

RYHALL CE ACADEMY



part of a Multi Academy Trust
Peterborough Diocese Education Trust



SMSC POLICY (Spiritual, Moral, Social & Cultural)

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Responsibility:	Ethos Working Group
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Associated Documentation:

Spirituality Policy
Collective Worship Policy
Ryhall CE Academy – Ways to Promote SMSC

Our Vision:

Ryhall CE Academy will provide the best learning environment that embraces excellence and academic rigour. Set within a framework of spiritual, intellectual, physical, emotional, moral, social and cultural development, we aim to:

- ignite a passion for life-long learning;
- develop great thinkers who embrace challenge;
- promote curiosity, enthusiasm, independence, self-belief and confidence.

inspiring and preparing every child to live 'life in all its fullness'.

'I have come in order that you might have life—life in all its fullness'

(John 10:10 Good News Translation)

Our strong Christian ethos encourages:

**compassion,
friendship,
hope,
trust
respect
and resilience**

and we believe these values should underpin everything we do, both during and beyond the school day, including the decisions that we make. These, together with the value of resilience, provide a strong sense of perseverance and lifelong learning, honesty, mutual respect, happiness, enjoyment and high standards. Whilst they are a visible presence around the school, our values are far more; all members of the school are actively encouraged to live them out every day. Our 'strapline'

'look back with pride and move forward with confidence;'

encourages children to face their fears, demonstrate endurance, believe in their ability and value all that is strong and good about themselves.

We also teach the British values of democracy, justice and the rule of law, and mutual respect for those of different faiths and beliefs and for those without faith and individual liberty.

1. Introduction

- 1.1. Spiritual, moral, social and cultural development at Ryhall CE Academy is distinctive because these four aspects of the school curriculum are inextricably rooted in the reality of God the Holy Trinity - Father, Son and Holy Spirit. The Religious Education curriculum is where excellent and distinctive SMSC is seen most clearly; however, it is also something that permeates the whole curriculum and everything we do at Ryhall CE Academy. This policy relates to the whole life of the school. Of particular importance in promoting spiritual, moral, social and cultural development (SMSC) is the example set by adults in the school, the quality of relationships and the standard of daily collective worship. Our school has a Christian foundation and we actively promote the values of compassion, friendship, hope, respect and trust in every aspect of school life. The SMSC aspects of education concentrate on the development of the pupil as an individual and as a personality, aiming to enrich and extend the human existence of each child in relation to the values, attitudes, beliefs and consequent behaviour acquired during school years. Ryhall CE Academy actively seeks to promote equality and diversity and fundamental British values. British values are given to be

democracy, the rule of the law, individual liberty and the mutual respect and tolerance of those with different faiths and beliefs.

2. Aims and objectives

- 2.1. At Ryhall CE Academy, we work together to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to participate fully and succeed at secondary school and eventually in a democratic and modern Britain.
- 2.2. The curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathize with others as well as giving them the confidence to provide their opinions and develop their own view points. Teachers outline the areas in which they will meet SMSC objectives in their planning
- 2.3. In addition to the mapping of, and planning for, SMSC within themes/units we also have an SMSC teaching & learning plan which identifies all areas of our wider curriculum including PSHE and Global Dimensions.

3. Spiritual Development

3.1. Definition

Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.

3.2. Our learning environment and curriculum

Spirituality is not taught, but is an inherent interwoven part of all aspects of school life and is nurtured and promoted as a natural element of the curriculum. The following opportunities will be made available in order to facilitate the development of spirituality:

Within Collective Worship & RE:

- exploring their relationship with God and the sense that they are his children, unique and loved by him;
- exploring and experiencing prayer and worship from a variety of Christian traditions;
- giving thanks to God for all aspects of school life;
- discussing and reflecting upon key questions of meaning and truth such as the existence of God, the origins and purpose of the universe, good and evil, life after death;
- considering the value of human beings and their relationship with God, with one another and with the natural world;
- discovering how the creative and expressive arts enable spiritual development;
- opportunities to discuss feelings and emotions openly;
- recognising and encouraging the use of personal and group gifts and talents;
- opportunities to develop their gift of imagination and creativity;
- encouraging curiosity and questioning so that their own views and ideas on religious and spiritual issues can be developed within a secure environment where faith is valued;
- developing a sense of personal significance and belonging;
- encountering Christian fellowship.

