

St Mary's C of E School

Social, Moral and Cultural Policy



Date agreed: 22nd March 2016

Signed: HJTyreman - Headteacher

Signed: Dan Rubens - Chair of governors:

Date for review: March 2018

Rationale

At St Mary's C of E School the promotion of pupils' SMSC is an integral dimension of school life. 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 aim to provide an education that provides children 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 other cultures. Opportunities to develop SMSC are promoted through all areas of the curriculum and through the ethos of the school and daily collective worship. We place special emphasis on the specific teaching, beliefs and values of the Christian faith, both within the daily life of the school and through the curriculum. For specific information on how we foster spiritual development please refer to our separate spirituality policy.

Aims of this SMC policy

- To ensure that everyone connected with the school is aware of how SMC is promoted across the school
- To ensure a consistent approach to the delivery of SMC through the whole curriculum and the ethos of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, ability and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility

Aims of Moral Development

To foster moral development at St Mary's, we provide children with opportunities to:

- Recognise the difference between right and wrong and begin to understand how Christian values inform a particular perspective on moral choices;
- Understand how our moral choices can affect the lives of others;
- Work together to agree codes of behaviour that are appropriate for our school community;
- Explore the importance of rules and how laws are made in Parliament;
- 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 approaches are outlined in the SMC grids in the Appendix to this policy

Intended outcomes

The Moral Development of children at St Mary's School will be shown by the children's:

- Ability to recognise the difference between right and wrong,
- Ability to apply Christian values in their own lives
- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life
- 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
- Respect for the civil and criminal law of England
- Understanding of the consequences of their own behaviour.
- Ability to appreciate that others may have a different viewpoint to their own.

Social Development at St Mary's C of E Primary School

Aims of Social Development

To promote social development at St Mary's we provide opportunities for children to:

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

Teaching and Learning approaches are outlined in the SMC grids in the Appendix to this policy

Intended outcomes

The Social Development of children at St Mary's School will be shown by the children's:

- Ability to 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,
- Cooperation with others
- Ability to resolve conflicts effectively.
- Willingness to Volunteer for different events both in and out of school
- Interest in, and understanding of, the way communities and societies function at a variety of levels.
- Understanding, acceptance and engagement with the fundamental British Values of democracy, the rule of law, individual liberty, respect and tolerance of those with differing faiths and beliefs.
- Skills to participate fully in and contribute positively to life in modern Britain.

Cultural Development at St Mary's C of E Primary School

Aims of Cultural Development

To promote cultural development at St Mary's we 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 visits to local churches and Truro Cathedral, and to explore their relationship to it.
- Develop a knowledge and understanding of the cultural diversity of Christianity through links overseas, RE, Collective Worship and events in school.
- Understand the relationship between religious belief and culture through a creative, challenging and interactive RE curriculum
- Explore what it means to be a child made in the image of a Creator God.
- 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 approaches are outlined in the SMC grids in the Appendix to this policy.

Intended outcomes

The Cultural Development of children at St Mary's C of E schools will be shown by the children's:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Willingness to participate in, and respond to a range of activities, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- Understanding and appreciating the different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- 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

Procedures and practise

All curriculum areas have a contribution to the child's spiritual, moral, social and cultural development and opportunities for this are planned in each area of the curriculum. SMC grids and spirituality grids are filled out for each topic every term. All curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This is reflected in the teacher's planning and learning resources. See attached

grids for detailed information on how Social, Moral and Cultural development is actively promoted in our school.

Refer also to our PSHE Policy for more information on PSHE planning and resources and to our Promoting British Values Policy Statement for further information on how we actively promote British values in our school.

Assessment

Teachers assess the children's work in SMSC both by making informal judgements, as they observe them during lessons and extra- curricular activities and through speaking to the children about how they feel and what they have learned. Successes and achievements are celebrated in collective worship and displayed on a board. The SMSC co-ordinator keeps a record of events, photographs and letters to reflect the SMSC provision in school.

Special Needs and Equal Opportunities

It is up to the class teacher to ensure that they have differentiated their activities and learning outcomes to meet the needs of the less able and the more able children within their class. See SEN and Inclusion policy for more information.

Monitoring and evaluation

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

The lead teacher with responsibility for evaluating the effectiveness of SMSC is Nicola Bonell. She ensures that our current policy is regularly reviewed, up to date, and a true reflection of practise in this school. The SMSC lead teacher has responsibility for ensuring that all staff, parents and governors understand how the school interprets SMSC and to ensure that regular, appropriate professional development is provided.

The SMSC lead teacher is also the Assistant Head and will liaise with the SMSC governor: Mrs Judith Byrne and the School Council, to monitor and evaluate the impact of opportunities for SMSC development across the curriculum.

This will be achieved by:

- auditing curriculum policies and schemes of work to ensure that the school's values are the starting point for curriculum design;
- monitoring of lesson plans and the quality of teaching and learning;
- evaluating impact of SMSC provision through work scrutiny, reflection journals, and pupil conferencing by the SMSC governor;
- input at staff meetings, school governors' meetings and parents' meetings to maintain the profile of SMSC in the school;
- sharing good practise from within our school with other schools where appropriate
- ensuring that SMSC development is a priority on the school development plan.