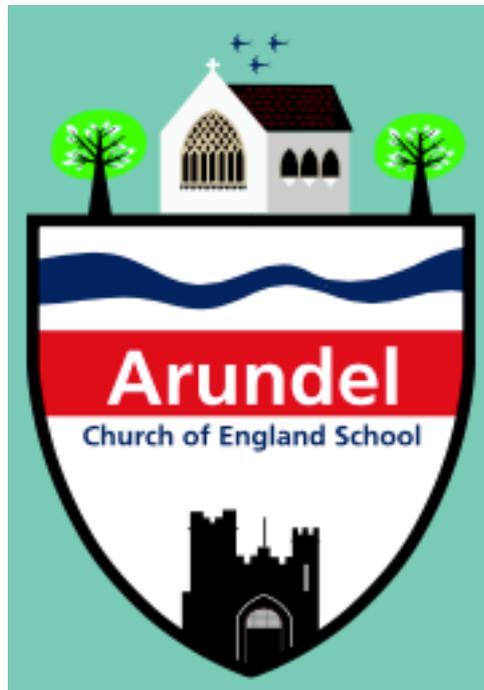


## ACE SMSC Policy 2019 - 2022

# Arundel Church of England Primary School



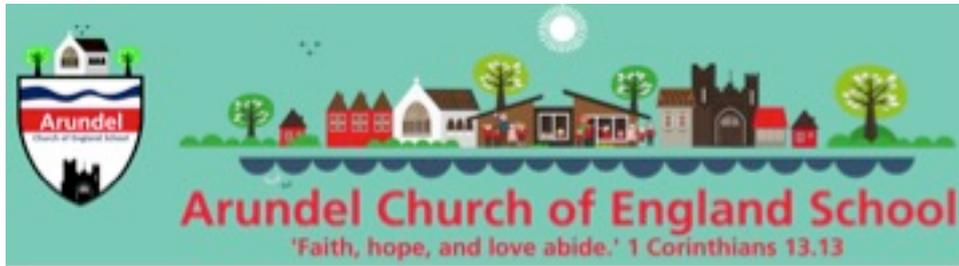
**Approved by:**

**Date:** September 2019

**Last reviewed on:** September 2019

**Next review due by:** September 2022

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1 Corinthians 13:13 And now these three remain: faith, hope and love. But the great of these is love



## **SMSC Policy**

### **School statement on SMSC**

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

In our school our Christian vision shapes all we do and we are committed to an education that enables our ACE pupils to live life in all its fullness and fulfils the words of Jesus in John 10:10 “I came that they might have life, and have it abundantly.”

Our vision is to provide a high quality education where high expectations, inclusive approaches and excellent teaching and learning form the basis of all our work. Our children will be encouraged to have a positive attitude to learning and achieve their full potential while working within a caring Christian environment. We will create a culture of achievement for all.

Our School Vision is ....

### ***‘Faith, hope, and love abide.’ 1 Corinthians 13.13***

Growing closer to God in faith;

Flourishing through the Gospel of hope;

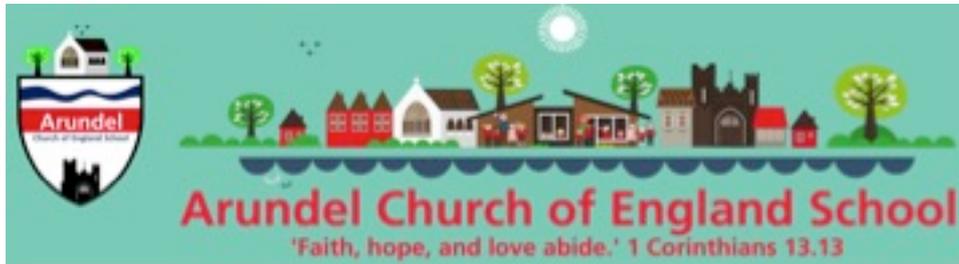
Reaching out to our neighbours in love;

Rooted in the Christian faith, and with a love of learning in our hearts, our vision inspires us to grow into the people God is calling us to be.

### **ACE VALUES**

Faith, Hope and Love

**1 Corinthians 13:13 And now these three remain: faith, hope and love. But the great of these is love**



We expect this to be perpetuating all the things we do at school and it is core thread which runs through all our policies including the behaviour, anti bullying and staff pay progression grid.

