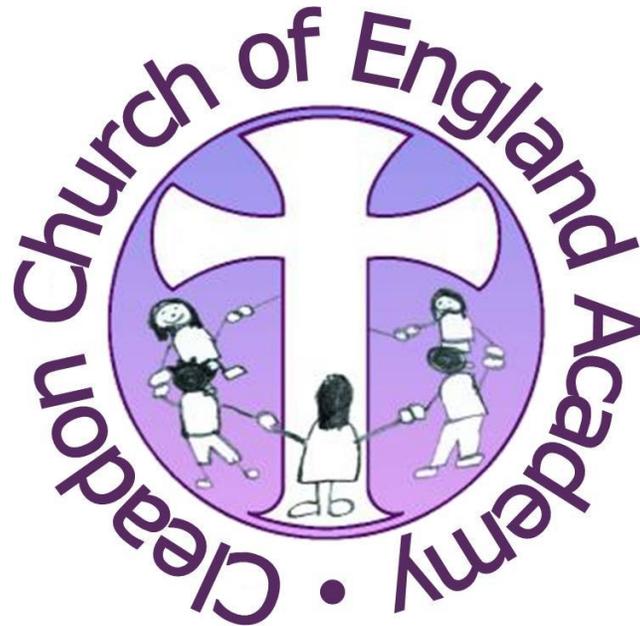
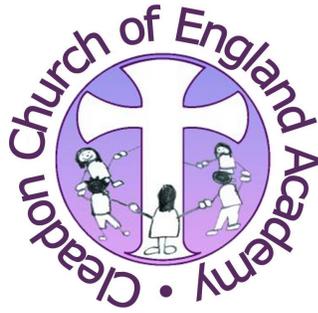


# Cleadon Church of England Academy



## SMSC policy

Policy Agreed	Spring 2005
Policy Reviewed	Spring 2008. Spring 2011 Spring 2014 Spring 2017
Review Date	Spring 2020



**Believe**

**Inspire**

**Excel**

**Mission Statement**

Guided by our caring Christian ethos, we all work together to equip everyone with the skills, attitude, creativity and motivation to become happy successful lifelong learners and respectful global citizens.

<b>Values</b>	
<b>We will bring our Christian ethos to life by:</b>	
<b>Striving for excellence</b>	<ul style="list-style-type: none"> <li>• Setting high expectations,</li> <li>• Showing pride, passion and self-belief,</li> <li>• Encouraging forward thinking and embracing challenge,</li> <li>• Promoting continuous learning,</li> <li>• Recruiting the right people,</li> <li>• Facilitating continuous improvement,</li> <li>• Providing the widest range of opportunities to excel.</li> </ul>
<b>Achieving together</b>	<ul style="list-style-type: none"> <li>• Learning and working together harmoniously, within a supportive environment,</li> <li>• Ensuring everyone is valued,</li> <li>• Enabling everyone to have a voice,</li> <li>• Promoting shared understanding and ownership, through collaboration,</li> <li>• Sharing good practice, and celebrating success,</li> <li>• Challenging ourselves and others,</li> <li>• Supporting the communities in which we live and work.</li> </ul>
<b>Showing respect</b>	<ul style="list-style-type: none"> <li>• Promoting the wellbeing of all members,</li> <li>• Recognizing everybody's contribution,</li> <li>• Demonstrating courtesy and fairness to all,</li> <li>• Embracing diversity and practicing tolerance,</li> <li>• Celebrating the individual.</li> </ul>
<b>Inspiring success</b>	<ul style="list-style-type: none"> <li>• Nurturing achievement and celebrating success,</li> <li>• Embracing inspiration and innovation,</li> <li>• Encouraging self-motivation,</li> <li>• Providing inspirational, creative teaching and challenge,</li> <li>• Providing positive role models,</li> <li>• Delivering a broad and exciting curriculum that engages and enthuses all learners.</li> </ul>
<b>Acting with integrity</b>	<ul style="list-style-type: none"> <li>• Maintaining professionalism at all times,</li> <li>• Valuing honesty, trust and accepting accountability,</li> <li>• Establishing transparent and effective communication,</li> <li>• Listening and acting upon feedback,</li> <li>• Ensuring collective care and responsibility.</li> </ul>
<b>This will be delivered within a caring, happy, safe and secure environment.</b>	

