



St. Anne's CE Primary and Nursery School

SMSC Policy

**Reviewed and updated
September 2021 (Mrs. L. Sixsmith)**

Minds to learn, hearts to care.



Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind." This is the first and greatest commandment.

And the second is like it: "Love your neighbour as yourself." *Matthew 22:37-39*



*Our school vision is to be the best version of ourselves
that God created us to be - with minds to learn and hearts to care.*

Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.



Vision and Values

Our school vision is to be the best version of ourselves that God created us to be – with minds to learn and hearts to care.

Who are we as a school? This is our deeply Christian vision which is firmly rooted in the bible.

Jesus summed up his most important teaching by quoting the greatest commandment – love the Lord your God with all your heart, with all your soul with all your mind. And love your neighbour as yourself. (Matthew 22v37-39) At St Anne's our vision is for everyone who is part of our school community to live life to the full and to treat everyone with compassion and respect.

This vision shapes all we do and helps us understand who we are as a school, why we are here, and then how we live. Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.

Why are we here? These are our values:

Loving God with all of our heart

We want everyone at St Anne's to be the best version of themselves. We believe this is about everyone being authentic, open and honest. We are dedicated to continuous improvement, challenging ourselves, celebrating our successes and always aspiring to be 'the best we can be' to enable each child and adult to flourish and achieve.

Loving God with all our soul

We want to nurture the spiritual life of everyone in our school family recognising that 'spirituality is like a bird; if you hold it too tightly, it chokes; if you hold it too loosely, it flies away. Fundamental to spirituality is the absence of force.' Rabbi Hugo Gryn

To promote our Christian ethos and values through lively, intelligent and creative participation.

To provide an inviting, inclusive school environment where all members of the school community, of all faiths or none, are valued, respected and care for one another.

To encourage and develop links between the school, home, our parishes and the local, national and global community.

Loving God with all our mind

To provide a high quality and nurturing learning environment.

To be dedicated to continuous improvement, challenging ourselves, celebrating our successes and always aspiring to be the best we can be to enable each child and adult to flourish and achieve.

How then do we live? All of this shapes our school life.

Daily collective worship is at the centre of school life and enables children to experience the diversity of Christian practice and tradition.

High quality, effective, academic religious education allows pupils and adults alike to flourish.

Throughout all our school life our Christian vision and values promote social and cultural development through the practice of forgiveness and reconciliation. They encourage good mental health and enable children and adults, whatever their background or ability, to flourish and live well together.

The vision is used to ensure our policies, curriculum and extracurricular opportunities meet the academic and spiritual needs of all learners.

We describe all our activities in terms of how the vision and values inspire our whole school community, children and adults, to engage in social action and to be courageous advocates for change in their local, national and global communities

Our Christian vision supports the character and moral development of all pupils and adults, giving them aspiration for themselves and hope for the communities of which they are a part. It fosters dignity and respect, enabling everyone to be the person God created them to be, to achieve the most they can, and to inspire hope for others in the local community and beyond.

Rationale

All areas of our school life create the Christian ethos which makes our school the special place that it is and affirm our belief that our children should be taught to value themselves and each other, to appreciate the cultural diversity of the community and wider world in which they live, to develop a sense of peace and justice and to acknowledge that they are part of something greater than that which can be fully seen or understood. Our Christian vision and ethos are the foundation of all that we do and an integral part of the curriculum that we offer. The values upon which our ethos is built must equally be at the heart of all our relationships in school. It is arrived at through a sharing of these values and a common purpose, through example to each other and to the children, and through discussion with the children and between colleagues. The school 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 school.

Intent

Our Spiritual, Moral, Social and Cultural (SMSC) policy is based on the Vision and Values of our Christian School. As a Church of England School our aim is for an outstanding education that will inspire children in our care to flourish, develop their hearts and minds and enable them to become happy, healthy, global citizens drawing inspiration from our Christian Values.

The purpose of this policy is to set out clearly to all stakeholders the ways in which we develop our children spiritually, culturally and morally. We recognise as a Church of England school that spiritual development is of upmost importance to our children and that developing them morally and culturally will contribute enormously to them becoming happy, healthy, global citizens.

At St Anne's CE Primary School we consider the spiritual, moral, social and cultural development of our pupils to be at the centre of our school ethos and the responsibility of the whole curriculum, including our extra-curricular activities. We strive to provide and maintain for our pupils an education that enables them to explore and develop their own values and beliefs; develop spiritual awareness; strive for high standards of personal behaviour; cultivate a positive caring attitude towards other people; develop an understanding of their social and cultural traditions; and gain an appreciation of the diversity and richness of other cultures. We as a school community have a commitment to promote equality in line with the Equality Act 2010 (see Equality Policy)

At St. Anne's we believe that spiritual, moral, social and cultural development is promoted through the school ethos, the Christian distinctiveness of the school, collective worship, all curriculum areas, our behaviour policy, extra-curricular and other activities.

