



*Kirkstall St. Stephen's*

*SMSC Policy*

*May 2021*

## **Kirkstall St Stephen's Primary School**

### **SMSC Policy**

### **CONTENTS**

School vision

Rationale

Aims and Objectives

Teaching and organisation

Definitions of Spiritual, Moral, Social and Cultural development

Governors' responsibilities

- *This policy should be read in conjunction with other school policy documents such as RE, Anti-bullying, Collective Worship, PSHCE, SEND.*

## **Introduction**

At Kirkstall St. Stephen's we recognize that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to deliver an education that provides pupils with opportunities to explore and develop their own values and beliefs. This can include 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. This is reflected in our vision.

### Our Vision

**We are cherished** – we aim to create a caring environment where all children and staff feel welcome, valued, supported and respected.

**We are challenged**- through a stimulating and challenging learning environment, where achievements are recognised but it is also safe to fail, increasing our resilience.

**We are children of God** – we recognise the value of each and every individual, encouraging everyone's unique spiritual development and potential.

### Our Ethos Statement

Our school ethos is represented by the KSS Values Tree; showing children's growth as a tree planted firmly into God's sustaining love and rooted in our school values of: trust, justice, perseverance, respect, thankfulness and forgiveness.

This is based on Jeremiah 17:7-8

"Blessed is the one who trusts in the LORD, whose confidence is in him.  
They will be like a tree planted by the water that sends out its roots by the stream."

## **Rationale**

1. All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development.
2. All adults should model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.
3. The school community is a place where pupils can find acceptance for themselves as unique individuals, and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.
4. Pupils learn to differentiate between right and wrong in as far as their actions affect other people.
5. Pupils are encouraged to value themselves and others.
6. Pupils understand the need for rules and the need to abide by rules for the good of everyone.
7. School values and classroom rules reflect, reiterate, promote and reward good behaviour and provide opportunities to celebrate pupils' work and achievements.
8. All curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible.

## **Aims and Objectives**

1. To ensure that everyone connected with the school is aware of our vision, values and principles.
2. To ensure a consistent approach to the delivery of spiritual, moral, social and cultural (SMSC) issues through the curriculum and the general life of the school.
3. To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
4. To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
5. To foster the spiritual development of each child, regardless of age, gender, ability or cultural background.
6. To enable pupils to develop an understanding of their individual and group identity.
7. To enable pupils to begin an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.
8. To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
9. To promote positive and effective links with the local community.

## **Teaching and Organisation**

SMSC is an inherent, interwoven part of all aspect of school life. It is nurtured and promoted across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others' needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally, e.g. empathy, respect, open mindedness, sensitivity, critical awareness etc.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

## **Links with the Wider Community**

- Visitors are welcomed into school.
- Links with the church are fostered through links with the local church and the Diocesan Board of Education.
- The development of a strong home/school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Pupils are taught to appreciate their local environment and to develop a sense of responsibility to it.
- Liaison with local secondary schools to support effective transition.
- We seek links where possible with local schools and also those from other parts of the world.

### **Defining spiritual, moral, social and cultural development**

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.
- enjoyment of periods of calm and quiet which afford time for reflection.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives 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, and being able to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

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 that 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.
- 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, 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.

### **Governors**

The Governing Body is responsible for formulating, agreeing and adopting the policy.

Governors will then on an ongoing basis:

- Ensure the effective allocation of resources
- Monitor the effectiveness of teaching and learning in terms of SMSC
- Ensure that staff development and performance management promote good quality SMSC through the teaching and learning
- Monitor the effectiveness of the policy through the school's self-review process.