



**FROXFIELD
CE SCHOOL**

Review Cycle:-	Two yearly	Date of Next Review:-	June 2023
Approver:- Chair of SDG	Signed:- Date:-	Approver:- Head Teacher	Signed:- Date:-

SMSC (Spiritual, Moral, Social and Cultural development) Policy

At Froxfield C of E Primary School we aim to enable children to become effective learners who take pride in their own progress and achievements as they continue on their life-long learning journey.

We believe that children's well-being, enjoyment and learning go hand in hand and 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 children to respond to, that supports their spiritual, moral, social and cultural development.

Spiritual development: to be human is to be spiritual since human beings are more than the purely physical. 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.

As a church school, Froxfield C of E Primary provides a set of values based on the Christian faith. Our school values are Love, Courage and Respect. Central to the Christian teaching is the love of God and the love of one's neighbour as oneself. We include Christian spiritual practices including prayer, worship, celebration of festivals and reading/reflection on the Bible within Collective Worship, RE and the wider curriculum.

Wider spiritual development is promoted through the opportunity for reflective moments. We discuss mirror moments, window moments, door moments and candle moments as a way of providing children opportunities to reflect on, discuss and question underlying spiritual ideas.

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
- raising self-esteem and valuing of others

- helping our children develop an understanding of themselves as unique individuals and encouraging them to reflect on profound questions and experiences
- developing our children's curiosity, imagination, creativity and promoting a sense of awe and wonder.

Moral development: knowing what is right and wrong and acting on it accordingly. We are committed to encouraging our children to:

- be truthful and honest – linking to our value of Courage
- respect the rights and property of others, their opinions and customs, even when they are different from our own
- help others, within our immediate school/family community as well as globally
- solve differences of opinion in appropriate ways using their words

We aim to develop children as Courageous Advocates, by creating an ethos of action-taking and a desire to challenge injustice and bring about change.

We work to develop in the children an understanding of the democratic process and an understanding of the importance of combating discrimination.

Social development: developing an understanding of rights and responsibilities of living in community-of being a 'responsible citizen'.

We are committed to:

- fostering the skills and qualities of team building through the development of self-confidence, co-operation, sensitivity to others, reliability, initiative and understanding within our work on Personal Learning and Thinking Skills (PLTS)
- providing an environment where children can take responsibility for themselves and others in school and the wider society
- supporting children with the development of the social interaction skills which are a necessary life skill, providing additional interventions for those children who may find this more difficult

We use a range of individualised programmes to support our children's social development as well as interventions such as Lego Therapy, Comic Strip Conversations and Social Stories. Our trained ELSA provides additional intervention and support.

Cultural development: knowledge and understanding of own and others' cultural traditions. We value and celebrate cultural traditions and differences by:

- promoting an appreciation of our own cultural tradition/s and encouraging an appreciation of other people's cultural traditions
- celebrating the richness of culture and tradition
- creating opportunities for children to participate in a range of cultural opportunities

Opportunities for cultural development are planned within the wider curriculum topics as well as through our RE and RHE curriculum and Collective Worship. Our links with a school in Anomabo, in Ghana provide further opportunities for cultural

development as does our participation in The Christian Aid Global Neighbours Award Scheme.

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 SMSC issues
- maintaining a positive ethos in school where all are valued and respected and are able to make a positive contribution
- planning for and responding to opportunities to develop SMSC development and to ensuring subject leaders have an understanding of SMSC education in their subject
- recognising the importance of our collective worship programme and RE teachings in supporting SMSC development
- using our 'Golden rules', based around our Christian Values as the basis of our behaviour expectations for all members of our school community
- reviewing the effectiveness and impact of the policy and practice as part of our cycle of school development
- working towards our Global Neighbours silver award

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

- School Values and Vision Statements
- SEND Policy
- Behaviour Policy
- Anti-bullying Policy
- Curriculum Principles
- Equal Opportunity Policy
- Collective Worship Policy
- RE Policy
- Teaching & Learning Policy