## **Introduction:**

- In contrast to the policies for specific curriculum subjects, this policy relates to the whole life of the school, which is informed by the ethos of the school.
- Of particular importance in promoting spiritual, moral, social and cultural development (SMSC) is the example set by adults in the school, the quality of relationships between all stakeholders and the standard of daily collective worship.
- Spiritual, Moral, Social and Cultural development in a church school is distinctive because these four aspects of the school curriculum are inextricably rooted in the reality of God the Holy Trinity - Father, Son and Holy Spirit.
- Although delivered throughout aspects of the wider curriculum, on an on-going basis, the Religious Education curriculum and Collective Worship in a church school is the place where excellent and distinctive SMSC is seen most clearly.

## **Spiritual development**

***Spiritual development*** is concerned with exploring those dimensions of human experience which helps pupils consider their thoughts, feelings and relationships more deeply and, in particular, to consider those things which are of special significance, such as people, places, objects and stories. It is to do with the search for meaning and purpose in life and for values by which to live. Spiritual development also encourages pupils to experience enjoyment and fascination in learning about themselves, others and the world around them, and to reflect on their own experiences. All areas of the curriculum may contribute to pupils' spiritual development.

Spiritual development is also taught through RE and Collective Worship in a church school and it enriches and encourages the pupils' discovery of God the creator, of their 'inmost being' and of the wonder of the environment.

*For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful.*  
*Psalms 139.13-14*

## **Spiritual development is promoted through:**

- Exploring their relationship with God and the sense that they are his children, unique and loved by him;
- Exploring and experiencing prayer and worship from a variety of Christian traditions;
- Giving thanks to God for all aspects of school life;
- Discussing and reflecting upon key questions of meaning and truth such as the existence of God, the origins and purpose of the universe, good and evil, life after death;
- Considering the value of human beings and their relationship with God, with one another and with the natural world;
- Discovering how the creative and expressive arts enable spiritual development;
- Opportunities to discuss feelings and emotions openly;
- Recognising and encouraging the use of personal and group gifts and talents;
- Opportunities to develop their gift of imagination and creativity;

- Encouraging curiosity and questioning so that their own views and ideas on religious and spiritual issues can be developed within a secure environment where faith is valued;
- Developing a sense of personal significance and belonging;
- Encountering Christian fellowship.
- Nurturing interest and respect for the faiths and experiences of people within their community and the wider community, reflecting upon their own beliefs and the beliefs and faiths of others.

## **Moral development**

**Moral development** is concerned with pupils' ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. The system of rules and codes of behaviour established in our school (including Reward Systems and Golden Rules, based on values) is an important early introduction to issues of fairness for all and to the consequences of operating outside the accepted rule system. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of consequences or sanctions. Moral development based on Christian principles, should enable pupils to become increasingly responsible for their own actions and behaviour. School Values are also shared and owned by all school members.

Moral development is also taught through RE and Collective Worship in a church school and is based on the teachings of Jesus Christ, which offer pupils a secure foundation stone on which to make decisions and build their lives.

*Do not be conformed to this world, but be transformed by the renewing of your minds, so that you may discern what is the will of God – what is good and acceptable and perfect.*

*Romans 12.2*

## **Moral development is promoted through:**

- Developing a sense of right and wrong based on the teaching of Jesus Christ;
- Recognising legal boundaries and respecting the law of England;
- Understanding the consequences of their behaviour and actions;
- Recognising the values identified within the Bible: truth, justice, trust, love, peace, compassion, forgiveness, reconciliation and redemption;
- Learning to follow a path through the conflicting demands of faith, family, peers, society, the media and the world of ideas;
- Recognising the importance of personal integrity;
- Developing mutual respect across racial and religious divides;
- Recognising that people's rights also imply responsibilities;
- Developing a sensitive conscience.
- Being able to offer opinions on moral issues and respecting the opinions of others.

## **Social development**

**Social development** refers to the development of abilities and qualities that students need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects.

