



St. Luke's CEVA Primary School

Spiritual Moral Social & Cultural (SMSC) Policy

Approved by: Governing Board

Approved on: Autumn 2022

Review Date: Autumn 2024

At St. Luke's CEVA Primary School we aim to create a positive, safe and secure learning environment based upon mutual respect and high expectations, so that all members of the school community can excel and

**Aspiring to be just and kind
Walking humbly with God
Growing with every opportunity**

At St. Luke's we aim to:

Develop an active culture of justice and kindness, where everyone (regardless of background) is treated with dignity, respect and warmth.

Embed a positive approach to behaviour management, which has restorative justice at its core and focuses on respect, forgiveness, trust and restoration.

Inspire the pupils to make ethical choices and become agents for change both within their own context and further afield.

Provide an environment where everyone can flourish and have a life enhancing encounter with the Christian faith and Jesus Christ.

Instil hearts of compassion which lead to the service of others both within our own context and further afield.

Provide an excellent, broad-based curriculum that inspires enthusiasm, energy and dedication as pupils fully engage with learning

Provide pupils with a variety of opportunities, including sporting, musical, artistic, technological and cultural activities that facilitate spiritual, moral, social and cultural and growth

Encourage pupils to grow in the in the 'fruits of the spirit' (love, joy, peace, patience, kindness, goodness, faithfulness, humility, and self-control)

Develop a growth mindset, resilience and good mental health and well-being.

Introduction

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve and for them to fully appreciate their place in their community and the wider world.

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 other cultures.

This is a whole school issue.

Our curriculum has been designed by the staff to be as relevant as possible to our children and to enhance their spiritual, moral, social and cultural development.

The integrity and spirituality of pupils from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

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 as well as considering issues that affect us all.

Pupils 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.

Pupils understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements in line with the school's behaviour policy and our work around Growth Mindset (Dweck).

All curriculum areas 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.

Intent

- At St. Luke's we recognise the importance of the personal development of pupils through spiritual moral, social and cultural (SMSC) teaching and how that connects with modern British values.
- 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.

Guidelines

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

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 will understand the difference between right and wrong in their actions and how these affect others and how that links to the need to have rules for the protection of all. This will also be linked to modern British values to show the basis of these rules and notions in our society.

Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience through the development of a growth mindset approach.
- 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.

Moral development

As a school we aim to provide learning opportunities that will enable pupils to:

- 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.
- Distinguish between right and wrong.
- Show respect for the environment.
- Take action for justice.
- Make informed and independent judgments.

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Have an awareness of moral issues and how they impact our community.
- Discuss and display agreed standards of behaviour.
- Learn about service in the school and wider community.

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Recognise different cultures and religions in the world – celebrate the diversity of the world.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Promoting British Values

St. Luke's actively promotes the fundamental British values of:

- Democracy
- The rule of law
- Individual Liberty
- Mutual Respect & Tolerance of those with different faiths and beliefs

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.

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

Class discussions and Collective Worship will provide pupils 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 pupils to develop socially, morally, spiritually and culturally — eg empathy, respect, open mindedness, sensitivity, critical awareness

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals.
- Agree and disagree.
- Take turns and share equipment.
- Work cooperatively and collaboratively.

Practical activities to develop SMSC will include:

- Working together in different groupings and situations.
- Encouraging the children to work towards eating independently at meal times – starting with YN.
- Taking responsibility e.g. Playground buddies, worship/faith leaders, class monitors, door monitors, register monitors, assembly monitors, cloakroom monitors, delivering messages and looking after younger children.
- Encouraging teamwork in PE and games.
- Showing appreciation of the performances of other children regardless of ability.
- Hearing music from different composers, cultures and genres.
- Meeting people from different cultures and countries.
- Participation in a variety of different educational visits.
- Participation in live performances.
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and national celebrations.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- Participation in traditional dancing as well as dance from other cultures.
- Opportunities to make and evaluate food from other countries.
- Opportunities in music to learn songs from different cultures and play a range of instruments including steel pans and samba.
- Studying the contributions to society that certain famous people have made.

Links with the wider community

Visitors are welcomed into school.

Links with local places of worship are fostered through children visiting and visitors coming into school.

We have close links with the Sheltered housing at 55 Ruscoe Rd and Anchor House Barking Rd (temp homeless hostel)

The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil (home school agreement, weekly newsletter, school website).

Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it, led by our award winning Eco team.

Impact Of SMSC:

- Children value themselves as individuals and their place in the wider school and general communities
- Children gain the skills to help solve problems for others e.g. through the Justice and Eco committees or raising money for the local Homeless population
- Children can reflect on their behaviour and practice restorative justice where appropriate

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

- Monitoring of teaching and learning opportunities throughout curriculum areas by SLT and subject leaders.
- SMSC issues often being part of the school development plan.
- Good practice in SMSC being shared with staff regularly through insets.

Related Documents:

RE Policy

RHSE

Collective Worship

PSE

Review Date 2024