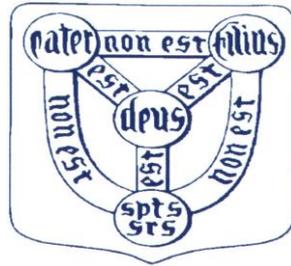


Shellingford CE (A) Primary School

Headteacher: Miss Judith Terrell



"Inspiring hearts and minds"

SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) POLICY

Our aim at Shellingford CE (A) Primary School is to set all members of our community on a path which will lead to them reaching their full potential in every area of life. To fulfil this undertaking, we endeavour to provide an environment that is encouraging, challenging and supportive to body, mind and spirit.

This all embracing aim underpins everything we do at our school, not only through the curriculum but also through our school vision which aims to:

Inspire hearts and minds by building 'roots and foundation in love' (Ephesians 3:17-18). Our vision is also focused on our four key values of Creativity, Respect, Belonging and Spirituality which permeate our Christian ethos and our approach to others and to what we do in school.

We endeavour to:

- Give clear values, in both teaching and learning and in the way we interact with others in the school community.
- Give pupils regular opportunities to reflect on their own and other people's lives, beliefs, culture and environment.
- Encourage pupils to question, debate and explore.
- Deal with abstract complex ideas about thoughts, values and feelings e.g. death, joy, beauty, sorrow in Collective Worship, PSHE and during Religious Education.
- Encourage understanding that some questions are difficult to answer and that sometimes there is no "right" answer and that in some areas (such as literature, music, art) an individual response is appropriate and positive.
- Ensure that the curriculum and lessons explore wider issues beyond the here and now, the metaphysical world e.g. fundamental questions about life such as 'Why am I here?'
- Give regular opportunities for pupils to excel and flourish in their spiritual development as well as academically.
- Give pupils time to reflect on their experiences and deal with things that matter to them.
- Ensure that Religious Education and Collective Worship allows and motivates pupils to explore questions about meaning and purpose.
- Ensure that there is time and space within the learning environment to enjoy the unexpected.

Spiritual Development

Spirituality is a powerful force that determines what we are, and our self-understanding. It forms the basis for successful relationships, and shapes our behaviour and outlook on life, others and the world. Spiritual development relates to that aspect of inner life through which we acquire insight into our personal experiences which are of enduring worth. The most valuable lessons in school occur when children learn about themselves.

As a church school we include spiritual practices such as prayer, worship, celebration of key festivals and dates in the Christian calendar, reading and reflection on the Bible during Collective Worship and Religious Education.

Opportunities for spiritual development such as:

- Deep thinking, exploring challenging questions and issues: 'Big Questions' and enquiry-based approach to Religious Education through the ODBE Scheme of Work and Understanding Christianity resource.
- Prayer which permeates the life of our school: daily Collective Worship, during class times, lunchtime Prayer Club and through the BeSpace Prayer Space visit.
- A creative and imaginative curriculum approach leading to an exploration of awe and wonder: scientific investigations, project learning dance, drama and art.
- Times of stillness and reflection: fortnightly Christian values in school worship, church services, listening to music, outdoor learning and an appreciation of the natural world through Forest Schools and Residential Visits.
- Exploring a range of beliefs and how they can impact on communities and the way an individual lives: teaching of History; PSHE; whole school themed days; external visits and workshops.
- Extended learning provided by after-school clubs and extra-curricular activities: Science, Art, Music and Gardening club.
- Explore and celebrate individual interpretations and expressions of spirituality.

Moral and Social Development

Encourages a growing awareness that we are part of a wider society in which each individual has values and responsibilities towards others and may assume rights. It involves an understanding that obedience to laws and rules plays an important part in enabling society to function effectively for the benefit of everyone. It also encourages the positive values and beliefs as a foundation for living and the basis of good decision making.

