



Walsgrave
Church of England Academy

A decorative graphic consisting of several overlapping, wavy, horizontal bands in various shades of green, spanning the width of the page.

Spiritual, Moral, Social and Cultural Education Policy (SMSC) Policy

Rationale

At Walsgrave C of E Academy, the spiritual, moral, social and cultural development (SMSC) of all children is recognised as being of fundamental importance for a well-rounded educational experience to take place. It is taught through all subjects of the curriculum, but most explicitly through Religious Education (RE) and Personal, Social and Health Education (PSHE). SMSC supports all areas of learning and can contribute to the child's motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. We believe that in later years a good level of SMSC development will enrich the individual's appreciation of life's experiences and their relationships with others.

School Vision & Values

The values and attitudes promoted by the staff influence the behaviour and attitudes within the school. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values.

'Together We Thrive'

Walsgrave, the tree that stands proud and strong. Planted in rich soil, our roots provide the safety so that we can all grow: The branches give the strength to weather whatever the seasons bring. Each unique leaf has the chance to thrive, adding to the beauty and wonder of the tree. Animal's scurry, jump and explore learning every day and having fun. Even the biggest tree needs the warmth and light of the sun, the rain from above and new leaves to grow each year. We are all part of God's plan. The roots, the branches and the animals are all called together so we can all flourish and make Walsgrave stand strong.

"For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future".

Jeremiah 29:11

Defining SMSC

Spiritual Development

Spiritual development is relevant to all children not only those who come from families with a religious background.

What is Spiritual Development?

Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view; either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.

Pupils' spiritual development is shown by their:

- *Ability to be reflective about their own beliefs, religious or otherwise, that inform their 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*
- *use of imagination and creativity in their learning*
- *willingness to reflect on their experiences.*

Moral Development

This relates to the child's developing understanding of what is "right", "wrong" and "fair". The School will try to build on the moral training within the home while accepting that there might be different approaches between home and school.

What is moral development?

Moral development is about the building, by pupils, of a framework of moral values which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

Pupils' moral development is shown by their:

- *ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in doing so, 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.*

At our school our Moral Code is underpinned by belief in:

- Telling the truth
- Keeping promises
- Respecting the rights and property of others
- Being considerate to one another
- Caring for those who are less fortunate
- Accepting responsibility for one's own actions
- Self-discipline

We will not accept:

- Bullying
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty
- Selfishness

Social Development

As a school we aim to promote opportunities that will enable students to develop an understanding of their individual and group identity. Through social development opportunities children will learn about service in the school, local and global community.

What is Social Development?

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the inter-personal skills necessary for successful relationships.

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*
- *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 or beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in a contribute positively to life in modern Britain*

Cultural Development

Development in this area allows the child to recognise that all cultural groups are distinctive. Culture is the embodiment of shared beliefs, knowledge, customs and values of that group. The child needs to appreciate the distinctive features of their own culture and those of others. This will help children to answer the questions "Who am I" and "Where do I fit in?" We need to remember that cultures are dynamic and are constantly being re-shaped.

What is Cultural Development?

Cultural development is about pupils' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

Pupils' cultural development 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 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, understanding of, and respect for different faiths and 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.*

Organisation and Monitoring

This area of learning concerns the development of the whole child and spans the entire curriculum. Responsibility for SMSC therefore lies with the Deputy Headteacher with overall responsibility for the Curriculum and Academic outcomes. An audit will take place regularly to ensure that development work is included in the School Development Plan.

This policy will be reviewed every three years or sooner if required.

Reviewed by: D Sowerby March 2022

Next Review Date: March 2025

Approved by Head of Education, Primary: 6 June 2022

Signed:

A handwritten signature in black ink, appearing to read 'R. Darling', written over a horizontal line.

Rob Darling
Head of Education, Primary