## **Introduction to the policy**

This school promotes a Christian ethos, and, by example and direct teaching, follows and promotes the teachings of Jesus, whilst recognising that not all of its members will be practising Christians.

We recognise that the personal development of pupils - spiritually, morally, socially and culturally - plays a significant part in their ability to learn and achieve.

Our work in SMSC aims to support all children to be responsible citizens able to take a full and active role in life in the UK with an understanding of democracy and the rule of law. This policy should be read in conjunction with: 'Promoting fundamental British values as part of SMSC in schools (DfE 2014) [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

### **'Christian Values for Schools' (The National Society)**

<http://www.christianvalues4schools.org.uk>

and

### **'The Prevent Duty' (DfE 2015)**

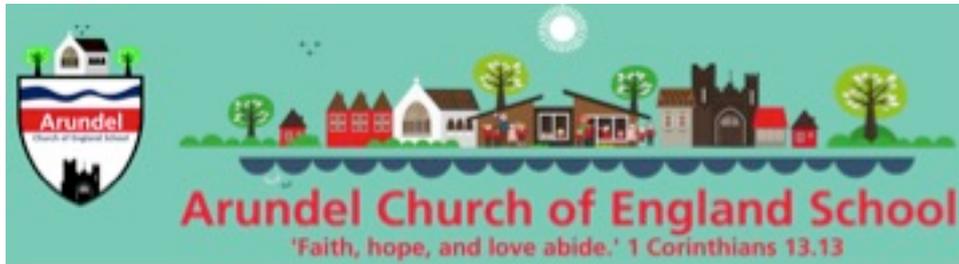
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We aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. This is a whole school priority.

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 into each area of the curriculum.

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.

**1 Corinthians 13:13 And now these three remain: faith, hope and love. But the great of these is love**



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. 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.

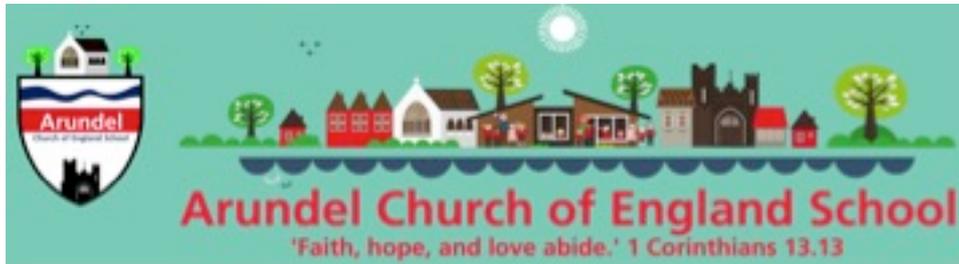
### **General Aims**

- ✓   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.

### **Definitions**

***Spiritual development*** -This can be defined as personal development relating to the spirit or soul and the intangible. It does not necessarily relate to physical nature or matter and is not synonymous with religious education – although religious education and collective worship can be a major vehicle for the delivery of spiritual matters. The spirituality we promote is Christian in nature.

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**Moral development** -This can be defined as personal development relating to human behaviour, especially the distinction between good and bad, right and wrong.

**Social development** -This can be defined as a personal development concerned with living and learning in a community rather than alone.

**Cultural development** -This can be defined as personal development concerned with the total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action.

### **Spiritual Development**

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

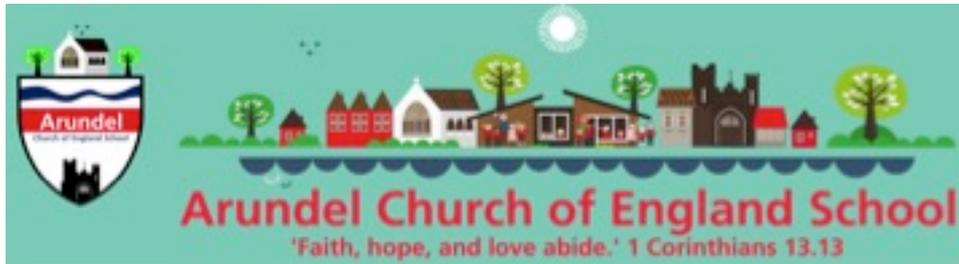
- ✓   Sustain their self-esteem in their learning experience.
- ✓   Develop their capacity for critical and independent thought.
- ✓   Foster their emotional life and express their feelings.
- ✓   Experience moments of stillness and reflection.
- ✓   Discuss their beliefs, feelings, values and responses to personal experiences.
- ✓   Form and maintain worthwhile and satisfying relationships.
- ✓   Reflect on, consider and celebrate the wonders and mysteries of life.
- ✓   Recognise and reflect on Christian approaches to Spiritual Development.