A Definition of Spirituality within School, prepared for us by Reverend Keddilty, Alison Keddilty and the St. Anne's Youth Church Mission Team

'At St Anne's CE Primary School, we believe that spirituality is experienced by everybody as unique individuals and that spirituality is important for healthy development. As we seek to discover more about ourselves and our connection to other people, the world around us and to God, we value a sense of awe and wonder. We believe that every member of our school, whether child or adult, should be nurtured as they develop their spiritual awareness and spiritual character.'

What is Spiritual, Moral, Social and Cultural Development?

Spiritual Development

• The non-physical aspects of a person concerned with profound thoughts, relating to God, Jesus, The Bible and other faiths. • That which moves people. • Feelings, experiences and emotions. • A search for meaning and purpose to life. • Valuing a non-material dimension to life. • The relationship between belief and behaviour. • A sense of being a greater whole. • Learning to respect the beliefs of others. • Develop a growing awareness of the inner self. • A sense of awe and wonder.

Moral Development • Take responsibility for their own actions. • Appreciate the difference between right and wrong. • Understand that there are acceptable levels of behaviour which must be adhered to if communities are to live comfortably together. • Learn to value each other as individuals and to show respect towards each other. • Establish a framework of values in which their actions towards themselves and others are always rooted. • Being able to articulate attitudes and values. • Recognising that values and attitudes change over time. • Understanding the consequences of actions for self and others. • Recognising the greater needs which extend beyond self-interest.

Social Development • Understanding how individuals relate to each other. • Being able to adjust to a range of social contexts by appropriate and sensitive behaviour. • Being able to make a personal contribution to the well being of groups. • The ability to exercise responsibility and initiative. • Being able to participate cooperatively and productively in the community. • Knowing how societies function and are organised. • Understanding how what is learnt in the curriculum relates to life in society.

Cultural Development • Understanding of beliefs, customs, values, knowledge and skills which form the basis of identity and cohesion in society. • Knowledge of the nature and roots of cultural traditions. • Key features of major cultural groups within society. • Capacity to relate to what is learnt to an appreciation of wider cultural aspects of society. • Developing and strengthening the cultural interests of children. • Extending horizons beyond the immediate to the highest artistic, musical and literary achievements. • Understanding the diversity of religious, social, aesthetic, musical and political traditions and practices. • Being able to evaluate the quality and worth of cultural achievements.

Aims of SMSC

- To encourage pupils to develop their own beliefs and values about life and religion
- To promote an appreciation of all individuals and shared beliefs.
- To develop appropriate personal and social behaviour in response to other cultures and environments.
- To develop an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences and the development of self-respect.
- To recognise and value the worth of all individuals irrespective of gender, ethnicity, sexuality or religion thus developing a sense of community and the ability to build relationships with others.

- To promote curiosity in order to make sense of the world.
- To promote courageous advocacy and a sense of justice within our pupils.

Responsibility for the policy and procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all Equalities legislation;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the Junior Leadership Team in the development, approval, implementation and review of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Head teacher will:

- ensure all school personnel, students and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator for SMSC;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the coordinator for SMSC

The coordinator for SMSC will:

- lead the development of this policy throughout the school;
- work closely with the link governor;
- provide guidance and support to all staff;
- provide training for all staff on induction;
- keep up to date with new developments and resources;

- undertake risk assessments when required;
- review and monitor (SMSC audit);

Spiritual Development and Learning at St. Anne's

We regard spiritual development as the way in which pupils acquire personal beliefs and values, especially on questions about religion, whether life has purpose, and basic personal and social behaviour. At Anne's we try to help pupils make sense of these questions through the curriculum, collective worship (*see **Collective Worship Policy & Strand 6 SIAMS 2018 schedule***), the Christian distinctiveness and mindfulness opportunities within the curriculum. We see spiritual development as an important element of a pupil's education and fundamental to other areas of learning, development of happy, caring hearts and active, learning minds and global citizenship.

