

# Clewer Green CE First School

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Headteacher: Mr M Tinsley



## 'Inspiring Children'

Vision: Every child has been blessed by God with unique potential. Our vision for Clewer Green is to inspire and nurture children in a safe, happy and caring Christian community, where everyone is valued and enjoys learning.

***'I can do all things through him who strengthens me'***

***Philippians 4:13***

## Spiritual, Moral, Social and Cultural Policy

### Introduction

Our aim, in line with our distinctively Christian values, is for every child, to have the support that they need, and, by example and direct teaching, promote a Christian ethos within the school, whilst recognising that not all of its members will be practising Christians.

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

This is a whole school issue. SMSC enriches each subject and the ethos of Clewer Green CE First School and is essential towards making our school successful. The SMSC Policy provides the school with the opportunity to meet our Public Sector Equality Duty (PSED) to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic (see Appendix 1) and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

### Guidelines

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

The integrity and spirituality of pupils from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and

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showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals, and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

### **General Aims**

- To ensure that everyone connected with the school is aware of our values and principles.
- To promote British Values and the understanding of what they are: democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

### **Spiritual Development**

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.
- Recognise and reflect on Christian approaches to Spiritual Development.

### **Moral development**

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Recognise the challenge of Jesus' teaching.
- Listen and respond appropriately to the views of others.

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- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgments.
- Recognise the consequences of their actions.

### **Social Development**

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Begin to understand the Christian imperative for social justice and a concern for the disadvantaged.

### **Cultural Development**

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Recognise Christianity and other major faiths as being relevant in a global dimension.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

### **Teaching and Organisation**

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible, although the explicit teaching for the four dimensions of this subject will largely be supported by the use of the Discovery RE Programme and through the Jigsaw PHSE Programme.

*Class discussions and circle time will give pupils opportunities to:*

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

*Many curriculum areas provide opportunities to:*

- Listen and talk to each other.
- Learn an awareness of treating all as equals.

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- Agree and disagree.
- Take turns and share equipment.
- Work cooperatively and collaboratively.

### *Extra-Curricular Activities.*

Personal development is also enriched through a wide range of extra-curricular activities at Clewer Green, which provide opportunities for SMSC and for inspiring pupils to broaden their experience and horizons.

### *School Council.*

The School Council is an elected body consisting of representatives for each class and Year 4 representatives who support children lower down the school in finding their voice. The School Council meets regularly to discuss and organise many things, ranging from whole school initiatives to fund raising.

### **Links with the wider community**

Visitors are welcomed into school and links with the Church are fostered through links with the local churches and the Diocesan Board of Education.

The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.

Pupils will be taught to appreciate their local environment and to develop a sense of responsibility for it as well as supporting local initiatives and charities.

### **Monitoring and Evaluation**

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Curriculum Coordinators identify aspects within their subjects to be included in teacher planning.
- Coordinators monitor teacher plans and their evaluations and assessments.
- Coordinators will monitor resource provision, identifying shortfalls.
- The Headteacher shall have oversight of this policy and monitor the provision of SMSC.

Last Reviewed: December 2021

Review Date: December 2022

\_\_\_\_\_ Date \_\_\_\_\_

Sarah Langley, Chair of Governors

## **The 9 Protected Characteristics.**

### **Age**

Where this is referred to, it refers to a person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds).

### **Disability**

A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

See our disability advice and guidance section.

### **Gender Reassignment**

The process of transitioning from one gender to another.

### **Marriage and Civil Partnership**

Marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

### **Pregnancy and Maternity**

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

### **Race**

It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

### **Religion and Belief**

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (such as Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

### **Sex**

A man or a woman.

### **Sexual Orientation**

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.