



Mission Statement

'A Caring Christian Family where we grow together'

SMSC POLICY

Effective Date: 01/04/2017

Review Date: Sept 2022

Review Date	Signed Head Teacher	Signed Director RCSAT
06/10/2018	<i>J. L. J. J. J.</i>	<i>P. Bartlett</i>
30/09/2020	<i>de on Badger</i>	<i>P. Bartlett</i>

Persons Responsible for Policy:	Executive Headteacher RCSAT
Approval Date	01/04/2017
Signed:	Director RCSAT
Signed:	Executive Headteacher RCSAT



1. Introduction

- 1.1. RCSAT Schools promote a Christian ethos, and, by example and direct teaching, follow and promote the teachings of Jesus, whilst recognising that not all of its members will be practising Christians.
- 1.2. Schools recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.
- 1.3. RCSAT schools 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.
- 1.4. These are whole school issues.
- 1.5. All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development particularly in RE, PHSE, Philosophy for Children (P4C) and collective worship. Opportunities for SMSC will be planned in each area of the curriculum. Pupils will begin to understand their rights and responsibilities and the need to respect others. Teachers' planning will reflect this and will include SEAL, Sex and Relationships, Drugs education, Heartsmart and No Outsiders.
- 1.6. 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.
- 1.7. All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.
- 1.8. 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.
- 1.9. 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.
- 1.10. 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.
- 1.11. 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.
- 1.12. SMSC will be consistently approached through the curriculum and the general life of the schools.

2. General Aims

- 2.1. To ensure that everyone connected with the schools are aware of our values and principles.
- 2.2. To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the schools.
- 2.3. To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- 2.4. To ensure that pupils know what is expected of them and why.
- 2.5. To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- 2.6. To enable pupils to develop an understanding of their individual and group identity.
- 2.7. 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.
- 2.8. To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

3. Spiritual Development

- 3.1. RCSAT schools aim to provide learning opportunities that will enable pupils to:

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

4. Moral Development

- 4.1. RCSAT schools aim to provide learning opportunities that will enable pupils to:
 - 4.1.1. Recognise the unique value of each individual.
 - 4.1.2. Recognise the challenge of Jesus' teaching.
 - 4.1.3. Listen and respond appropriately to the views of others.
 - 4.1.4. Gain the confidence to cope with setbacks and learn from mistakes.
 - 4.1.5. Take initiative and act responsibly with consideration for others.
 - 4.1.6. Distinguish between right and wrong.
 - 4.1.7. Show respect for the environment.
 - 4.1.8. Make informed and independent judgments.

5. Social Development

- 5.1. RCSAT schools aim to promote opportunities that will enable pupils to:
 - 5.1.1. Develop an understanding of their individual and group identity.
 - 5.1.2. Learn about service in the school and wider community.
 - 5.1.3. Begin to understand the Christian imperative for social justice and a concern for the disadvantaged.

6. Cultural Development

- 6.1. RCSAT schools aim to promote opportunities that will enable pupils to:
 - 6.1.1. Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
 - 6.1.2. Recognise Christianity as a world faith.
 - 6.1.3. Develop an understanding of their social and cultural environment.
 - 6.1.4. Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

7. Teaching and Organisation

- 7.1. 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.
- 7.2. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible. These should also be explored in P4C sessions with a range of resources.
- 7.3. Class discussions and circle time will give pupils opportunities to:
 - 7.3.1. Talk about personal experiences and feelings.
 - 7.3.2. Express and clarify their own ideas and beliefs.
 - 7.3.3. Speak about difficult events, e.g. bullying, death etc.
 - 7.3.4. Share thoughts and feelings with other people.

- 7.3.5. Explore relationships with friends/family/others.
- 7.3.6. Consider others' needs and behaviour.
- 7.3.7. Show empathy and a respect for others.
- 7.3.8. Develop self-esteem and a sense of belonging.
- 7.3.9. Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally — e.g. empathy, respect, open mindedness, sensitivity, critical awareness.
- 7.4. Many curriculum areas provide opportunities to:
 - 7.4.1. Listen and talk to each other.
 - 7.4.2. Learn an awareness of treating all as equals.
 - 7.4.3. Agree and disagree.
 - 7.4.4. Take turns and share equipment.
 - 7.4.5. Work cooperatively and collaboratively.

8. Links with the Wider Community

- 8.1. Visitors are welcomed into school (subject to safeguarding policy). Visits are regularly undertaken and used as opportunities to seek illustrations about SMSC.
- 8.2. Links with the Church are fostered through links with the local churches and the Diocesan Board of Education.
- 8.3. 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.
- 8.4. Pupils will be taught to appreciate their local environment and the wider environment and to develop a sense of responsibility to it.

9. Practical Activities which help develop SMSC

- 9.1. Work together in a variety of groups, partners, teams, etc. There are opportunities throughout the year for pupils to work across the whole school range.
- 9.2. Be encouraged and supported to behave appropriately at meal times.
- 9.3. Begin to take responsibility e.g. taking registers, School Council, Peer Mentors, Ethos leads, House leaders, Junior Road Safety and Recycling Officers.
- 9.4. Engage in team work activities not just in PE.
- 9.5. Show appreciation for the success and performances of others, e.g. celebration assemblies, School Council awarding house points, Mini Midday assistants awarding House points.
- 9.6. Celebrate the arts from around the world e.g. singing, artwork, dance.
- 9.7. Meet people from different cultures either in person or online.
- 9.8. Participate in a variety of educational visits and welcome visitors to the schools e.g. Charity visitors, visiting the local church.
- 9.9. Enjoy a range of live performances e.g. Road Safety/life education shows.
- 9.10. Use RE to explore a range of themes, festivals, cultures and religions.
- 9.11. Use P4C to explore children's own ideas and values.
- 9.12. Be exposed to stories and literature from different cultures.
- 9.13. Resources, e.g. role play, will include resources representing different cultures.
- 9.14. Celebrate food from around the world e.g. Intercultural weeks, using Handa's surprise.
- 9.15. Learn songs and chants from around the world.
- 9.16. Learn about the contributions to society that people famous and not famous have made e.g. Florence Nightingale.
- 9.17. Have many opportunities to engage in extra curricular activities.

- 9.18. Pupils engage in charity fund raising for local needs and beyond. From September 2016 the Schools' Councils will research and choose 3 charities that the school will support for one year – a local charity, National charity and an International charity.
- 9.19. The home-school agreement supports the development of effective partnerships with home and school.

10. Monitoring and Evaluation

- 10.1. Provision for SMSC is monitored and reviewed on a regular basis.
- 10.2. This is achieved by:
- 10.2.1. Curriculum Coordinators identifying aspects within their subjects to be included in teacher planning. Coordinators monitor teacher plans and their evaluations and assessments.
 - 10.2.2. Coordinators monitoring resource provision, identifying shortfalls.
 - 10.2.3. The Principal having oversight of this policy and monitor the provision of SMSC.
 - 10.2.4. Planning reviews, curriculum review, observing teaching and learning, pupil voice activities discussions at staff and governor meetings.

