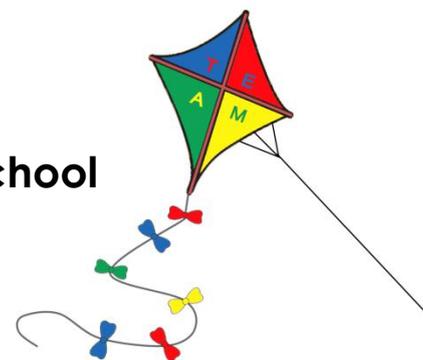


Twyford St Mary's C of E Primary School

SMSC Policy



Policy Statement

We recognise that our ethos is promoted through a broad set of common, Christian values and purposes which underpin the school curriculum and our wider work. These include appreciating the uniqueness of their community and the diversity beyond it, valuing ourselves, our families and other relationships and the wider groups to which we belong

We are committed to the virtues of courage, care, joy and respect. These common, Christian values are delivered through the themes of spiritual, moral, social and cultural (SMSC) development which permeate all we do. By instilling and developing these values in our pupils, they will leave us thoughtful, confident and well equipped to make a positive contribution to society.

Definitions

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating, and offering reasoned views about, moral and ethical issues, and being able to understand and appreciate the viewpoints of other on these issues.

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds

- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively;
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in Modern Britain.

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in, and respond to artistic, sporting, and cultural opportunities
- interest in exploring, improving understanding of, and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Strategies for implementation

The four strands of SMSC must be evident throughout the work of the school including

- its leadership and management
- teaching and learning
- the behaviour and achievement of children
- the school's engagement with parents and its wider community

The importance of SMSC is recognised by stakeholders at all levels in the school. The development of SMSC is led by a member of the senior team who works closely with governors and subject leaders. Annual audits against Hampshire's SMSC self-evaluation tool matrix are undertaken, findings discussed with senior team and governors, and actions put in place to improve provision.

- Whilst subject areas such as citizenship, personal, social and health education (PSHE) and religious education (RE) have more explicit roles in delivery, all subjects contribute to SMSC by providing positive opportunities for students to:

- use their imagination and creativity, and develop curiosity in their learning; develop and apply an understanding of right and wrong in their school life and life outside school
- take part in a range of activities which require social skills
- gain a well-informed understanding of the options and challenges facing them as they move through their school career and into future employment
- respond positively to a range of artistic, sporting and cultural experiences
- develop skills and attitudes to enable them to participate fully in a democratic, modern Britain
- understand and appreciate the range of different culture within society.

These opportunities are enhanced through the school's pastoral work, particularly in Personal Development, through the use of SMSC Spotlight topics for discussion, and extra-curricular programmes.

High standards of behaviour and an awareness of how everyone contributes to the school's Rights Respect and Responsibilities agenda are key to delivering our SMSC. It is important, therefore, that close reference be made to the school's Behaviour Policy.

Pupils, parents and the wider community contribute to SMSC through opportunities to contribute to the school's planning and through direct involvement with creating the type of opportunities described above.

Monitoring, evaluation and review

Monitoring is undertaken by an SMSC working party including staff, governors, pupils and other interested stakeholders. Annual audits are provided for the Senior Leadership Team and Governing Body, and appropriate actions included in the following annual School Improvement Plan.

Approved by Governing Body - Autumn 2018

Date of next review - Autumn 2021