



“I have come in order that you might have life – life in all its fullness.”
John 10:10

Spiritual, Moral, Social and Cultural Development (SMSCD) Policy

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Signed (Headteacher):	<i>R. Kaye</i>
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SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSCD) POLICY

1. Our school vision

At Christ Church, we aim to provide a safe, nurturing environment and a rich variety of experiences so that all pupils are able to flourish and discover their unique strengths and talents. Our mission is to enable every child to enjoy a life filled with meaning and purpose, underpinned by Christian values, a love of learning and an eagerness to make the world a better place.

This vision is underpinned by John 10:10: “Jesus said, ‘I have come in order that you might have life – life in all its fullness.’ ”

Christ Church’s school vision is consistent with the *Church of England Vision for Education: Deeply Christian, Serving the Common Good* (2016) which says: “[The Church of England’s] vision for education can still be expressed and promoted as one of human flourishing that can inspire what the school is and does. The vision is deeply Christian, with the promise by Jesus of ‘life in all its fullness’ at its heart.” (p.3)

“Human flourishing” is the Christian idea that all people should be encouraged and supported to fully develop their identity, character, gifts and talents within a moral framework in order to promote their own health and happiness by engendering a sense of purpose and fulfilment; serve their fellow human beings and contribute to society, thus enhancing the health and happiness of others (being a “good neighbour”); and bring honour and glory to God by making good moral choices.

At Christ Church, we recognise that spiritual, moral, social and cultural development (SMSCD) plays an important part in fulfilling this aspiration.

2. Rationale

Christ Church is an inclusive school. The school’s five core Christian values (Respect, Thankfulness, Perseverance, Forgiveness and Responsibility) were selected because they are pertinent to the mission of our school as it serves the local community and wider Frome in a spirit of love and warmth, sensitivity and compassion, ambition and aspiration, hope and peace.

The distinctively Christian ethos and values of our school are such that all people who come into our school, whether staff, children, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility. (See Christ Church’s *School Behaviour (Pupil Discipline) Policy*.)

At Christ Church we recognise that children's development will be affected by many factors other than those which the school itself provides. These include maturity personality, gender, family, peer group, ethnicity, cultural background and, more generally, the moral, spiritual and cultural climate of our society, and of the communities to which they belong.

It is important, therefore, that children are given clear guidance as to what is and what is not acceptable behaviour. For this reason, all staff are expected to live out and model the school's values in order to set an effective example for the children.

At Christ Church we encourage children to develop their own "moral compass", enabling them to make decisions based on their understanding of what is morally right, aligned with school rules and values, appropriate to a given context and is socially acceptable.

3. **SMSCD definitions**

A. Spiritual development

In order to develop the spiritual aspect of a child's life, the school will provide opportunities for children to:

- learn about Jesus and his teachings;
- learn about and from the beliefs, customs and traditions of other world faiths;
- listen, reflect and problem-solve;
- consider their own feelings, likes and dislikes;
- develop personal beliefs and values;
- show insights into deep questions about life, change and death;
- engage in activities which involve questioning, valuing, creating, envisioning, empathising and imagining;
- immerse themselves in a task;
- develop an understanding of their relationships with others;
- enjoy exploring diversity and difference;
- ask "**big questions**" about the purpose and meaning of life;
- experience "**Wow! moments**" of awe and wonder;
- acknowledge and respond to "**Ow! moments**", e.g. pain, suffering, death, injustice.

B. Moral development

In order to develop the moral aspects of a child's life, the school will provide opportunities for children to:

- develop a sense of right and wrong;
- examine motives for action and explore links between beliefs, values and behaviour;
- be aware of the needs of others;
- formulate and review their own values;
- reflect on moral principles.

C. Social development

In order to develop the social aspects of a child's life, the school will provide opportunities for children to:

- show concern for one another;
- work in a range of groups;
- come to terms with their own experiences;
- explore aspects of citizenship;
- recognise the need to live harmoniously in a plural society;
- communicate with others with increased confidence;
- engage in activities which benefit others;
- consider issues from others' points of view;
- use language in a range of groups and contexts;
- write for a range of purposes and audiences;
- reflect on, and respond to, personal and social issues.

D. Cultural development

In order to develop the cultural aspects of a child's life, the school will provide opportunities for children to:

- learn from, and about, other cultures;
- engage in discussions on different cultural practices and lifestyles;
- be aware of issues within Europe and the wider world.

