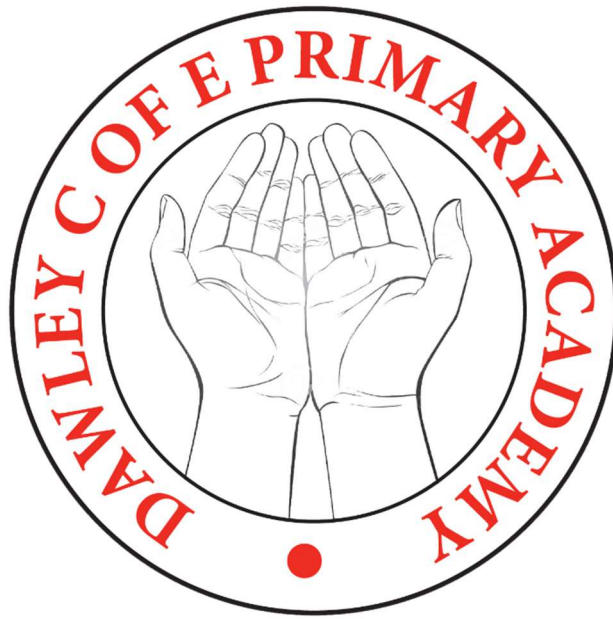


Dawley C of E Primary Academy



Enriching Learning, Enriching Life'

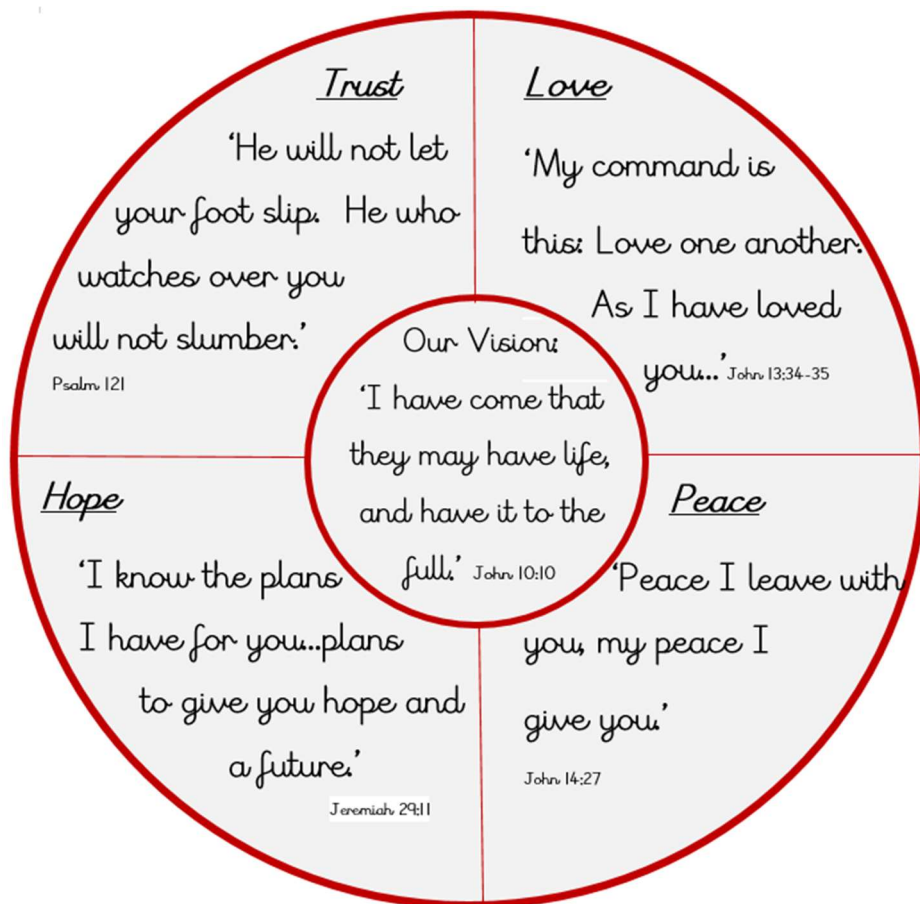
John 10:10 '...I have come that they may have life, and have it to the full.'

