



Queens Church of England Academy

Learning and Growing in the Love of God SMSC Policy

Adopted by the Leadership team

September 2018

Approved by full Governing Body:

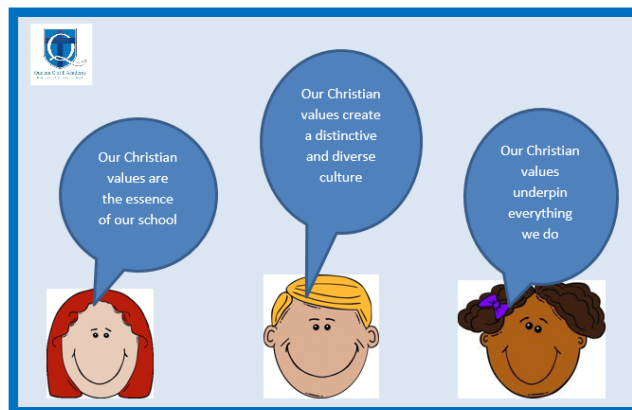
08.10.18

Signed Chair of Governors:

Date:

To be reviewed:

September 2019



OOMPH!

“Whatever you do, work at it with all your heart, as if working for the Lord and not for human masters.” - Colossian’s 3:23

MANNERS

“Be devoted to one another in love. Honour one another above yourselves.” - Romans 12:10

**IT’S NOT ABOUT
HOW MANY
BREATHS YOU
TAKE, IT’S ABOUT
HOW MANY YOU
TAKE AWAY**

“The heavens declare the glory of God; the skies proclaim the work of His hands.” - Psalm 19:1

Social Moral Spiritual and Cultural Policy

Rationale

The Christian belief that human beings are created in the image of God, and that each shares in God’s purpose to bring life and allow creation to flourish, underpins the work and nature of the Academy, and is endorsed in our statement:

At Queens C of E Academy, we recognise that the personal development of children, spiritually, morally, socially, culturally and emotionally plays a vital part in their ability to learn and achieve. We, therefore, 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, an appreciation of the diversity and richness of different cultures and develop strong emotional health for life. These link closely with our school’s Christian values which we believe link closely with British values.

All curriculum areas have a contribution to make to the child’s spiritual, moral, social, cultural and emotional development and opportunities for this will be planned in each area of the curriculum.

Christian spirituality, Christian values and principles will be explored in all curriculum areas, especially in RE/Collective Worship, but the integrity and spirituality of children from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and children will be given access to alternative views.

All adults will model and promote expected behaviours treating all people as unique and valuable individuals and showing love and respect for children and their families.

Our Academy community is a place where children can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the Academy.

Children should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Children should understand the need for rules and the need to abide by rules for the good of everyone. Academy and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate children's work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

Our Aims

- To ensure that everyone connected with the Academy is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the Academy.
- To ensure that a pupil's education is set within a 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 pupil 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 pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
- To provide our children with strategies to enable them to maintain strong emotional health throughout their lives.

At Queens C of E Academy, we aim to provide learning opportunities to enable children to develop in:-

Spiritual Development

- Sustain their self-esteem in their learning experience.
- 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.
- Understand human feelings and emotions and the way that they impact upon people.

By

- Recognition of the huge contribution that the Christian tradition, close links with St. Marys Church and Collective Worship make to Spiritual Development (see Collective Worship Policy).
- Recognition that the Fruits of the Spirit (Galatians 5:22) are the foundation stone of a healthy Spiritual life:-
 - Love
 - Joy
 - Peace
 - Patience
 - Kindness
 - Goodness
 - Faithfulness
 - Gentleness
 - Self-control
- Building into the timetable times for stillness and reflection
- Providing opportunities for the children to share their experiences of life. (These may not always be positive and teachers should be prepared for this)
- Allowing staff to be open to the views of the children and value their comments.
- Having a wide range of teaching strategies; what works for one might not for others.
- Using open questions.
- Using role play to encourage empathy
- Allowing staff to become as children and experience the joys of childhood with the children.
- Encouraging the children to be independent
- Links with PSHE and citizenship
- Regular contact with our Clergy.
- Exploring how our Christian values can add to their spiritual development.
- Ensuring our school's Christian values, as decided by the children, are linked to every part of our school life. These are: fairness, forgiveness, trust and respect, truth, responsibility and reconciliation.

