
- How the governing body demonstrates its impact on the school's approach to encouraging pupils' SMSC development.
- How governors ensure that the school promotes tolerance and respect for people of all faiths (or those of no faith), cultures and lifestyles; and help the school prepare children and young people positively for life in modern Britain.

Pupil Discussion:

The pupil discussion is designed to gather further evidence about the school's provision for pupils' SMSC development, as well as outcomes and impact.

The SMSC learning walk:

The learning walk will aim to gather evidence from the school environment.

At the end of the learning walk the RE lead will share evidence and findings and discuss actions going forward.

Templates:

<u>Spiritual, Moral, Social and Cultural Development: Pupil Question prompts</u>	
General views on the school	Responses
<p>What do you like about the school?</p> <p>Is the school welcoming to all children, including those with different needs?</p> <p>Are all children included in activities?</p> <p>What are some of the ways that children show they care about each other?</p>	
<p>Behaviour, safety and relationships</p> <p>Do you feel safe in school?</p> <p>Do children know the difference between right and wrong?</p> <p>Are there opportunities for children to discuss rules and behaviour?</p> <p>What are relationships like between children, and between children and adults, from different backgrounds and cultures?</p> <p>Do children make friendships with children from different cultures, both at school and when they are at home?</p>	
<p>Participation and consultation</p> <p>What opportunities do you have to work cooperatively with other children in pairs and groups?</p> <p>Are there opportunities for you to take on responsibilities, such as looking after and supporting others, buddying, mentoring, being a prefect or helping with activities?</p> <p>Do you get asked for your opinions on things to make the school better, including lessons?</p> <p>Is there a school council? What kinds of things does it do?</p>	
<p>Developing confidence, imagination and creativity</p> <p>How do teachers help you to take part in discussions and share your thoughts and ideas?</p> <p>How do they make sure all children are included?</p> <p>How do children and adults show that they respect different ideas and points of view?</p> <p>How do teachers help you to work independently and take responsibility for your learning?</p>	

	<p>Awareness and appreciation of difference and diversity</p> <p>Do you have opportunities to talk about and share your and your family's culture, language and beliefs?</p> <p>Does the school make arrangements for your particular faith needs, such as allowing absence for a special day, providing prayer facilities etc.?</p> <p>What opportunities do you have to learn about people with different languages, cultures or beliefs?</p> <p>Tell me about some things that you have learned.</p> <p>Do you think that the respect that children and adults show to others is improving? How?</p>
	<p>Enrichment and extra-curricular activities</p> <p>What kinds of clubs and activities take place in the school?</p> <p>How do these activities help you?</p> <p>Have you had any opportunities to visit or take part in theatre, art gallery, museum, musical or sporting events?</p> <p>Can you give an example of something you have learned from these?</p> <p>Are you encouraged to volunteer in the local community, e.g. through charity work and other activities?</p> <p>Are people from the local community involved in the school?</p> <p>Can you give me some examples?</p> <p>Does the school have any links with other schools in Britain, or in other parts of the world?</p>

Spiritual, Moral, Social and Cultural Development: Staff Discussion

Date of Discussion:

Points Discussed

Actions

Spiritual, Moral, Social and Cultural Development: Learning Walk (around the school)

Evidence	Location	Actions
<ul style="list-style-type: none"> • The school is friendly, welcoming and there is a calm and purposeful atmosphere • Pupils move about the school calmly and sensibly. • Staff and pupils address each other with care and respect • Pupils are encouraged to take responsibility for their actions and behaviour. • There is clear evidence of the school's ethos and values, including in the behaviour of children in the corridors, playground and around the school. • Information for parents and the community is displayed in languages they can access. • There is evidence that the school has developed ways to make the building accessible. • There is respect for property and care for the school environment. • There is evidence of community involvement, parent engagement and volunteering, and of family learning activities. • There is evidence of 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. • Displays reflect opportunities for pupils to: <ul style="list-style-type: none"> ❖ Be creative ❖ Develop their cultural awareness ❖ Reinforce their understanding of the school's ethos and values ❖ Explore and investigate important issues in the world today. ❖ Show their awareness and appreciation of different cultures and faiths. ❖ Participate in experiences including educational visits, assemblies, team activities, school productions etc. • School assemblies provide opportunities for SMSC development. 		

