Much Birch C of E Primary School

Spiritual, Moral, Social and Cultural Education Policy



'We will flourish and reach our God given potential'

I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit. **John 15:5**

All members of our whole school community are able to realise their God-given potential, enabling them to become equal, caring and active citizens whilst upholding true Christian values. We treat others, as we would like to be treated, with dignity and respect. Everyone is encouraged to flourish with hope and high aspirations

Updated 2 yearly

Review date September 2027

Head teacher Mrs B Davies

Chair of Governors Rev. Mark

Mission Statement and Values
Much Birch School aims to provide every child with the opportunity to develop their full potential through an inspiring and creative curriculum which will develop and create a life-long love for learning in an inclusive, supportive Christian community. At Much Birch we nurture the whole child, and each child is valued and able to thrive.

Introduction

At Much Birch we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils 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 the cultures.

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject, and the ethos of Much Birch CE Primary is an essential ingredient of school success.

1. Guidelines
All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.
All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.
The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.
Pupils should learn to differentiate between right and wrong in as far as their actions affect other people and use their moral compass.
They will be encouraged to value themselves and others.
Pupils should understand the need for rules and the need to abide by rules for the good of everyone.
School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' 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.

2. General Aims
- To ensure that everyone connected with the school 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 school
- 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 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 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

3. Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils 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 faiths, feelings and values
 develop a sense of enjoyment and fascination in learning about themselves, others and the world around them
 use their imagination and creativity in their learning
 be willing to reflect on their experiences
 develop into self-assured, confident, happy, positive young people
 sustain their self-esteem throughout 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

4. Moral Development

As a school we aim to provide learning opportunities that will enable pupils to:
 recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England- to use their moral compass.
 understand of the consequences of their behaviour and actions
 show an interest in investigating and offering reasoned views about moral and ethical issues, and be able to understand and appreciate the viewpoints of others on these issues
 recognise the unique value of each individual
 listen and respond appropriately to the views of others
 gain the confidence to cope with setbacks and learn from mistakes
 take initiative and act responsibly with consideration for others
 develop their own moral sense and distinguish between right and wrong
 show respect for the environment
 make informed and independent judgements
 understand the impact of their actions on other people

5. Social Development

As a school we aim to promote opportunities that will enable pupils 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
 demonstrate a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
 accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
 develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain
 articulate their feelings and justify them in both informal and formal settings and be given responsibility and trust to develop their confidence

 to have the confidence to undertake difficult tasks
 encounter a wide range of experiences
 question things which prevent them developing into confident adults – particularly lack of aspiration and unfair discrimination
 develop an understanding of their individual and group identity
 learn about service in the school and the wider community and develop an understanding of the roles within our community – police, healthcare, the Armed Services, Parliament etc. We support 3 charities (one local-foodbank, one national- Shelter & one global- Hands Around The World)
 know the value and importance of making a positive impact on the lives of other people

6. Cultural Development

As a school we aim to promote opportunities that will enable pupils to:
 understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others
 understand, appreciate and respect the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
 develop their knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
 participate in and respond positively to artistic, sporting and cultural opportunities
 interact easily with people of different cultures and faiths
 explore, improve understanding of and show respect for different faiths and cultural diversity
 understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities
 recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society
 develop an understanding of their social and cultural environment
 develop an understanding of Britain's local, national, European, Commonwealth and global dimensions

7. Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils 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. Teachers will inspire pupils through their enthusiasm for and modelling of learning. Teachers at Much Birch C of E will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.
Collective Worship, lessons, class discussions extra-curricular activities and circle time will give pupils opportunities to:

 talk about personal experiences and feelings
 listen and talk to each other
 agree and disagree
 express and clarify their own ideas and beliefs
 share thoughts and feelings with other people
 explore relationships with friends/family/others
 consider the needs and behaviour of others
 develop self-esteem and a respect for others
 show empathy
 develop a sense of belonging

 speak about difficult events, e.g. bullying, death etc
 develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc
 develop an awareness of treating all as equals, and accepting people who are physically or mentally different.
 take turns and share equipment
 work co-operatively and collaboratively

8. Links with the wider community

 Visitors are welcomed into school
 The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn
 Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.