SAINT CHRISTINA'S SCHOOL: SPIRITUAL, MORAL, SOCIAL & CULTURAL EDUCATION POLICY (SMSC)

Review Initiated by	Headteacher
Last Review	Autumn 2021
Next Review	Autumn 2023

This Policy may be found on the School Website and in the Policy Library on the School network

1.   **Aims**

- To provide a safe, caring and happy environment where each child is valued as an individual and can develop towards his/her full potential.
- To provide for each child a wide, balanced curriculum of high quality, appropriate to the interests and aspirations of the individual encouraging the development of the whole person.
- To develop the potential of each child within his/her capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.
- To set and maintain standards of discipline, courtesy and general moral values so that the School community may function effectively.
- To engender a sense of self-respect, independence and self-motivation. To increase the individual's capacity to accept responsibility for actions taken. To encourage children to recognise their responsibility to and dependence on others to help them become active, reasoning participants in a democratic society.
- To provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles.
- To foster links between home and School and develop a partnership with parents in the education of their children.

2.   **Guiding principles**

2.1.   *Spiritual 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.
- Reverence and participation in School masses, liturgical services, acts of collective worship and other key events throughout the liturgical year e.g. Be Spirited Day.
- 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.

2.2.   *Moral development:* 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

2.3.   *Social development:* 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 community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Ability to use modern communication technology, including mobile technology, the internet and social media, safely.
- 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 should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

2.4. *Cultural development:* 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 the 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.
- Understanding, acceptance, respect and celebration of diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

2.5. *Cross-curriculum teaching and learning:* Development in SMSC will take place across all areas of the curriculum.

SMSC has particularly strong links to Religious Education, Collective Worship and Personal, Social, Health and Citizenship Education (PSHE).

All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible.

In order to develop a strong sense of identity in our pupils, we will use classroom discussion to enable them to:

- Talk about their experiences and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g. bullying, death.
- 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 areas across the curriculum provide opportunities for pupils 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.
- Experience good role models.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Practical activities to develop SMSC include:

- Working together in different groupings and situations.
- Encouraging the children to behave appropriately at meal times.
- Taking responsibility e.g. class monitors, school prefects, school council representatives, those delivering messages and looking after younger children.
- Encouraging teamwork in PE and games.
- Appreciation of and respect for the work and performance of other children, regardless of ability.
- Hearing music from different composers, cultures and genres.
- Meeting people from different cultures and countries.
- Participating in a variety of different educational visits.
- Participation in live performances.
- Using assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and global events.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- Opportunities to learn about other cultures e.g. International Mass.
- Opportunities in music to learn songs from different cultures and play a range of instruments including steel pans and samba.
- Studying the contributions to society that certain famous people have made.

2.6. **Community links:** Saint Christina's has strong links with the wider community. In order to develop these links, we reach out to the community through the following activities:

- Friendship Mass with local primary schools
- Singing at the SJW Fair and local nursing home
- Charitable fundraising for local, national and international causes e.g. SVP, local homeless, Sense UK, Catholic Children's Society, yearly harvest food drive etc.

SMSC matrix

Activities	Spiritual	Moral	Social	Cultural
Pre/after School clubs				
Assemblies				
Charity support				
Competitions				
Library, celebrate diversity				
Learning walks				
Themed days/weeks				
Trips and excursions				
School council involvement				
Are all aspects of SMSC evident when pupils/staff move around the School?				
Are all aspects of SMSC reflected in classroom/corridor displays?				
Does the School website reflect a consistent approach to all aspects of SMSC?				

3. Monitoring and evaluation

3.1. At Saint Christina's we listen to the views of our pupils and their parents/carers. We operate an open door policy for the sharing of views and also have a formal system in place including:

- Pupil / parent questionnaires.
- Pupil/teacher meetings.
- Parents' evenings/meetings.
- coffee mornings

3.2. SMSC provision is reviewed on an annual basis in the following ways:

- Monitoring of teaching and learning and work scrutiny by the PSHE / RE coordinators as part of our general monitoring.
- Discussions at staff and governors' meetings.
- Policy audits.
- Development of Religious Education, PSHE and Collective Worship to reflect the diversity of both our School and society.
- Sharing of classroom work and practice.
- Learning Walks

4.   Promoting Fundamental British Values

4.1.   Saint Christina's actively promotes Fundamental British Values (Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of different Faiths and Beliefs) within its very DNA. The way that we live, relate to one another and organise the school places FBV at the centre but this is explicitly supplemented through the school curriculum generally (e.g. History, RE etc) and within the PSHE programme explicitly and also through for example, Assemblies, Class time, School Masses etc.

5.   Through our Social, Moral, Spiritual and Cultural programme, we will:

- Enable students to develop their self-knowledge, self-esteem and self-confidence.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the School and to society more widely.
- Enable students to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Related Policies

Safeguarding Policy
Online-safety Policy
Behaviour Policy
Anti-bullying Policy
Health and Safety Policy
Special Educational Needs and Disability Policy
Statement on Fundamental British Values
PSHE Schemes of Work