SMSC Policy (2020-2021)

Vision

'I have come that they may have life, and have it to the full. John 10:10

Our vision is to develop flourishing, caring children, equipping them with the skills to reach their potential. We believe in a curriculum that enriches lives, ignites interests, and engages children in real-life experience, as global citizens with an inclusive respect for others, readying them for their future, to live life to the full.



Spiritual, Moral, Social and Cultural Policy

"But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control." Galatians 5:22-23

**Enriching Learning, Enriching Life.
Love, Peace, Hope and Trust.**

At Dawley Church of England Primary Academy, we consider the pupils spiritual, moral, social and cultural development to be at the centre of our school ethos and the responsibility of the whole curriculum.

We strive to provide and maintain for our pupils an education that provides opportunities so that they can 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.

We believe spiritual, moral, social and cultural development is promoted through the school ethos, the climate of the school, collective worship, all curriculum areas, behaviour code, extra-curricular and other activities.

We as a school community have a commitment to promote equality in line with the **Equality Act 2010** (see appendix).

Aims of SMSC

To encourage pupils to develop their own beliefs and values about life and religion

- To promote an appreciation and respect of alternative individuals, cultures and religions and understand and respect shared beliefs.
- To develop appropriate personal and social behaviour in response to other cultures and environments.
- To develop an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences and the development of self-respect and self-worth.
- To recognise and value the worth of all individuals irrespective of gender, ethnicity, sexuality or religion thus developing a sense of community and the ability to build relationships with others.
- To promote curiosity in order to make sense of the world and a sense of awe and wonder in the world around us, making us excellent global citizens.
- To enable all of our children to flourish as individuals, reaching their full potential and attaining happiness and prosperity in the modern world.

Responsibility for the policy and procedure

Role of the governing body

The governing body has:

- delegated powers and responsibilities to the Principal to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Principal

The Principal will:

- ensure all school personnel, students and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator for SMSC;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the coordinator for SMSC

The coordinator for SMSC will:

- lead the development of this policy throughout the school;
- work closely with the Principal and link governor;
- provide guidance and support to all staff;
- provide training for all staff on induction;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor (SMSC audit);

Spiritual development

We see spiritual development as the way pupils acquire personal beliefs and values, especially on questions about religion, whether life has purpose, and basic personal and social behaviour. We know that this is a cross-curricular development, which is attained through wholesome education across the whole of academy-life and developed not only through educational learning, but also through interactions with others and examples that are set and maintained by the adults who support each child in their individual journey.

We try to help pupils make sense of these questions through the curriculum, worship (see collective worship policy), the school ethos and opportunities for mindfulness within the

curriculum. We see spiritual development as an important element of a pupil's education and fundamental to other areas of learning.

We aim to provide learning opportunities that will enable pupils to:

- enhance their spiritual awareness through quiet / reflection spaces;
- experience stilling / mindfulness through the curriculum;
- sustain their self-esteem in their learning experience;
- develop their capacity for critical and independent thought;
- foster their emotional life and express their feelings;
- empathise with others;
- discuss their beliefs, feelings, values and responses to personal experiences;
- form and maintain worthwhile satisfying relationships;
- reflect on, consider and celebrate the wonders and mysteries of life

Moral development

We believe that pupils' moral development involves:

- acquiring an understanding of the difference between right and wrong and of moral conflict;
- a concern for others and the will to do what is right;
- reflecting on the consequences of their actions;
- learning how to forgive themselves and others;
- developing knowledge, skills, understanding, qualities and attitudes in order for them to make responsible moral decisions and to act on them.

We aim to provide learning opportunities that will enable pupils to:

- tell the truth;
- keep promises;
- respect the rights and property of others;
- act with consideration towards others;
- help those less fortunate than themselves;
- take personal responsibility for their actions;
- have self-discipline

Social development

We believe social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society. Socially, we know that children are continuously developing, and that social adaptation and acceptance is key to a successful relationship with others.

