



STRATFORD RURAL SCHOOLS FEDERATION

LOXLEY C OF E COMMUNITY PRIMARY SCHOOL

SNITTERFIELD PRIMARY SCHOOL

WILMCOTE C OF E PRIMARY SCHOOL

Small schools, big ambitions...

FEDERATION

SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) POLICY

This version	February 2021
Adopted by the Governing Body	19/03/2021
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This policy relates to the following policies:

- PHSE
- Religious Education

Introduction

At the schools in the Stratford Rural Schools Federation we want all our children to be successful, confident learners and responsible citizens. Guided by our vision and values we are committed to providing an environment that:

- Enables children to learn and develop to their full potential
- Ensures respect, forgiveness, empathy for others and acceptance of differences
- Encourages independence, resilience, cooperation and collaborative working
- Ensures pupils develop self-discipline and take responsibility for their actions.

To do this we aim to provide a curriculum that:

- engages, excites is meaningful and rigorous
- stimulates questioning and challenge
- is aspirational, creative, flexible and responsive
- prioritises spiritual, moral, social, cultural intellectual and physical development
- educates citizens for today and beyond

We recognise the importance of both the academic and personal development and well-being of every child in our school. This includes recognising the importance of providing a range of opportunities for our pupils to respond to, that supports their spiritual, moral, social and cultural development with an understanding and an overview of teaching the Equalities Act (2010) and including global education themes.

This policy supports and reinforces the aims of our schools, valuing all children and staff equally and as individuals.

The 4 Dimensions

(NB whilst each dimension is outlined separately there is overlap between the four areas).

The Spiritual Development of children 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, values and faiths.
- 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

The Moral Development of children is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives. To have a respect for the civil and criminal law of England
- understanding of the consequences of their behaviour
- interest in investigating, and offering reasoned views about, moral and ethical issues. Able to accept, respect and appreciate that others may have a different viewpoint.

The Social Development of children is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- willingness to volunteer
- interest in, and understanding of, the way communities and societies function at a variety of levels
- acceptance and engagement with the fundamental British Values of democracy, the rule of law, respect and tolerance of those with differing faiths and beliefs. Their attitudes towards these British values allows the children to participate fully in and contribute positively to life in modern Britain.

The Cultural Development of children is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- understanding and appreciation of the wide range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

How do we make provision for children's Spiritual, Moral, Social and Cultural development through our schools?

Spiritual Development		
Provision	How it is evidenced?	
Religious Education curriculum	RE curriculum plans, include a multi-faith approach based upon the Warwickshire SACRE document	
Assemblies		
Opportunities for quiet reflection		
Outdoor Education		
Whole school Values based monthly themes		
Visiting places of worship		
Whole school assemblies and celebrations of children’s achievements		
Outdoor Education & Forest School activities		
Residential visits		
Harvest, Christmas and Easter celebrations		
Nurture activities		
Visits from faith groups		

	Time to reflect upon learning and experiences
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Planned opportunities for spiritual development in all subjects can be seen across the schools.

Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- *Curiosity and questions*
- *Awe and wonder*
- *Connection and belonging*
- *Heightened self-awareness*
- *Prayer and worship*
- *Deep feelings of what is felt to be ultimately important*
- *A sense of security, well-being, worth and purposefulness*

The schools aim to develop a climate within which all children can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

Moral Development	
Provision	How it is evidenced?
School Positive Behaviour Policy	Regular reviews of pupil behaviour
Religious Education curriculum	Celebration of children achieving certificates in assembly
Pupil Voice	Anti-bullying activities
Taking part in charitable projects	E-Safety teaching
	Whole school Assemblies and the explicit discussion of school values
	Circle time/PHSE floorbooks
	Child participation in a range of pupil groups: School Council, Eco Group
	Charity appeals

We support children to:

- *Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures*
- *Develop an ability to think through the consequences of their own and others' actions*
- *Have an ability to make responsible and reasoned judgements*
- *Ensure a commitment to personal values*
- *Have respect for others' needs, interests and feelings, as well as their own*
- *Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience*

Our schools develop pupil moral development by:

- *Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school*
- *Promoting racial, religious and other forms of equality*
- *Giving pupils opportunities across the curriculum to explore and develop moral concepts and values –for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong*
- *Developing an open and safe learning environment in which pupils can express their views and practice moral decision making*
- *Rewarding expressions of moral insights and good behaviour*
- *Recognising and respecting the codes and morals of the different cultures represented in the school and wider community*
- *Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour*
- *Providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring.*

Social Development	
Provision	How it is evidenced?
PSHE Curriculum	Pupil Groups including: School Council, Eco Group, Sports leaders Residential visits in KS2 Educational curriculum visits Afterschool clubs
Working together in teams	
Pupil Voice	
Extra-curricular activities	

Outdoor Education	Participation in Music events and Sports Events
PE curriculum	Transition visits to secondary school
Cross phase working	Buddies
	Participation in Charity support across the year
	Roles of responsibility in class and across the school (House Captains, Sport Captain etc)

We recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- *Adjust to a range of social contexts by appropriate and sensitive behaviour*
- *Relate well to other people's social skills and personal qualities*
- *Work successfully, as a member of a group or team*
- *Share views and opinions with others*
- *Resolve conflicts maturely and appropriately*
- *Reflect on their own contribution to society*
- *Show respect for people, living things, property and the environment*
- *Exercise responsibility*
- *Understand how societies function and are organised in structures such as the family, the school*
- *Understand the notion of interdependence in an increasingly complex society*

Our schools develop pupil social development by:

- *Identifying key values and principles on which school and community life is based*
- *Fostering a sense of community, with common, inclusive values*
- *Promoting racial, religious and other forms of equality*
- *Encouraging pupils to work co-operatively*
- *Encouraging pupils to recognise and respect social differences and similarities*
- *Providing positive experiences to reinforce our values as a school community –for example, through assemblies, team building activities, residential experiences, school productions*
- *Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others' needs*

- *Providing opportunities for engaging in the democratic process and participating in community life*
- *Providing opportunities for pupils to exercise leadership and responsibility*
- *Providing positive and effective links with the world of work and the wider community*

Cultural Development	
Provision	How it is evidenced?
School Visits Participation in the Arts MFL Opportunities for building cultural capital are built into the schools' Long Term Plans	School visits to museums, galleries, concerts, theatre visits Author visits as part of Stratford Literary Festival Dance workshops Opportunities to take part in school productions /Performances Opportunities for individual instrumental lessons Visits from people of different cultures MFL teaching Afterschool clubs

Children learn about and experience the diversity of other cultures both within modern Britain and throughout the world.

Children who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- *An ability to reflect on important questions of meaning and identity*
- *An interest in exploring the relationship between human beings and the environment*

Our schools develop cultural development by:

- *Extending pupils' knowledge and use of cultural imagery and language*
- *Encouraging them to think about special events in life and how they are celebrated*
- *Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance*

•*Reinforcing each school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits.*

Monitoring Arrangements

This policy will be reviewed every 2 years.