The learning environment and curriculum at Ryhall CE Academy supports spiritual development through allowing children to:

- be curious and to express feelings of delight and wonder, (scientific investigations, new life, the global landscape, through creative subjects such as art, music and poetry);

- explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives (R.E, Collective Worship, investigating communities and faiths, historical case studies);
- Where children already have religious beliefs, to support and develop these beliefs in ways which are personal and relevant to them;
- develop a sense of who they are, what they like and what they want to change about themselves (PSHE, RE, Collective and Class Worship);
- discuss what they think they have achieved and what they need to do to be successful in the future, (self-assessment, target setting activities i.e. #ME in KS2);
- participate, as appropriate, in the worship life of the school;
- be creative and imaginative;
- have time and space within school to think, reflect and respond to issues in moments of quiet or inspired through music, art, text, film or artefacts designed to 'lift the spirit';
- understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful;
- empathise and consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in stories);
- work collaboratively with peers, valuing the contribution made by others as well as having the confidence to express ideas, views and opinions, even if others do not agree;
- to respect all, as modelled by staff in their relationships with others;
- worship in church and with the church.

Opportunities for spiritual development are presented or naturally arise, and are promoted in all aspects of the curriculum and school life as the children become actively engaged in an enquiry based curriculum, which provides a wide range of experiential learning opportunities that enables them to question, consider, reflect and respond, and consider their own values, beliefs and feelings and those of others, with whom they are working alongside or with.

For more in-depth information regarding the key ways in which spiritual development is nurtured and promoted as part of the curriculum, please see our Spirituality Policy.

4. Moral Development

4.1. Definition

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

4.2. Our learning environment and curriculum

The classroom environment and curriculum promote moral development through:

- Codes of conduct and class rules, agreed with children and displayed in the classroom
- Clear and consistent rewards and sanctions that children understand and believe to be fair.
- Class and school assemblies that discuss moral values and cite expectations.
- Activities that enable pupils to give opinions and show their values.
- Discussing the choices made by the pupils and others and the resulting outcomes, (character studies, studies of historical figures, etc).
- The Christian values of 'Respect', 'Friendship', 'Hope', 'Trust' and 'Compassion' are explicitly taught and modelled throughout the school alongside the character value of Resilience.

5. Social Development

5.1. Definition

Social development involves children working effectively together and participating successfully in the school community as a whole. During a pupil's social development, they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

5.2. Our learning environment and curriculum

Some of the ways in which social skills are developed are:

- Modelling of positive social behaviour by all staff
- After school clubs
- Sporting activities
- Games at play times and lunch times – both those led by play leaders and otherwise
- Turn taking and team building activities
- Pair and small group work within the classroom
- Working with others across the local community (schools in the sports partnership, Ryhall Church members & incumbent, Methodist Worship team, Parish Council)

6. Cultural Development

6.1. Definition

Cultural development enables children to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

6.2. Children are introduced to a regional and global perspective in life through:

- Links with local and international schools (current link with Stamford School PALMI & ROSARNO, Italy)
- Stories from different cultures
- First hand experiences through local visits, theatre, art and artists
- Visitors from the local and international community
- Being part of National and International fund raising events
- Studies of a different lifestyle including different food, dress, festivals and places of worship
- Children are taught to understand the lifestyles and choices made by the variety of different cultures and faiths that are both studied and experienced
- An RE curriculum that teaches children about religion and culture across the world, including the diversity in our own country

7. Monitoring and review

7.1. The planning and coordination of SMSC are the responsibility of the Ethos Lead, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC;
- Speaks to the children about different elements of SMSC and uses this to inform future planning.
- Uses specially allocated, regular management time to review planning of SMSC across the curriculum, evidence of the children's work and to observe elements of SMSC across the school.
- Plans termly staff meetings to explore identified values and the SMSC links that may exist within these.

7.2. Class Teachers maintain class logs to evidence the wider opportunities given to all aspects of SMSC.

7.3. The Ethos Working Party will review evidence, conduct visits and engage in pupil voice activities to identify any areas in need of further future focus.