We aim to provide learning opportunities that will enable pupils to:

- enhance their spiritual awareness through quiet/reflection spaces;
- experience mindfulness through the curriculum;
- sustain their self-esteem in their learning experience;
- develop their capacity for critical and independent thought;
- foster their emotional life and ability to express their feelings;
- empathise with others;
- discuss their beliefs, feelings, values and responses to personal experiences;
- form and maintain worthwhile satisfying relationships that cherish themselves, and others, as uniquely and wonderfully made (Strand 5 SIAMS 2018 schedule).
- form healthy relationships, offer dignity and respect to others (Strand 5 SIAMS 2018 schedule).
- reflect on, consider and celebrate the wonders and mysteries of life

Moral Development and Learning at St. Anne's

We believe that pupils' moral development involves:

- acquiring an understanding of the difference between right and wrong and of moral conflict;
- a concern for others and the will to do what is right;
- reflecting on the consequences of their actions;
- learning forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together (***Strand 4 SIAMS 2018 schedule***);

- developing knowledge, skills, understanding, qualities and attitudes in order for them to make responsible moral decisions and to act on them.

We aim to provide learning opportunities that will enable pupils to:

- tell the truth;
- keep promises (unless there is a safeguarding issue);
- respect the rights and property of others;
- act with consideration towards others;
- help those less fortunate than themselves;
- take personal responsibility for their actions;
- have self-discipline;
- understand the meaning of forgiveness and reconciliation (**Strand 4 SIAMS 2018 schedule**);
- understand the meaning of 'good disagreement' (**Strand 4 SIAMS 2018 schedule**)

Social Development and Learning at St. Anne's

We believe social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society.

We aim to provide learning opportunities that will enable pupils to:

- develop the ability to be aspirational, resilient and persevere when things go wrong (**Strand 3 SIAMS 2018 schedule**)
- overcome barriers to their learning, making positive choices (**Strand 3 SIAMS 2018 schedule**)
- become courageous advocates for change in their local, national & global communities (**Strand 3 SIAMS 2018 schedule**)
- understand social justice and a concern for the disadvantaged and how they can challenge injustice (**Strand 3 SIAMS 2018 schedule**)
- connect the school's ethical and charitable activities to our vision and values (**Strand 3 SIAMS 2018 schedule**)
- ask the 'big questions' about life that develop their understanding of disadvantage, deprivation and the exploitation of the natural world (**Strand 3 SIAMS 2018 schedule**)
- engage in Diocesan and other global companion/world links (**Strand 3 SIAMS 2018 schedule**)

Cultural Development and Learning at St. Anne's

We want our pupils to acquire:

- understanding of, respect for and the ability to celebrate difference and diversity within their school, local, national and global communities (**Strand 5 SIAMS 2018 schedule**)
- a respect for their own culture and that of others;
- an interest in others' ways of doing things and a curiosity about differences.

We aim that our pupils develop:

- knowledge, skills, understanding, qualities and attitudes that they need to understand, appreciate and contribute to culture.

We aim to provide learning opportunities that will enable pupils to:

- recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society;
- develop an understanding of their social and cultural environment.

Organisation

We believe spiritual, moral, social and cultural development takes place across all curriculum areas and within activities that provide opportunities to allow pupils to:

- talk about personal experiences and feelings;
- express and clarify their own ideas and beliefs;
- speak about difficult events;
- share thoughts and feelings with other people;
- explore relationships with friends, family and 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 attributes that enables them to develop socially, morally, spiritually and culturally.

Teaching and Learning

The Spiritual, Moral, Social and Cultural development of the child is recognised as being fundamental. It is taught through all subjects of the curriculum and in particular, through RE and PSHE. On a day-to-day basis, pupils are accountable to the core values of our school community which are displayed around school. They reflect the need to value ourselves, our families and other relationships, the wider groups to which we belong, the diversity of our society and the environment in which we live. The children are rewarded for their demonstration of these values in their everyday behaviour and attitude. Spiritual and moral development, particularly beliefs, ethics and worship, is delivered weekly through worship. Children are encouraged to reflect on whole school, key stage and class worship through their classroom and school prayer spaces. Our Friday, celebration worship focuses on themes such as making the most of our abilities, consideration for others, persistence, attitude, making the right choices. Whilst there is not the same emphasis on religious issues as such, there is great focus on being a responsible member of our school community, which once again leads back to our Values. Visitors are invited to attend and lead our worship as appropriate. These may sometimes take place in St. Anne's or St. Andrew's Churches and include parents and carers and relatives of children at our school. Annual, monthly and weekly worship themes are agreed and used in planning.

Skills and Understanding

Through SMSC children will:

- Develop self-esteem, co-operation, partnership, leadership and a sense of responsibility.
- Develop understanding of the diversity of religious, social, aesthetic, ethnic and political traditions and practices worldwide.
- Learn to recognise and develop personal response to a range of cultural experiences.
- Develop an appreciation of the rich diversity of cultures from other countries.
- Develop skills and understanding in communication, co-operation, empathy and sharing.
- Learn about different roles by creating a variety of group experiences.

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. Across all subjects, we use Big Questions to explore spiritual, moral, cultural and social issues.