4. Links to PSHCE and FBVs

In line with Fundamental British Values (FBVs) and the school's *Personal, Social, Health and Citizenship Education (PSHCE) Policy*, we provide opportunities for children to:

- relate the teaching of Jesus and the school's core Christian values to one's own life, choices and priorities;
- respect others, share ideas and make choices (FBV: **democracy**);
- follow rules and accept consequences (FBV: **the rule of law**);
- be themselves and develop their own identity, interests, gifts and talents (FBV: **individual liberty**);
- meet, welcome and learn about and from people with different faiths and beliefs (FBV: **mutual respect for and tolerance** of those with different faiths and beliefs, and for those without faith).

At Christ Church we encourage children to:

- see themselves as global neighbours and courageous advocates (see Appendix A);
- be good role models, especially to younger pupils;
- be kind, considerate and compassionate towards others;
- help those less fortunate and weaker than themselves;
- take personal responsibility for their own thoughts, words and actions;
- be honest;

- keep promises;
- respect the rights and property of others;
- be self-disciplined;
- demonstrate focus, resilience and perseverance;
- work hard;
- take pride in their own achievements and celebrate the achievements of others.

Teachers will discuss with their classes a code of conduct for the classroom based on the values held by the school (each class has a set of Golden Rules, which are regularly reviewed).

We help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable. This is done through the school's *School Behaviour (Pupil Discipline) Policy*, acts of collective worship and Circle Time.

When children first come into school, a lot of time is spent in learning to cooperate and work together. This continues through the whole school, learning through play activities, a variety of groupings, structured activities and by observing the way that staff work together. We have an "open door" policy to parents/carers and the wider family to encourage working in partnership.

We want all children to flourish. We endeavour to build children's confidence and raise their self-esteem through positive relationships, praise and encouragement. We also use stickers, badges, "Values Awards" and "Headteacher Commendations" to highlight both academic and social achievements, and draw attention to our core Christian values.

Children will develop their cultural understanding through developing an awareness of their own culture and traditions, and being introduced to other cultures and beliefs.

5. **Courageous advocacy**

We promote courageous advocacy ("being brave" and "speaking up") within PSHCE lessons, Circle Times and assemblies/collective worship. Courageous advocacy is at the heart of school life, running like a "golden thread" through all that we do. As such, it is evidenced in the following school documents:

- *Spiritual, Moral, Social and Cultural Development (SMSCD) Policy*
- *Personal, Social, Health and Citizenship Education (PSHCE) Policy*
- *Religious Education (RE) Policy*
- *Collective Worship Policy*

6. **Planning, teaching and learning**

Schemes of work and lesson plans will include opportunities for SMSCD and, where relevant, will make reference to specific Christian values and/or FBVs.

7. Collective Worship

Class and whole-school collective worship include opportunities for SMSCD and, where relevant, will make reference to specific Christian values and/or FBVs.

8. Displays

Class, corridor and hall displays reflect the school's Christian vision and values, and celebrate all children's efforts, promoting equal opportunity. (See the *Display Policy*.)

9. The role of the SMSCD Leader

It is the responsibility of the SMSCD Leader to ensure all teachers aware of this policy and able to plan and teach lessons accordingly.

10. Policy review

This policy will be reviewed every three years by the SMSCD Leader.

APPENDIX A: BEING “GLOBAL NEIGHBOURS”/“COURAGEOUS ADVOCATES”

A “golden thread” that runs through all we do

The 2018 SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection framework explores how Church schools can encourage and model “courageous advocacy”.

At Christ Church, we promote responsible citizenship, global neighbourliness and courageous advocacy in the following ways:

For children, this means identifying and challenging unfairness. At Christ Church, children are expected to respond when they see another child being left out of games or treated unfairly. They are encouraged to speak out about bullying and discrimination; like the Good Samaritan, they will want to take action to deal with a local, national or global issue.

For adults (parents and school staff) this will involve supporting the children in their courageous advocacy. At Christ Church, we educate children about issues they might otherwise be unaware of. Adults model how we respond to issues within a free, democratic society. This may involve raising awareness within school, changing priorities or policies within school, writing letters to people in authority and fundraising to support the work of a campaigning organisation.

For school leaders and governors this includes taking brave strategic decisions based on what is right and in line with the school’s Christian vision, mission and values, rather than what is easiest or most beneficial for the school in the short term. At Christ Church, leaders welcome children with special educational needs and build strong links with Gypsy and Traveller communities. As a matter of both principle and policy, we aim to keep children with behavioural needs in school rather than excluding them. At Christ Church, we openly and enthusiastically welcome children and families, *especially* when we believe they will push the school’s key data for attendance or pupil outcomes in the wrong direction! Christ Church rolls out the red carpet for families who have felt misunderstood, mistreated and marginalised elsewhere. Christ Church has been certified by the equality charity Stonewall (www.stonewall.org.uk) as a “School Champion” in recognition of the school’s ongoing work to reject all forms of prejudice and discrimination, and promote dignity, diversity, respect and tolerance instead.