### **Moral development**

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

- ✓   Recognise the unique value of each individual.
- ✓   Recognise the challenge of Jesus' teaching.
- ✓   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.

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- ✓   Make informed and independent judgments.
- ✓   Develop an understanding of their individual and group identity.
- ✓   Learn about service in the school and wider community.
- ✓   Begin to understand the Christian imperative for social justice and a concern for the disadvantaged.

### **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 Christianity as a world faith.
- ✓   Develop an understanding of their social and cultural environment.
- ✓   Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

### **Social Development**

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, and support children 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.
- ✓   Live out our whole school values.



Class discussions, cross curricular opportunities, PSHE, SEAL and circle times will give pupils opportunities to:

- o Talk about personal experiences and feelings.
- o Express and clarify their own ideas and beliefs.
- o Speak about difficult events, e.g. bullying, death etc.
- o Share thoughts and feelings with other people.
- o Explore relationships with friends/family/others.
- o Consider others' needs and behaviour.
- o Show empathy.
- o Develop self-esteem and a respect for others.
- o Develop a sense of belonging.
- o Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally — e.g. empathy, respect, open mindedness, sensitivity, critical awareness.

### **Additional Provision**

In addition to SMSC links being planned to permeate the entire curriculum, additional provision is given in the form of:

#### **Theme days or weeks**

Timetable suspension for special activities, e.g. charity events, sacred days, national celebrations, global issues and community events. National initiatives such as Anti-Bullying Week, Road Safety Awareness and International Week/ Day are celebrated and help develop pupils SMSC awareness.

#### **Collective Worship and Assemblies**

Collective Worship and assemblies can be used to address all areas of SMSC, e.g. themes may be concerned with spiritual, moral, social or cultural issues or explores ideas of right and wrong. These can also offer opportunities for pupils and others to present dance and music or art and literature from a variety of cultures for appreciation by others.

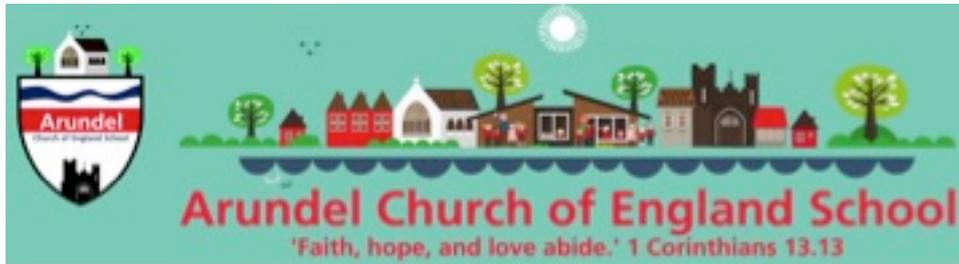
#### **Visits and Visiting Speakers**

We aim to enhance children's SMSC development by enhancing and enriching their experiences through the use of regular class visits and visiting speakers. Such speakers and visits are planned to help support our school vision and the children's development and SMSC responsibilities.

Links with the wider community

- ✓   Visitors are welcomed into school.

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✓☐☐Links with the Church are fostered through links with the local churches and the Diocesan Board of Education.

✓☐☐The development of a strong home-school link is regarded as very important and continues to be reflected in our school priorities, enabling parents and staff to work in an effective partnership to support the pupil.

✓☐☐Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

✓☐☐Support for charitable organisations and initiatives such as Worthing Homeless, FEAST, Education West Africa and our annual Lent appeal with our local church.

### **Monitoring and Evaluation**

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

School leaders identify aspects within their subjects to be included in teacher planning. Coordinators monitor teacher plans, lessons and work books in addition to their evaluations and assessments.

Coordinators will monitor resource provision, identifying shortfalls.

The Head Teacher shall have oversight of this policy and monitor the provision of SMSC.

Evidence files for the different areas of SMSC are identified in the HT blog and annual yearbooks.

The school takes an active approach in the development of Spiritual, Moral, Social and Cultural aspects of our pupils' education. This policy is reinforced by many of our other policies, particularly those concerned with PSHE, SRE, Equal Opportunities, Inclusion, Behaviour, RE and Collective Worship as well as curriculum policies.