The school, but in particular the classroom, provides a suitable environment for promoting social development within a Christian context. Pupils learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led to support others and to recognise the different skills of other group members can be developed when children work co-operatively.

Social development is also taught through RE in a church school and it develops pupils' understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice.

Pupils also develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

*As I have loved you, so you must love one another. By this everyone will know that you are my disciples.*

*John 13.34-35*

### **Social development is promoted through:**

- Developing a sense of empathy, compassion and concern for others, demonstrating the ability to co-operate well with others.
- Building relationships within the school and between the school, the parish and the local community; including working and socialising with pupils from different religions, ethnic and socio-economic backgrounds.
- Being willing to take part in activities, including volunteering, in a range of community and social settings.
- Demonstrating ability in being able to resolve conflicts effectively.
- Demonstrating an understanding of British values: including democracy, the rule of law, individual liberty and respect for those with different faiths and beliefs.
- Considering how Christian beliefs affect decisions at local and national level;
- Investigating social issues from the perspective of Christianity and of other faiths, recognising the common ground and diversity that exists between them;
- Providing opportunities for pupils to articulate their own views on a range of current issues and to show respect for the opinions of others and a willingness to learn from their insights.

### **Cultural development**

**Cultural development** refers to the development of knowledge and understanding of differing cultural beliefs, customs and traditions. It is an increasing appreciation of the systems of values and attitudes which form the basis of identity and cohesion within societies and groups.

Cultural development in a church school provides opportunities to develop an understanding of Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people.

It also provides opportunities for developing an understanding and respect for different cultures, faiths and beliefs, as well as an understanding and respect for different socio-economic groups, within local, national and global communities.

*There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus.  
Galatians 3.28*

### **This is promoted through:**

- Many opportunities to participate in and respond positively to artistic, musical, sporting and cultural opportunities, within the curriculum and through extra-curricular activities.
- Promoting an understanding of Christianity from a global perspective through encounters with people, literature and the creative arts from different cultures;
- Exploring the diversity of Christianity worldwide with particular reference to the diversity of the Anglican community;
- Considering the relationship between British and European culture and Christianity;
- Appreciating, respecting and celebrating the diversity of cultures within school and within modern Britain;
- Appreciating and respecting the values and customs of other ethnic and faith groups which make up modern British society and the world beyond:
- Developing a balanced approach to retaining the traditions of our Christian society, whilst perceiving in a positive light the contribution of other cultures, past and present.
- Developing an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.
- Developing an understanding of Britain's democratic parliamentary system and its central role in shaping our history and values.

### **Implementation**

The promotion of Social, Moral and Cultural development of each pupil is soon as the responsibility of all members of staff and of the wider school community.

#### Within R.E and Collective Worship

- Allow pupils to investigate and reflect upon their own beliefs and values.
- Provide opportunities for prayer/reflection/silence, the exploration of inner space.
- Encourage a balance of music, speech, silence and the creative arts when exploring spiritual development.
- Emphasise the Christian moral perspective whilst also offering models of morality in other faiths.
- Through understanding of different cultures and faiths, develop appreciation and respect for the beliefs of others.

- Promote an understanding of the difference between right and wrong.
- Praise good behaviour positively and reward publicly.
- Celebrate achievement and promote a sense of belonging, within the school and wider community.

#### Within the Wider Curriculum:-

All subjects contribute to the spiritual, moral, social and cultural development of pupils, whilst SMSC has particularly strong links to RE, Collective Worship, Pastoral Support, and PSHCE.

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

Through the curriculum, we will promote the following:

- Exploring an imaginative approach to the world.
- Developing a sense of enquiry and open-mindedness.
- Developing an awareness of order and pattern in the world.
- Creating an atmosphere that enables pupils and staff to speak about their beliefs.
- Fostering a sense of respect for the integrity of each person.
- Encouraging pupils to develop a personal view on ethical questions.
- Developing responsibility in learning and setting personal targets.
- Listening to the view points and ideas of others.
- Opportunities to develop knowledge, respect and appreciation for other cultures, for example through literature, music, art and design activities.
- Working together in a range of groupings and situations, including working as teams.
- Acquiring a code of behaviour when visiting a place of worship and meeting people from a range of different cultures and faiths; including visitors to school.

