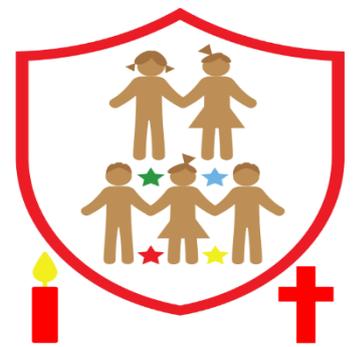


## St James' C of E Junior School Spiritual, Moral, Social and Cultural Development (SMSCD) Policy



### Vision

Developing a love of life and learning in a caring Christian community.

### Rationale

At St James' C of E Junior 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. This 'holistic approach' is perhaps most effectively described in this policy for Spiritual, Moral, Social and Cultural Development (SMSCD) in a church school.

St James' C of E Junior School affords due regard and ensure careful planning for the SMSCD of pupils. The quality and impact of this provision being inspected by Ofsted, Church of England schools will take a particular perspective which will be informed by their Christian foundation.

### SPIRITUAL DEVELOPMENT

Spirituality is an integral dimension of the whole of life.

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform spiritual development;
- perspective on life and their interest in and respect for different people's feelings and 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.

### Aims

In order to foster spiritual development, we at St James' aim to provide children with opportunities to:

- develop an appreciation of their uniqueness and value as a child made in the image of God;
- develop knowledge and understanding of the school's core Christian values and the Biblical teaching that underpins them;
- develop an appreciation of what it means to be a part of a community
- develop an awareness that experiences of disappointment, failure and loss may be occasions for spiritual growth;
- understand the value of difference and diversity through involvement with others.
- respond to Christian festivals, rituals and symbols
- develop a capacity for awe, wonder and mystery

### Teaching and learning

SMSCD Policy September 2017 – to be reviewed September 2019

Through teaching and learning, the school pursues these aims by ensuring:

- the curriculum and all areas of our community life will be explicitly rooted in Christian values, such as forgiveness, thankfulness, peace and trust, as documented in all school policies;
- opportunities for spiritual development will be pro-actively planned into the curriculum and actively encouraged in all areas of school life;
- Collective Worship will celebrate the love of God for every individual and provide opportunities for children to respond to this;
- the school environment will provide appropriate spaces for silence, stillness and prayer e.g. in reflection areas, and interactive prayer stations;
- that children's spiritual capacities such as imagination, empathy and insight will be fostered through the creative arts and interactive multi-sensory teaching strategies;
- that children's moral development will be linked to spiritual development through various strategies
- that the RE curriculum will deliver knowledge and understanding about a range of faith perspectives relating to spirituality;
- that children will be given as many opportunities as possible to explore the wonder of the natural world and to develop an understanding of the Christian belief that creation is a gift from God to be enjoyed, cherished and protected.

## **MORAL DEVELOPMENT**

The Christian values that lie at the heart of a church school characterise its approach to moral development. Love predominates in all aspects of school life.

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;
- interest in investigation, and offering views about, moral and ethical issues.

### **Aims**

To foster moral development, the school aims to provide children with opportunities to:

- recognise the difference between right and wrong and begin to understand how Christian values can inform moral choices;
- understand how our moral choices can affect the lives of others;
- develop self-discipline and a loving concern for others
- be able to work together to agree codes of behaviour that are appropriate for our school community;
- understand the centrality of forgiveness and reconciliation in the life and culture of our school;
- begin to engage with big questions concerning morality and ethical issues in the wider community and in the world, and to realise that each of us has a responsibility to work for justice.

### **Teaching and learning**

Through teaching and learning, the school pursues these aims by ensuring that:

- the curriculum and all areas of our community life are explicitly rooted in our Christian values
- opportunities for moral development will be pro-actively planned into the curriculum and actively encouraged in all areas of school life;
- our Christian values are shared with members of our school community through our website and school documentation as well as through colourful images; posters, classroom displays, screen savers and exhibitions around the school building;
- collective worship and assemblies celebrate practical demonstrations of Christian values lived out in the life of the school, local, and wider community (e.g. celebration assemblies, texts to families, certificates, wall displays);
- our behaviour policy makes clear that every child is treated fairly and is always offered the opportunity for a fresh start;
- parents and carers are made aware, through our website and other documentation, of our school's expectations regarding behaviour, as well as the rewards and sanctions that we operate;
- children gain skills in conflict resolution and problem solving strategies;
- children are made aware of moral and ethical issues in the national and international context
- pupils, through pupil voice, and the School Council are fully involved, alongside teachers, senior leaders and governors in reviewing the impact of our Christian values on the behaviour, culture and ethos of our school.

## **SOCIAL DEVELOPMENT**

Social development is about living successfully in community.

Although some members of the church school may not be part of the local church community, there will nonetheless be an expectation that all relationships will be informed by Christian values.

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 and societies function at a variety of levels.

