



## Shankhill C of E Primary School

*Our vision: Creative learning, personal achievement and happiness.  
Enabling every child to flourish and 'to live life in all its fullness'. (John 10:10)*

# SPITIUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT 'SMSC' POLICY

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Our school vision embraces the spiritual, physical, intellectual, emotional, moral and social development of our children and community. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, which is explored through moral and creative learning experiences that support and shape the development and character of the whole child. We do this by exploring the Christian values which permeate our vision for education in Shankhill Church of England Primary School:

**\* Wisdom \* Hope \* Community \* Dignity \* Peace \* Joy**

**Our Mission Statement:**

Within our ethos:

- Our school will develop in each child a respect for others and the distinctively Christian environment we all share, so that they may become responsible, well-rounded young people;
- School will be enjoyable within a caring atmosphere in which learning will be exciting, creative and inclusive.

## **Introduction**

As a Church of England primary school, Shankhill C of E Primary School takes its duty to promote the spiritual, moral, social and cultural (SMSC) development of pupils to be the utmost importance. Our ethos has a distinctive Christian identity where the development of social, spiritual and emotional intelligence is as important as academic achievement. Recognising its historic foundation, Shankhill will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with our local church and diocese.

We recognise every child as an individual, promoting self-esteem, independence, respect and responsibility. We aim to work in partnership with parents and the wider community, as we understand that this is effective in helping children to learn and develop. We encourage children to be proactive in their learning by helping them to understand what they are good at and what they can do to get better. We promote a 'can-do' culture, and teach children that making mistakes can help us learn. We have high expectations of ourselves and we encourage high standards in all that we do.

## **Rationale**

At Shankhill C of E Primary School, we recognise 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 provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, 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 their cultures.

The National curriculum has two aims:

- The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.
- The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and expectations of life.

These two aims reinforce each other. SMSC plays a significant part in a child's ability to learn and to achieve. All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development.

## **Aims of S.M.S.C.**

- To ensure that a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that children know what is expected of them and why.
- To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable children to develop an understanding of their individual and group identity.
- To enable children to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

## **Spiritual Development**

Understanding of self and others is at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development is, therefore, accessible to everyone. All areas of the curriculum should contribute to pupils' spiritual development. As a church school, we place emphasis on the teaching and beliefs of the Christian faith.

As a school we aim to provide learning opportunities that will enable children to:

- Develop their self-esteem
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

### **Moral Development**

This is concerned with pupils' ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. Moral development, based on Christian principles, should enable pupils to become increasingly responsible for their own actions and behaviour.

As a school we aim to provide learning opportunities that will enable children to:

- Recognise the unique value of each individual
- Recognise the challenge of religious teaching, particularly that of Jesus
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong
- Show respect for the environment
- Make informed and independent judgements

### **Social Development**

This refers to the development of abilities and qualities that students need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects. The school provides a suitable environment for promoting social development within a Christian context. Pupils learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when children work co-operatively.

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity
- Recognise the unique value of each individual
- Learn about service in the school and wider community
- Begin to understand the need for social justice and a concern for the disadvantaged

### **Cultural Development**

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding, appreciation and tolerance regarding the cultural traditions that have shaped their own heritage and those of others.

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Recognise Christianity as a worldwide faith.
- Develop an understanding of their social and cultural environment, locally and further afield.

Development in SMSC will take place across all curriculum areas, although we recognise that SMSC has particularly strong links to Religious Education, Collective Worship and Personal, Social, Health & Citizenship Education and Sex and Relationships Education. Within all curricular activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Through classroom discussions we will give the children 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 the needs and behaviour of others
- Show empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging
- Develop the skills and attitudes that enable children 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, accepting people who are different because of physical and learning difficulties
- Agree and disagree
- Experiencing good role models
- Take turns and share equipment
- Work co-operatively and collaboratively

### **Links with the wider community**

- Visitors are welcomed into our school
- Links with the local church are fostered
- Visits to places of worship of other faiths will be arranged to support the understanding of different cultures
- The school supports the work of a variety of charities
- Children will be taught to appreciate and take responsibility for their local environment
- Liaison with local secondary schools to support the primary curriculum and effective transition, takes place regularly

### **Monitoring and Evaluation**

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of teaching and learning and work scrutiny by RE/CW/PSHCE coordinator/head teacher/governors
- Regular discussions at staff and governors' meetings
- Audit of policies

### **Equal Opportunities:**

This complies with the whole school policy. It is the responsibility of all staff to ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible.

This policy should be read in conjunction with the following documents:

- Religious Education Policy
- PSHE Policy
- Whole School Behaviour Policy
- Collective Worship Policy
- Sex and Relationships Policy