



SMSC POLICY

1 Aim

At Bayford Church of England Primary School we want our children to be successful, confident learners and responsible citizens. We recognise the importance of both the academic and the personal development and wellbeing of every child in our school. This includes recognising the importance of providing a range of opportunities to which our children can respond, and which supports their spiritual, moral, social and cultural development.

We therefore aim:

- To ensure that everyone connected with the school is aware of our values and principles
- To ensure a consistent approach to the delivery of SMSC issues throughout both the curriculum and the general life of the school
- To ensure that a child's education is set within a context that is meaningful and appropriate to their age, aptitude, and background
- To ensure that children know what is expected of them and why
- To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings, and responses to personal experience
- To enable children to develop an understanding of their individual and group identity
- To enable children to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that enrich our society
- To give each child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility
- To ensure the school meets the legal requirements for a daily act of collective worship which is distinctively Christian in character

Recognising that our school community and our immediate surroundings do not fully reflect the diversity of wider British society, nor of the secondary schools to which our children will move, we aim to ensure that we prepare our children for adult life by providing a wide range of opportunities to experience and learn about other faiths and cultures (for example, by out of school visits and by welcoming visitors and experiencing their food, music, beliefs, stories, and traditions).

2 Spiritual development:

To be human is to be spiritual since human beings are more than the purely physical. We recognise that for some the spiritual is intimately bound up with the belief in God, whilst for others it is bound up with the human spirit alone.

2.1 As a church school, we aim to provide a set of values based on the Christian faith. Central to the Christian teaching is the love of God and the love of one's neighbour as oneself. Christian

spiritual practices (for example, prayer, worship, celebration of festivals, and reading/reflection on the Bible) are included within collective worship, RE, and the wider curriculum.

2.2 We are committed to:

- celebrating the religious and non-religious beliefs and values that our children bring as part of their family/cultural heritage, and to building an awareness of, and respect for others' spiritual and religious beliefs
- fostering common human values and building spiritual capacities to promote self-worth
- self-esteem and a valuing of others
- helping our children to come to an understanding of themselves as unique individuals and encouraging them to reflect on ultimate questions
- developing our children's curiosity, imagination, creativity and promoting a sense of awe and wonder.

3 Moral development

Moral development may be defined as knowing what is right and wrong and acting accordingly. We are committed to encouraging our children to:

- be truthful and honest
- respect the rights and property of others, their opinions and customs, even when they are different from our own
- help others
- solve differences of opinion in non-violent ways

Consequently we reject all forms of bullying, cruelty, dishonesty, violence and discrimination.

The school also has a set of six core values that are promoted across the year: Courage, Appreciation, Respect, Peace, Responsibility and Love.

4 Social development

Social development can be defined as developing an understanding of the rights and responsibilities of people living in community. It includes being a 'responsible citizen'. We are committed to:

- fostering the skill and qualities of team building through the development of self-confidence, co-operation, sensitivity to others, reliability, initiative, and understanding
- providing an environment where children can take responsibility for themselves and others in school and the wider society

We use the social and emotion aspects of learning (SEAL) programme to support our children's social development.

5 Cultural development

Cultural development can be defined in terms of the knowledge and understanding of our own and of others' cultural traditions. We value and celebrate the cultural diversity of our school, our society, and the world by:

- promoting an appreciation of our own cultural traditions and encouraging an appreciation of other people's cultural traditions
- celebrating the richness of culture and tradition

6 In the light of this we will ensure that the SMSC development of our children is promoted across the curriculum and in the wider life of the school by:

- providing an appropriate range of effective teaching and learning strategies that enable children to reflect on, and respond to the issues of SMSC's importance and concern
- maintaining a positive climate in school in which all are valued and respected, and all are expected to make a positive contribution
- encouraging and expecting teachers to plan for, and respond to opportunities to foster SMSC development, and ensuring subject leaders have an understanding of opportunities for SMSC education in their subject
- recognising the importance of our collective worship programme in supporting and encouraging SMSC development
- reviewing the effectiveness and impact of the policy and practice as part of our cycle of school development

7 The following policies are closely linked with our spiritual, moral, social and cultural policy

- School Aims and Values
- Inclusion Policy
- Equal Opportunity Policy
- Collective Worship Policy
- Teaching & Learning Policy and its subject area appendices or associated curriculum policies, especially, but not exclusively, RE and PSHE

Last reviewed **February 2021**

Review date **February 2023**