Moral Development

- Recognise the unique value of each individual.
- Recognise the challenge of Jesus' teaching.
- Listen and respond appropriately to the views of others.
- Teaching growth mind-set and how children can build their 'brain muscles' to allow their intelligence to grow.
- Gain the confidence to cope with setbacks and learn from mistakes.

- Know what perseverance means
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.

By

- A programme of study for Personal, Social, Moral, Health and Citizenship Education to promote moral values.
- Regular quality PSHE timetabled for all classes
- Regular contact with outside agencies such as Community Police Officer etc.
- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the Academy.
- Promoting racial, religious and other forms of equality.
- Giving children opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.
- Developing an open and safe learning environment in which children can express their views and practise moral decision making.
- Making an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the Internet as well as Academy.
- Modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for persons, children' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts.
- Recognising and respecting the codes and morals of the different cultures represented in the Academy and the wider community.
- Encouraging children to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour.
- Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship
- Reinforcing the Academy's values through images, posters, classroom displays, screensavers, exhibitions, etc., and
- Monitoring in simple, pragmatic ways, the success of what is provided.

Social Development

- Develop an understanding of their individual and group identity.
- Learn about service in the Academy and wider community.
- Begin to understand the Christian imperative for social justice and a concern for the disadvantaged.
- Learning what being a part of their local community means
- Understanding the British values by which our society operates
- Learning how to work together as partners, groups, as a class or as a school.
- Develop personal independence.

By

- Valuing and promoting the role of the Academy Council in the community
- Actively supporting key charities in partnership with our Church,
- Links to PSHE and citizenship
- Identifying key values and principles on which Academy and community life is based.
- Fostering a sense of community, with common inclusive values.
- Promoting racial, religious and other forms of equality.
- Encouraging children to work co-operatively.
- Having school agreed group work rules: Do not interrupt others, 'Open the floor' to others, Get involved; don't sit there silently, Don't be scared of being wrong, Listen and show respect whilst others are talking, Speak clearly so everybody can hear.
- Encouraging children to recognise and respect social differences and similarities.
- Providing positive corporate experiences – for example, through assemblies, team activities, residential experiences, and Academy productions.
- Helping children develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect.
- Helping children resolve tensions between their own aspirations and those of the group or wider society.
- Providing a conceptual and linguistic framework within which to understand and debate social issues.
- Providing opportunities for engaging in the democratic process and participating in community life.
- Providing opportunities for children to exercise leadership and responsibility.
- Providing positive and effective links with the world of work and the wider community.

Cultural Development

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Recognise Christianity as a world-wide faith.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

By

- Bringing cultural enrichment to our children via visiting the theatre, speakers, dance, drama groups and visiting, where possible, sites of interest.
- Links with other Academy's via the Internet and letters in other countries and towns.
- Providing opportunities for children to explore their own cultural assumptions and values.

- Presenting authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality.
- Extending children's knowledge and use of cultural imagery and language
- Recognising and nurturing particular gifts and talents.
- Reinforcing the Academy's cultural values through displays, posters, exhibitions, etc.
- Auditing the quality and nature of opportunities for children to extend their cultural development across the curriculum.
- Monitoring in simple, pragmatic ways, the success of what is provided.
- Providing opportunities for children to participate in literature, drama, music, art, crafts and other cultural events and encouraging children to reflect on their significance.
- PSHE and citizenship links

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage children to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

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

Class discussions and circle time will give children opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, eg bullying, death, etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- 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 – eg. 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, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment,
- Work co-operatively and collaboratively.

Monitoring and Evaluation

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

- Monitoring of planning and teaching and learning,
- Regular discussion at staff and governors' meetings
- Audit of policies and Schemes of Work.
- Sharing of classroom work and practice.
- Audit of Collective Worship policy and practice.
- Regular inclusion on SIP.
- Feedback/evaluation to Head teacher.

Conclusion

High standards in the area of SMSC development will be sought and maintained by making explicit the Academy's values expressed in the Mission Statement, and by establishing the clear principles and values evident in the Biblical concept of loving each other as Jesus loved us. This policy should be read in conjunction with:-

1. Collective Worship
2. PSHE Policy and POS
3. Behaviour and Bullying Policies
4. Staff handbook
5. SEN Policy

