St Paul's
C of E Primary School

A place to belong

SMSC Policy

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Reviewing Committee:	**Curriculum**
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Non Statutory Policy	

St Paul's C of E Primary School

A Place to Belong

Our Christian Vision

Our school is a family where everyone feels safe, happy and valued, and is supported to achieve their full potential.

We will develop compassionate and caring individuals who depend on one another, are highly motivated, and have a life-long love of learning in preparation for the future.

Our Core Values

All that we do is underpinned by the core Christian values of *Family (Koinonia), Compassion, Perseverance and Forgiveness*

"Though we are many, we form one body, all joined together as members of the whole. We each have different gifts, according to the grace given to each of us. We must use them wisely."

Romans 12:5-8

SMSC Policy

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1. Statement of Intent

At St Paul's CE Primary School, the children and their learning are at the very heart of every decision made. This policy reflects our diverse mix of pupils and does not discriminate against any of the protected characteristics.

The school will help the students to develop an inner discipline and will encourage pupils to not just 'follow the crowd' − they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others. The Spiritual, Moral, Social and Cultural education of pupils at St Paul's is cross-curricular and not limited to specific SMSC lessons.

Ethos and Vision

- **Our school is a place where everyone feels safe, happy and valued, and is supported to achieve their full potential.**
- **We will develop compassionate and caring individuals who are highly motivated, interdependent and have a life-long love of learning in preparation for the future.**

Aims

- To provide a safe, caring and happy environment where each child is valued as an individual and can develop towards his/her full potential.
- To provide for each child a wide, balanced curriculum of high quality, appropriate to the interests and aspirations of the individual encouraging the development of the whole person and fulfilling the requirements of the National Curriculum.
- To develop the potential of each child within his/her capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.
- To set and maintain standards of discipline, courtesy and general moral values so that the school community may function effectively.
- To engender a sense of self-respect, independence and self-motivation. To increase the individual's capacity to accept responsibility for actions taken. To encourage children to recognise their responsibility to and dependence on others to help them become active, reasoning participants in a democratic society.
- To provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles.
- To foster links between home and school and develop a partnership with parents in the education of their children.

2. Related policies

1.1. Safeguarding Policy.

1.2. E-safety Policy.

1.3. Behaviour Policy.

1.4. Anti-bullying Policy.

1.5. Health and Safety Policy.

1.6. Special Educational Needs and Disability Policy.

1.7. Supporting Pupils with Medical Needs Policy.

3. Guiding principles

1.8. Spiritual development

1.1.1. The spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life.

- Interest in, and respect for, different people's faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.
- Participation in collective worship on a daily basis

1.9. Moral development

1.1.2. The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
- Understanding of the consequences of their behaviour and actions.
- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.
- Understanding of a clear moral code which is consistent through school and reflective of our strong Christian ethos.
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1.10. **Social development**

1.1.3. The social development of pupils 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 community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Ability to use modern communication technology, including mobile technology, the internet and social media, safely.
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.
- Participation in collective worship focuses on topics to embolden children to develop personal qualities for example respect, compassion, forgiveness.

1.11. Cultural development

1.1.4. The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.

- Understanding and appreciation of the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Willingness to participate in and respond positively to: artistic, sporting and cultural opportunities.
- Interest in exploring, improving understanding of, and showing respect for, different faiths and cultural diversity.
- Understanding, acceptance, respect and celebration of diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

4. Cross-curriculum teaching and learning

1.12. Development in SMSC will take place across all areas of the curriculum.

1.13. SMSC has particularly strong links to Religious Education, Collective Worship, Pastoral Sessions and Personal, Social, Health and Citizenship Education (PSHCE).

1.14. All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible.

1.15. In order to develop a strong sense of identity in our pupils, we will use classroom discussion to enable them to:

- Talk about their experiences and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g. bullying, death.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

1.16. Many areas across the curriculum provide opportunities for pupils to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree.
- Experience good role models.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

1.17. Practical activities to develop SMSC include:

- Working together in different groupings and situations.
- Encouraging the children to behave appropriately at meal times.
- Taking responsibility e.g. class monitors, lunch monitors, register monitors, assembly monitors, cloakroom monitors, delivering messages and looking after younger children.
- Encouraging teamwork in PE and games.
- Appreciation of and respect for the work and performance of other children, regardless of ability.
- Hearing music from different composers, cultures and genres e.g. in music for reflection time at the start of collective worship.
- Meeting people from different cultures and countries.
- Participating in a variety of different educational visits.
- Participation in live performances.
- Using assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and global events.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- Opportunities to make and evaluate food from other countries.
- Opportunities in music to learn songs from different cultures and play a range of instruments including steel pans and samba.
- Studying the contributions to society that certain famous people have made.

5. Community links

1.18. St Paul's CE Primary School has strong links with the wider community.

1.19. In order to develop these links, St Paul's reaches out to the community through the following activities:

- Fundraising activities.
- Annual school play.
- Carol Singing
- Coffee Mornings
- Archbishop of York Youth Award

6. SMSC matrix

Activities	Spiritual	Moral	Social	Cultural
Pre/after school clubs	X	X	X	X
Assemblies	X	X	X	X
Charity support	X	X	X	X
Competitions	X	X	X	X
Library, celebrate diversity	X	X	X	X
Learning walks	X	X	X	X

Themed days/weeks	X	X	X	X
Trips and excursions	X	X	X	X
School council involvement		X	X	X
Are all aspects of SMSC evident when pupils/staff move around the school?	X	X	X	X
Are all aspects of SMSC reflected in classroom/corridor displays?	X	X	X	X
Does the school website reflect a consistent approach to all aspects of SMSC?	X	X	X	X

7. Monitoring and evaluation

1.20. At St Paul's CE Primary School we listen to the views of our pupils and their parents/carers. We operate an open door policy for the sharing of views and also have a formal system in place including:

- Annual pupil questionnaire.
- Pupil/teacher meetings.
- Annual parents' questionnaire.
- Parents' evenings/meetings.

1.21. SMSC provision is reviewed on an annual basis in the following ways:

- Monitoring of teaching and learning and work scrutiny by the curriculum coordinator, Headteacher and governors as part of our general monitoring.
- Regular discussions at staff and governors' meetings.
- Regular policy audits.
- Development of Religious Education, PSHCE and Collective Worship to reflect the diversity of both our school and society.
- Sharing of classroom work and practice.

8. Promoting fundamental British values

1.22. Through the national curriculum, we will:

- Teach our pupils a broad and balanced international history.
- Represent the cultures of all of our pupils across the subject.
- Teach a wide range of English and non-English literature.
- Commemorate World War 1 and 2.
- Demonstrate the historical importance of the Commonwealth.

1.23. Through our Social, Moral, Spiritual and Cultural programme, we will:

- Enable students to develop their self-knowledge, self-esteem and self-confidence.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable students to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Table of Changes

Review Date	Reason for Change