

# SMSC and spiritual development Policy



*'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven' Matthew 5:16*

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## **Our Vision**

At Bierton Church of England Combined School, we want to develop children as citizens who make a difference to themselves; their peers and their community. We are all different; we are all unique; we all have strengths. We want our children to find their light and let it shine; and let God and ourselves be proud of who they are.

*'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven' Matthew 5:16*

## **Aims and objectives**

At Bierton CE Combined School, we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

The curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathise with others as well as giving them the confidence to provide their opinions and develop their own viewpoints.

We use our Christian Values to inform our teaching across the school and closely link SMSC with our PSHE scheme of work.

## **Spiritual Development**

The Church of England's Vision for Education states a core desire that children will experience life in all its fullness (John 10:10). At Bierton, we believe that exploring Spirituality by educating the whole child and providing full life experiences meets this desire.

We define Spirituality as an ongoing, reflective journey. At Bierton, we explore with the children what their light is and how they can let it shine. We want our children to know that we are all different; we are all unique but God has given us all strengths that we can develop and achieve our potential.

Spirituality enables our children to aim high, achieve success, find their sparkle and shine.

## **Our learning environment and curriculum**

Curriculum opportunities enable pupils to:

- Be curious and to express feelings of delight and wonder, (scientific investigations, new life, the global landscape)
- Empathise and consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in familiar stories)
- Consider how a belief can change people's lifestyles, (R.E, investigating communities and faiths, historical case studies)
- Discuss what they think they have achieved and what they need to do to be successful in the future, (self-assessment, target setting activities)

## Moral Development

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

### *Our learning environment and curriculum*

The classroom environment and curriculum promote moral development through:

- Codes of conduct and class rules, agreed with children and displayed in the classroom
- Clear and consistent rewards and sanctions that children understand and believe to be fair.
- Class and school assemblies that discuss moral values and cite expectations.
- Activities that enable pupils to give opinions and show their values.
- Discussing the choices made by the pupils and others and the resulting outcomes, character studies, studies of historical figures).

The values of 'Respect', 'Love', 'Cooperation', 'Responsibility' and 'Honesty' are explicitly taught and modelled throughout the school.

## Social Development

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development, they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

### *Our learning environment and curriculum*

At Bierton CE Combined School, social skills are developed through:

- Modelling of positive social behaviour by all staff
- After school clubs
- Sporting activities
- Buddy and team games at play times and lunch times
- Turn taking and team building activities
- Pair and small group work within the classroom

- Working with others across the local community (local care home, cluster schools, local sports partnership, local churches)

The values of 'Respect', 'Love', 'Cooperation', 'Responsibility' and 'Honesty' are explicitly taught and modelled throughout the school

## Cultural Development

Cultural development enables learner's to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

### *Our learning environment and curriculum*

Children are introduced to a regional and global perspective in life through:

- Links with local and international schools
- Stories from different cultures
- First hand experiences through local visits, theatre, art and artists
- Visitors from the local community
- Being part of fund raising events
- Studies of a different lifestyle including different food, dress, festivals and places of worship.
- Learning about other cultures when raising money for charity
- Children are taught to understand the lifestyles and choices made by the variety of different cultures and faiths that exist within the school.

## Monitoring and review

The planning and coordination of SMSC are the responsibility of the RE/Worship subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC;
- Speaks to the children about different elements of SMSC and uses this to inform future planning.
- Uses specially allocated, regular management time to review planning of SMSC across the curriculum, evidence of the children's work and to observe elements of SMSC across the school.
- Plans termly staff meetings to explore identified values and the SMSC links that may exist within these.