Class discussions 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.
- Share thoughts and feelings with other people.
- Explore relationships with friends, family and others.
- Consider others' needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop sensitivity and critical awareness.
- Listen.
- Agree and disagree.
- Work co-operatively and collaboratively.

Opportunities for including SMSC within the curriculum

English

- Different texts – an appreciation of the beauty of great language and literature.
- Exposure to literature and poetry helps children to appreciate different moral and social aspects.
- Drama and stories which create opportunities for moral judgements.
- Shared reading and discussion activities eg shared reading and writing helps children to appreciate others' points of view
- Awareness of traditional tales and their cultural backgrounds.

Numeracy

- Group work helps promote an appreciation of the input of others and positive attitudes.
- An appreciation of the inherent patterns
- An understanding that mathematics has an historical and cultural base Greek, Arabic, Egyptian.

RE

- The exploration of moral and spiritual questions by discussing, for example, Bible stories or stories from other religions.
- Use of the Durham Agreed Syllabus and Understanding Christianity schemes of work.
- Appreciating and valuing other faiths and beliefs of both groups and individuals.
- Tolerating others and their beliefs and needs.
- Knowing about the historical, social and religious aspects of our own culture and that of others eg. Christmas, Easter, Divali.

Computing

- Graphic design
- Research eg religious artefacts
- E mail with an international school.
- Following the E Safety Policy.

Science

- The development of an understanding of our place in the great scheme of things by studying space or life processes.
- An appreciation of moral questions as scientific knowledge increases eg the use of animals for research.
- An awareness of the cultural background of science

D&T

- An appreciation of good design, to question 'How will this affect the environment?'
- Co-operation and collaboration of group tasks.
- Promoting equality of opportunity ie activities that are historically gender- based eg sewing/ woodwork.

History

- The study of artefacts, buildings, churches gives children a sense of place and an awareness of beauty and aesthetics.
- Moral issues can be considered eg was it right that war was fought or that children were forced to work in factories and mines in Victorian Britain.
- Studying the cultures of other times – Egyptians, Romans builds an awareness of other societies and cultures and the relative value of our own. It also stresses the interdependence of cultures.

Geography

- The study of different localities helps children to understand the background, way of life and values etc of different people and cultures.
- Tolerance of differences, overcoming racism and prejudice.
- Local study encourages an awareness of place, family, home and other people's needs.
- Environmental issues and concerns can be discussed.

Art

• Studying art can give an insight into the culture of other people. • Art can be a tool to study the past and make social and moral comment on it eg what do the people in works by Lowry tell us about the social conditions of the time? • Multicultural art, the art of different religions, the art of ancient societies all reinforce the value of societies other than our own. • The appreciation of great works of art and an appreciation of our own helps to build up an awareness of aesthetics and gives an uplifting experience.

Music

• Listening to music, performing, joining in with it gives pleasure, lifts spirits and has an emotional dimension that children need to experience. Music in our assemblies and services helps children in their spirituality. • Listening to and appreciating music from different cultures including our own, builds an awareness of different cultures. • Music such as sea shanties can be used to build awareness of the importance of music in social history. • Group music- making , working together and experiencing the same feelings is important.

PE

• Caring for our bodies and respecting the health of others. • Obeying the rules of the game, being a good sport, learning to be a good winner and a good loser, learning to take part and doing your best are all important. • Appreciating the aesthetic beauty of movements of gymnastics or dance. • Building team spirit, valuing the contributions of others to the team. • Learning that sport is an important element of many cultures – Ancient Greeks, Romans, sporting events such as the Olympics or The Ashes.

PSHE

• Listening to others. • Holding discussions and debates. • Drama and role play linked to choices. • Drawing pictures of feelings and emotions. • Emotionally- friendly school activities.

Role of school employees

School personnel will:

- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of pupils

Pupils will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- engage with the school restorative behaviour principles;
- liaise with the Junior Management Team;
- take part in questionnaires and surveys

Raising awareness

This will be achieved through:

- the school film
- the school website
- school events
- meetings with school personnel
- communication with home e.g. newsletter
- transition
- collective worship

Training

We ensure that all school personnel have equal chances of training, career development and promotion. Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Role of parents / carers

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part in periodic surveys conducted by school monitoring the effectiveness of the policy

Monitoring, evaluating and reviewing the policy

The practical application of this policy will be reviewed annually or when the need arises by the Head teacher. The headteacher is responsible for monitoring the policy on a day-to-day basis, for reporting to the governing body on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and in-school monitoring such as learning walks and focus groups with pupils. The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

Date of Last review: September 2021

Headteacher: _____

Date: _____

Chair signed: _____

Date: _____