

Abbey Academies Trust



Every Child Matters

POLICY

For

Spiritual, Moral, Social & Cultural Development

(SMSC)

September 2016		
September 2019		
May 2021		



Every Child Matters within a loving and caring Christian environment

As a RRS (Rights Respecting School – UNICEF) this policy upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):

Article 2: Everyone has equal rights whatever their race, religion, ability, whatever they think or say or whatever their family.

Article 14: Every child has the right to follow their own religion. Article 29: Every child has the right to be the best they can.

After our return to school in March 2021, the RE curriculum has been refined to best support the development of our children's skills and knowledge, providing them with solid foundations. During these challenging COVID-19 times, the RE curriculum has been an essential part of our children's reconnection, recovery and resilience. The well-being of our children has been at the heart of our curriculum and our children continue to be supported to be the best they can be and 'fly high' as they continue their journey through school.

Our Academy Vision

We have a vision of a community in which each person is offered the opportunity to fulfil their potential and to understand themselves to be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all members of the school community. As inclusive and caring church schools, our commitment is to help pupils become thoughtful, open-minded and compassionate human beings who have the knowledge, skills and motivation they need to bring about positive transformation in the world.

“Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can.”

John Wesley

Striving for excellence and caring for all within a loving and caring Christian environment.

This policy outlines the purpose, nature and management of Spiritual, Moral, Social and Cultural Education within our Academies Trust.

The implementation of this policy is the responsibility of the Executive Headteacher, all teaching staff and governors and trustees.

Spiritual, Moral, Social and Cultural Development (SMSC) has to do with relationships with other people and, for believers, with God. It has to do with the search for individual identity and with our responses to challenging experiences such as death, suffering, beauty and encounters with good and evil. It is to do with the search for meaning and purpose in life and for values by which to live.

Aim

That all pupils will develop a positive attitude towards themselves and others, show respect for the world they live in and deal with everyday life situations in a confident and understanding way.

Entitlement

The Education Reform Act refers to a dimension of human existence which is termed the 'Spiritual' and which applies to all pupils. The potential for Spiritual Development is open to everyone and is not confined to the development of religious beliefs or conversion to a particular faith.

Spiritual Development

We have divided Spiritual Development into eight distinct areas:

1. **Respect for Feelings and Emotions:** The sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings and how to learn to use such feelings as a source of growth.
2. **Creativity:** Expressing innermost thoughts and feelings through, for example, art, music, literature and crafts; exercising the imagination, inspiration, intuition and insight.
3. **Reflect on Self-knowledge:** An awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences; a growing understanding and acceptance of individual identity; the development of self-respect.

4. **A sense of awe, wonder and mystery:** Being inspired by the natural world, mystery or human achievement and use imagination and creativity.
5. **Search for meaning and purpose:** Asking "Why me?" at times of hardship or suffering; reflecting on the origins and purpose of life; responding to challenging experiences of life such as beauty, suffering and death.
6. **Relationships:** Recognising and valuing the worth of each individual; developing a sense of community; the ability to build up relationships with others.
7. **Faith and Beliefs:** The development of personal beliefs, including religious beliefs; an appreciation that people have individual and shared beliefs on which they base their lives; a developing understanding of how beliefs contribute to personal identity.
8. **Experiencing feelings of transcendence:** Feelings which may give rise to belief in the existence of a divine being, or the belief that one's inner resources provide the ability to rise above everyday experiences.

Moral Development

Moral Development, like Spiritual Development, cannot be defined by one simple statement. It involves several elements:

1. The will to behave morally as a point of principle and recognise right and wrong. This attitude is fundamental to Moral Development.
2. Knowledge of the codes and conventions of conduct agreed by society, both non statutory and those prescribed by law.
3. Knowledge and understanding of the criteria put forward as a basis for making responsible judgements on moral issues.
4. The ability to offer reasoned views, make judgements on and understand the consequences of moral issues, as they arise by applying moral principles, insights and reasoning.

Social Development

The pupils will acquire an understanding and rights of being members of families and communities (local, national and global) and an ability to relate to others and to work with others for the common good.

They will use a range of social skills and develop their emotional literacy to express their feelings and respect and value the rights and opinions of others

They will learn the importance of appreciating diverse viewpoints and

resolving conflict.

They will display a sense of belonging and an increasing willingness to participate in the local community.

They will develop the knowledge, skills, understanding, qualities and attitudes they will need to make an active contribution to the democratic process in each of their communities.

They will engage with the British Values of Democracy, the rule of law, liberty, respect and tolerance.

Cultural Development

Pupils will acquire an understanding of cultural traditions and influences and an ability to appreciate and respond to a variety of aesthetic experiences, ways of doing things and curiosity about differences.

They will participate in cultural opportunities and understand, accept, respect and celebrate diversity.

They will develop the knowledge, skills, understanding, qualities and attitudes they will need to understand, appreciate and contribute to culture.

They will appreciate the role of Britain's parliamentary system.

Implementation

The promotion of Spiritual, Moral, Social and Cultural Development of each child is seen as the responsibility of all members of staff. Much of this development should be assimilated through the ethos of the school. However, there are many opportunities within cross-curricular work to focus on the above statements.

Some of the above statements will take place through direct teaching.

Pupils will be taught:

- To distinguish between right and wrong;
- To articulate their own attitudes and values;
- To take responsibilities for their own actions;
- To recognise the moral dimension to situations;
- To understand the long and short-term consequences of their actions for themselves and others;
- To develop for themselves a set of socially acceptable values and principles, and set guidelines to govern their own behaviour;
- To recognise that their values and attitudes may have to change over time;
- To behave consistently in accordance with their principles.

All children, regardless of ability, gender or social background will receive the same teaching with each of their views being taken into account.

Contexts for Promoting Spiritual, Moral, Social and Cultural Developments in our Academies Trust

We believe that we are in a unique position to develop a clearer understanding and identification of ways in which Christian, moral and other faith values can motivate relationships between all members of our community.

In a world of often confusing and shifting values, we know that our pupils need an environment in which they can explore their own values, relate positively to others and develop skills to deal with life's joys, sorrows and questions.

We embed Christian Values to ensure they permeate through every aspect of the children's learning and lives. Made in the image of God, they all deserve to be the best they can be regardless of background, faith and ability.

It is possible to identify different contexts where suitable and optimal opportunities for promoting SMSC arise, in many areas of school life.

These include:

- Religious Education
- Collective Worship
- Curriculum subjects
- Non-Statutory subjects and aspects e.g. PSHE, citizenship and environmental education
- teaching and learning strategies
- the quality of relationships between staff and pupils and between pupils
- teachers and support staff as role models
- the ethos and values of the Academies Trust
- aspects such as visits, visitors, clubs and extra-curricular activities.

Assessment

Ongoing assessments of the Spiritual and Moral Development of a child is initially the responsibility of the class teacher and Year Leader and then thereafter by any member of staff who comes into regular contact with the child.