### **Aims**

To foster social development, the school aims to provide opportunities for children to:

- build relationships founded upon the Christian values (e.g. trust, honesty, forgiveness and service);
- gain a clear understanding of the place of the church school within the wider Christian community including local, national and worldwide;
- access pastoral support from school staff, local clergy and parish team members;
- be equipped to become responsible citizens who recognise the importance of service and working for the 'common good';
- feel a sense of genuine pride in the school and their membership of it.

## **Teaching and learning**

Through teaching and learning, we pursue these aims by ensuring:

- the curriculum and all areas of our community life will be explicitly rooted in our Christian values, as documented in all school policies;
- opportunities for social development will be explicitly planned into the curriculum and in all areas of school life;
- Collective Worship and assemblies will celebrate and reward practical demonstrations of our Christian values
- strong mutually supportive links will be maintained and developed with our local community through participation in charity events and acts of service (eg annual senior citizens carol service);
- strong, mutually supportive links will be maintained and developed with the worldwide Anglican communion through regular worship in the parish church
- an appropriately trained family support worker will provide pastoral support to children or family members facing challenges;
- our school community strives to be fully inclusive;
- the School Council is trained and supported to play an active part with staff and governors in monitoring and evaluating the social cohesiveness of the school community;
- the Senior Leadership Team prioritises support and engagement with networks (e.g. cluster meetings, school partnerships and attending headteacher conferences run by the Diocese);
- there is active engagement with parents and carers through the 'open door policy' and active support of community activities;
- classroom management will seek to promote group co-operation and mutual responsibility;
- children will be pointed to the value and importance of working, playing and praying together.

## **CULTURAL DEVELOPMENT**

We at St James' will provide a safe environment where all pupils, from their many and diverse backgrounds will be drawn together to 'develop a love of life and learning in a caring Christian community'.

At the heart of cultural development is the capacity, not only to understand and appreciate those elements that have shaped one's own life, but also to be open to people from very different backgrounds, and learn how to celebrate their story.

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage;
- understanding and appreciation of life in the UK;
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities;

- interest in exploring, understanding and showing 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**

To nurture cultural understanding the school aims to provide children with opportunities to:

- gain a knowledge and understanding of the values from their own culture, heritage, traditions and an appreciation of how they have evolved and developed over time
- develop knowledge, understanding and appreciation of the cultures of those with whom they interact day by day, as well as other cultures represented in the UK
- develop a knowledge of the local Christian heritage, particularly through “Experience Church”, visits to local churches and the Cathedral and other places of worship and to explore their relationship to it.
- develop a knowledge and understanding of the cultural diversity of Christianity through links at home, overseas, RE, Collective Worship and arts or music events in school
- understand the relationship between religious belief and culture through a creative, challenging and interactive RE curriculum
- understand what it means to be part of a community characterised by openness, hospitality and an eagerness to learn from one another

### **Teaching and learning**

Through teaching and learning, we aim to pursue our aims by ensuring:

- the curriculum and all areas of our community life will be explicitly rooted in our Christian values, as documented in all school policies;
- the curriculum will be delivered using creative and imaginative teaching strategies which allow individual gifts and talents to flourish;
- a range of art forms will be used to teach children about Christian heritage and tradition, and also the heritages and traditions of other faiths;
- children are given opportunities to take part in and respond to cultural and artistic enterprises;
- children explore current affairs and different interpretations of events by the media;
- children explore the ways in which cultural, racial, and religious prejudice can take root and learn how to recognise this and other forms of discrimination as well as ways to counter it;
- whole school projects which celebrate diversity within the local and wider community feature in our curriculum;

### **MONITORING AND EVALUATION OF SMSCD IN A CHURCH OF ENGLAND SCHOOL**

SMSCD is the responsibility of **all** staff and governors, as it will have a fundamental impact on the quality and nature of the education offered by our school.

1. The lead teacher with responsibility for evaluating the effectiveness of SMSCD is \_\_\_\_\_.

2. The Ethos Committee, with the SMSCD lead teacher, will ensure that our current policy is regularly reviewed, up to date, and a true reflection of practise in this school;
3. The Ethos Committee, with the head teacher, has responsibility for ensuring that all staff, parents and governors understand how the school interprets SMSCD and to ensure that regular, appropriate professional development is provided;
4. The SMSCD lead teacher will liaise with the SLT, the Ethos Committee of the governing body and the School Council to monitor and evaluate the impact of opportunities for SMSCD across the curriculum.  
This will be achieved by:
  - a. auditing curriculum;
  - b. monitoring of lesson plans and the quality of teaching and learning;
  - c. evaluating impact of SMSCD provision through work scrutiny, reflection journals, and pupil conferencing;
  - d. input at staff meetings, school governors' meetings and parents' forum to maintain the profile of SMSCD in the school;
  - e. sharing good practise from within our school with other schools where appropriate;
  - f. ensuring that SMSCD development is a priority on the school development plan.
5. The Ethos Committee will ensure that the full governing body is equipped to challenge and support school leaders in working within this policy.

September 2017