We aim to provide learning opportunities that will enable pupils to:

- develop an understanding of their individual and group identity;
- learn about service in the school and wider community;
- begin to understand social justice and a concern for the disadvantaged
- Acceptance that we are all individuals, developing empathy for others.

Cultural development

At Dawley Academy, we aim to develop our children's understanding of other cultures, as well as our own. We promote inclusive, respectful education in other cultures which promote interest and value in other ways of life that are not necessarily our own. We also promote cultural experiences, such as workshops and experience days, as well as attend and celebrate our own cultural festivals and celebrations.

We believe pupils' cultural development involves Students acquiring:

- an understanding of cultural traditions;
- and an ability to respond to a variety of aesthetic experiences

We want our pupils to acquire:

- a respect for their own culture and that of others;
- an interest in others' ways of doing things and a curiosity about differences

We want our pupils to develop:

- knowledge, skills, understanding, qualities and attitudes that they need to understand, appreciate and contribute to culture

We aim to provide learning opportunities that will enable pupils to:

- recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society;
- develop an understanding of their social and cultural environment;

Organisation

We believe spiritual, moral, social and cultural development takes place across all curriculum areas and within activities that provide opportunities to allow pupils to:

- talk about personal experiences and feelings;
- express and clarify their own ideas and beliefs;
- speak about difficult events;
- share thoughts and feelings with other people;
- explore relationships with friends, family and others;
- consider others needs and behaviour;
- show empathy;
- develop self-esteem and a respect for others;
- develop a sense of belonging;
- develop the skills and attributes that enables them to develop socially, morally, spiritually and culturally

Role of school personnel

School personnel will:

- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of pupils

Pupils will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school behaviour policy and guidance necessary to ensure the smooth running of the school;
- liaise with the Fellowship council;
- take part in questionnaires and surveys;

Raising awareness:

It is important to promote our academy ethos regarding SMSC, to include all staff, children and families as well as the wider Christian and non-Christian community.

This will be achieved through:

- the prospectus
- the school website
- school events
- meetings with school personnel
- communications with home such as the Christian newsletter
- Transition
- Acts of collective Worship
- Godly Play

Role of parents / carers

Parents and carers are an important part of our academy, and they are integral in the development of our children as flourishing global citizens. We include parents in all that we do, promoting academy events and inviting them to take part in a variety of cultural and spiritual celebrations.

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part in periodic surveys conducted by the school

Monitoring the effectiveness of the policy

The practical application of this policy will be reviewed annually or when the need arises by the Principal / coordinators of SMSC / governors.

Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Appendix

Equality Act 2010

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

Ofsted

“Inspectors will make a judgement on the personal development, behaviour and welfare of children and learners by evaluating the extent to which the provision is successfully promoting and supporting children’s and other learners” August 2015

- *pride in achievement and commitment to learning, supported by a positive culture across the whole provider*
- *self-confidence, self-awareness and understanding of how to be a successful learner*
- *choices about the next stage of their education, employment, self-employment or training, where relevant, from impartial careers advice and guidance*
- *where relevant, employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training*
- *prompt and regular attendance*
- *following of any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and how they relate to others*
- *understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media*
- *knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating*
- *personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain.*

There needs to be a whole school approach to personal development, behaviour and welfare.

SIAMS (Statutory Inspection of Anglican and Methodist Schools)

All church schools will have a SIAMS inspection. SMSC comes under **Core Question 1: Christian Character** which states,

3. Spiritual, moral, social and cultural development

a. the breadth of experiences available to all learners through curricular and extra-curricular activities

b. how well the school offers opportunities for learners to reflect on and respond to beliefs, values and profound human experiences from a range of faith perspectives

c. the extent to which the opportunities for spiritual, moral, social and cultural development are characterised by distinctively Christian values

d. how well daily collective worship, religious education and other aspects of the curriculum enable learners to make informed choices which are based on Christian values e. the extent to which the school operates as a distinctively Christian community

SIAMS Evaluation Schedule September 2013

The full link for the SIAMS evaluation schedule is:

https://www.churchofengland.org/media/2554726/siams_evaluation_schedule_revised_september_2013.pdf