Opportunities for moral development such as:

- Developing a sense of right and wrong based on Christian teaching: Behaviour for Learning expectations, Christian values.
- Thanksgiving and praise: Celebration Assemblies, successes in learning, sporting achievements.
- Time to explore moral and ethical dilemmas: PSHE, RE and Collective Worship and storytelling.
- A consistent approach to fairness, justice, equality and forgiveness and repentance: Anti-Bullying week, School Council, Eco Council, Christian Aid Global Neighbours and social action projects.

Opportunities for social development such as:

- Developing quality relationships allowing everyone to express themselves openly, honestly and respectfully: ELSA emotional support and intervention, collaborative work in classes.
- Strategies to support children with managing disappointment: Growth Mindset, Shellingford School Family Learning Culture.

- Building relationships within and across different communities: St Faith's church Shellingford and the Uffington Benefice, Act of Remembrance with the Royal British Legion, community picnic lunches, Faringdon Schools Learning Trust, school Choir events, Dance festivals, sporting events.
- Accepting and understanding difference, talking and listening to others and being aware of our own and others emotions: friendship groups, paired reading, Family Groups.
- Systems for supporting the well-being of all adults and staff: ELSA support, PSHE SCARF and Jigsaw programmes, Education Support Partnership and Occupational Health and Wellbeing services for staff.

Cultural Development

Enhances understanding of the role of traditions, customs, religious practice and artistic expression in giving identity to groups of people. It involves exploring how these areas combine to create a rich diversity of experience in our community and build increasingly harmonious relationships with others in the wider world.

Opportunities for cultural development include:

- Learning about others, accepting and valuing traditions and celebrations: links with other schools, stories from other cultures, learning about cultures as part of fundraising/charity work (see below), themed workshops, Religious Education and Collective Worship.
- Exploring the diversity of cultures within Britain and the local area: curriculum framework and topics, project learning, whole school focus days, visitors from the local and national community, dance workshops, drum workshops and other musical groups, first-hand visits including places of worship, art galleries, Oxford Town Hall concert venue and Watermill Theatre.

Spiritual, moral, social and cultural (SMSC) Development within the school timetable

Each day includes an act of Collective Worship which is crucial for setting the tone for the school as a whole. It is set within the day (10.15am) to reinforce the fact that this is a pivotal time in which all pupils, staff and visitors are invited to participate. Religious Education is also timetabled every week for each class and whilst it is regarded as an academic subject it always promotes learning across the curriculum and encompasses SMSC development. These areas of learning are an essential part of our school and all for which it stands.

Literature, music and art naturally supply cultural input but throughout the timetable there are opportunities to examine our heritage and that of others. Resources such as the internet, books, artists, photographs as well as personal experience may be used.

The school supports various charities which become our focus for project work and fundraising for Harvest, Christmas, sponsored events or occasions such as school performances. This helps the pupils learn about needs, both here and abroad. These have included:

- Stand By Me – children's charity
- The Gatehouse - support for the homeless in Oxford city
- The Mission to Seafarers
- Rosie's Rainbow Fund – supporting sick and disabled children in hospital and school
- Trussell Trust – Food Bank
- The Royal British Legion
- Buddy Bag Foundation
- Ukrainian Appeal
- Children in Need

- The Farming Community Network
- MIND – for better mental health
- Barnados/i-HOP – supporting professionals to work with children and families of offenders

In any community, morals and ethics are always important. Although we deliver weekly PSHE lessons, it is equally vital that teachers are ready to take their lead from the children and discuss an extract from a book, perhaps, from a moral rather than a literary standpoint. Indeed, there will be occasions when a lesson has to be modified in order to accommodate new ideas or differing values. PSHE provides an evaluative context in which the pupil voice is clearly heard and an opportunity for opinion and feelings to be shared. It is also a positive time when success is celebrated, and thanks are given to each other and to God.

And afterwards.....

When our children leave us at the end of their primary years, we hope that we have helped them to reach their academic potential but more than that, we want them to enjoy all that life has to offer, quietly or loudly, and be able to pass on that delight to others.

Written by: Judith Terrell

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Policy Agreed by the Curriculum Committee on

Signed Chair of Curriculum Committee

Signed Headteacher