



Manor Park CE VC First School

Spiritual, Moral, Social and Cultural (SMSC) Policy

Our Mission Statement:

Inspiring all to learn and grow 

November 2021
review November 2023

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Compassion

Trust

Creativity

Resilience

Collaboration

'Be Safe, Be Kind, Be Your Best!'

School Mission Statement

Inspiring all to learn and grow.

School Values

COMPASSION - TRUST - CREATIVITY - RESILIENCE - COLLABORATION

School Vision -

We are working together to provide an inclusive and nurturing environment where all are valued and everyone has the opportunity to flourish. Our school community is built upon the Christian foundations of compassion, trust, collaboration, creativity and resilience whilst embracing diversity and demonstrating mutual respect. Our children are independent, active learners who are encouraged to question deeply and reflect on outcomes in a wide range of situations preparing them for their journey beyond Manor Park.

With God all things are possible : Matthew 19 v 26

In our broad and balanced curriculum PSHE and SMSC provides students with the knowledge and skills that will prepare them for experiences and opportunities in later life. We aim to promote cultural awareness, positive values, tolerance and to help students to be positive individuals in the community, actively promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

SMSC Definitions:

Spiritual Development:

Pupils' spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

Moral Development:

Pupils' moral development is shown by their:

- Ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- Understanding of the consequences of their actions

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- Interest in investigating, and offering reasoned views about, moral and ethical issues

Social Development:

Pupils' social development 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 social settings, cooperating well with others and being able to resolve conflicts effectively
- Interest in, and understanding of, the way communities function at a variety of levels

Cultural:

Pupils' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Aims: At Manor Park CE First School, the children and their learning are at the very heart of every decision we make. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The ethos of our school 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 expect from others, a good standard of prosocial behaviour marked by trust and respect.

The school will help the children to develop an inner discipline and will encourage pupils to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

All staff collaborate to create a safe, secure climate in the school so pupils can explore their own and others attitudes, values and skills. All teaching and non-teaching staff are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability have the opportunity to experience education at an appropriate and challenging level.

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Planning: In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross-curricular activities as well as specifics such as Jigsaw and RE activities and alongside our curriculum drivers of community, enquiry and independence.

Spiritual Development: Planned opportunities for spiritual development in all subjects can be seen across Manor Park CE First School. Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and Collective worship
- Reflection and mindfulness
- A sense of security, well-being, worth and purposefulness

Spiritual Development can enrich and encourage the child's journey towards a discovery and deeper understanding of their 'inmost being'.

"For you created my inmost being; I praise you because I am fearfully and wonderfully made; your works are wonderful." Ps 139 v 13-14

Moral Development: At Manor Park CE First School we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgments
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own

Moral development should allow pupils opportunities to explore issues from a wide range of viewpoints but be underpinned by Christian teachings offering pupils a foundation stone on which to build their lives.

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“Since you are my rock and my fortress, for the sake of your name lead and guide me” Psalm 31:2-4

Social Development: At Manor Park CE First School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts with appropriate prosocial behaviour
- Relate well to other people’s social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility

Our school develops pupil social development by:

- Encouraging pupils to work collaboratively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community
- Providing positive and effective links with the wider community

Social development should develop children’s understanding of what it means to live in a Christian community where Jesus’ commandment to love one another is put into practice

“May the Lord make your love increase and overflow for each other and for everyone else”
1Thessalonians 3: 11-12

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.

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

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops pupils’ cultural development by:

- 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

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encouraging pupils to reflect on their significance

- Reinforcing the school's cultural links through displays, posters, exhibitions, etc.
- Learning about other cultures, religions and festivals

Cultural development should provide opportunities to develop an understanding of Christianity as a worldwide multi-cultural faith and appreciation of the diversity of beliefs and cultures across the world.

“There is neither Jew nor Greek, slave nor free, male nor female for you are all one in Christ Jesus”

Galatians 3:28

LINKS WITH THE WIDER COMMUNITY (curriculum driver)

- Visitors are welcomed into our school
- Visits to or visitors from places of worship and cultural venues such as theatres, cinemas and libraries are actively encouraged
- Children are taught to appreciate and take responsibility for the environment

Pupil Voice: School Council

The term ‘Pupil Voice’ describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school.

PSHE: (Also see RSHE policy)

In our school, we follow “The Jigsaw” programme which delivers high quality, progressive sessions across a variety of PSHE topics such as Celebrating Difference, Goals and Dreams and Healthy me, with sensitivity and respect for others. It also covers the area of RSE (Relationship and Sex Education) in the Summer term, which is compulsory in all Primary schools. As a Church of England school, we teach within a framework of Christian values and in a way that is age appropriate, and carefully and sensitively matched to the needs of our children. The Jigsaw programme is delivered alongside Chris Quigley’s Essential curriculum with clear milestones for both KS1 and KS2 to inform planning opportunities in key skills such as ‘Trying new things’ and ‘Never giving up’. It allows the children to explore the concept of rights and responsibilities and allows children to flourish as individuals. Early Years also follow the Jigsaw Programme.

Alongside our school values of Compassion, Collaboration, Creativity, Trust and Resilience, we uphold and teach pupils about British Values,

- The Rule of Law
- Democracy
- Individual Liberty
- Mutual Respect
- Tolerance of those with different faiths and different beliefs

through Personal, Social, Health and Emotional (PSHE) and Religious Education (RE). We also teach and reinforce British Values through a broad and varied topic based curriculum and extracurricular activities and

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clubs.

See also:

Relationship and Behaviour Policy

Friendship Policy

RSHE policy

Equality Policy

RE Policy

Collective Worship Policy

Read alongside:

Promoting fundamental British values as part of SMSC in schools Departmental advice for maintained schools November 2014

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Ofsted and SIAMS useful notes:

Ofsted Framework In the Overall Effectiveness section of the Ofsted 'School Inspection Handbook' January 2014 paragraph 113 points out that evidence of pupils' spiritual, moral, social and cultural development can be found, for example where pupils:

- are reflective about beliefs, values and more profound aspects of human experience, enabling them to develop curiosity in their learning, and as thoughtful, responsible individuals
- develop and apply an understanding of right and wrong in their school life and life outside school
- take part in a range of activities requiring social skills, including volunteering
- develop awareness of and respect for diversity • develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain
- (Please see the document for a full list of evidence)

SIAMS Framework The 'SIAMS Evaluation Schedule for the Statutory Inspection of Anglican and Methodist Schools – September 2013' states in core question 1 on page 5 that when evaluating the Christian character of the school inspectors must evaluate: How effectively the Christian character supports the spiritual, moral, social and cultural development of all learners whether they are Christian, of other faiths or of none Inspectors will take into account:

- the breadth of experiences available to all learners through curricular and extracurricular activities
- how well the school offers opportunities for learners to reflect on and respond to beliefs, values and profound human experiences from a range of faith perspectives
- the extent to which the opportunities for SMSC development are characterised by distinctively Christian values
- how well daily collective worship, religious education and other aspects of the curriculum enable learners to make informed choices which are based on Christian values
- the extent to which the school operates as a distinctively Christian community

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