#### Beyond the Formal Curriculum, the School will:

- Encourage pupils in personal conversations and during discussions in lessons, to express such feelings as wonder, change, unease, injustice or inequality whilst listening carefully to others' questions and responses.
- Talk about their own experiences and feelings.
- Speak about difficult events, such as bullying or death.
- Share thoughts and feelings with other people.
- Explore relationships with other people.
- Treat pupils, staff and governors with respect, showing empathy for others and considering the needs of other people.
- Invite close involvement with the church, and regular participation in church services.
- Set high expectations through formal discussion that will lead to raised awareness of high moral standards inside and outside the classroom.
- Provide pastoral care from all staff giving pupils the chance to see caring in action.
- Provide good role models, through school staff.
- Enable pupils to experience democratic decision making, through the School and Church Councils.

#### Community Links

Cleadon Church of England Academy has strong links with the local and wider community.

In order to develop these links Cleadon Church of England Academy reaches out to the community through the following:

- Examples of Fundraising:

Children in Need, Poppies Appeal, Action Aid, Children's Society, Hospitality and Hope.

Examples of School Events include:

- Cycling Proficiency, Dance and arts from different cultures, Book Fair, Parent Assemblies, Concerts, Leavers' Service at Cathedral, Theatre Company visit, Fairtrade Tuck Shop and Coffee Afternoon, Coffee afternoons, Nativity Services, Community Police Visits, Careers Fair for Year 6, Sports Day, World Book Day

Examples of Visitors to school:

- Clergy, police, theatre company, nurse, Fire Brigade, police, Barnardos, Ian Campbell, Sports Development Team, parents, dancers, musicians, brass band, tennis coach, football coach, Newcastle Eagles, Magistrates, Show Racism the Red Card.

Examples of School Links with the Local Community:

- Church, Summer Fair, PTFA, Harvest Festival, Police Award Scheme

Links with other schools:

- Thorough transition arrangements with our Secondary Schools for Year 6 pupils
- Busy Bees Academy
- Helen Gibson Nursery
- Technician shared with other schools
- Deanery school links and celebrations
- Prince Bishops Teaching Schools Alliance

Educational Visits

Visits vary from year to year but have recently included: KS1 visit to Gibside Chapel, Visits to Nissan, DNLI, Firestation, Durham Cathedral, St Mary's Lighthouse and a residential visit for Y5 pupils to Dukeshouse Wood.

Management:

The SMSC co-ordinator, Mrs Jayn Gray will:

- Advise colleagues on resources, policies and information.
- Ensure that the policy for SMSC reflects the aims of the school and takes into account guidance offered by the Diocese, LEA and QCA.
- Involve all staff in decisions and policy making.
- Attend relevant in-service and disseminate information to staff.

### Monitoring and Evaluation

At Cleadon Church of England Academy we listen to the views of our pupils and their parents/carers. Aspects of SMSC are evaluated through:

- Annual pupil questionnaire
- Annual parents' questionnaires
- Pupil/ teacher meetings (KS2)
- Parents evenings/ meetings

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

- Monitoring of teaching and learning and work scrutiny
- Annual audit of SMSC provision, using the SMSC audit matrix (see appendix)
- Continual development of RE, PSHCE and Collective Worship, to reflect the diversity of our school and wider community.

### Links with other policies:

Other policies closely linked to SMSC development include:

- Safeguarding Policy
- E-Safety Policy
- Supporting Children with Medical Needs
- Equality Policy
- Collective Worship Policy
- R.E Policy
- Anti - Bullying Policy
- Behaviour Policy
- Personal, Social and Health Education and Citizenship Policy
- Inclusion Policy
- More Able Policy

Appendix 1  
SMSC Audit Matrix

<b>Activities</b>	<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
Pre/ After school clubs				
Assemblies				
Charity Support				
Competitions				
Themed Days/ Weeks				
School Council Involvement				
Church Council Involvement				
Visits				
Visitors to School				
Links with other schools/ organisations				
SMSC Learning Walks – behaviour and relationships				
SMSC School Environment and Wall Scrutiny				
Does the school website reflect a consistent approach to all aspects of SMSC				