



## **Nurturing **Ambition** Through a Living Faith**

**SMSC Policy**

## School Ethos & Vision

**Mission Statement:** Nurturing ambition through a living faith.

**Vision Statement:** Our academy delivers a purposeful curriculum through its living Christian faith. We nurture ambition in all of our learners in order for them to become positive citizens of tomorrow.

**Bible Verse:** *"Let us not love with words or speech alone but with actions and truth."* – 1 John 3:18

At Darwen St James' CEP Academy, children and their learning are at the very heart of every decision made. We provide a high-quality, caring, and inclusive education built on foundational Christian values. Through our curriculum, worship, and modeled behavior, we ensure that spiritual, moral, social, and cultural (SMSC) development is woven through all aspects of school life.

### 1. Statutory Framework & National Guidance

This policy complies with all relevant statutory requirements and national guidance, including:

- DfE Guidance: Promoting Fundamental British Values as Part of SMSC in Schools
- Education Act 2002 (Section 78: Requirement to provide a balanced and broadly based curriculum promoting SMSC)
- Equality Act 2010 (Duty to eliminate discrimination and foster good relations)
- Section 26 of the Counter-Terrorism and Security Act 2015 (The Prevent Duty)
- DfE Statutory Guidance: Keeping Children Safe in Education (KCSIE)
- DfE Statutory Guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education

## 2. SMSC Core Intent & Pupil Demonstrations

None

|         |                      |                         |                             |
|---------|----------------------|-------------------------|-----------------------------|
| +-----+ |                      |                         |                             |
|         | SMSC AT DSJ          |                         |                             |
| +-----+ |                      |                         |                             |
|         | SPIRITUAL            | MORAL                   | SOCIAL & CULTURAL           |
|         | Reflection, Meaning, | Integrity, Rule of Law, | Interdependence, Diversity, |
|         | Awe & Wonder, Faith  | Ethical Decisioning     | British Values & Heritage   |
| +-----+ |                      |                         |                             |

### 2.1. Spiritual Development

Pupils demonstrate spiritual growth by:

- Reflecting on their own beliefs (religious or otherwise) and demonstrating respect for different faiths, feelings, and values.
- Experiencing a sense of enjoyment, fascination, awe, and wonder when learning about themselves, others, and the natural world.
- Using imagination, creativity, and critical reflection in their learning journey.
- Developing self-awareness, personal identity, and a sense of purposefulness.

### 2.2. Moral Development

Pupils demonstrate moral growth by:

- Recognising the difference between right and wrong, applying this understanding consistently in their choices and behavior.
- Understanding the civil and criminal law of England and respecting the legal framework.
- Understanding the consequences of their actions on others and the wider community.
- Investigating ethical and moral issues with reasoned, respectful viewpoints.

### 2.3. Social Development

Pupils demonstrate social growth by:

- Using a wide range of social skills in diverse contexts, working cohesively with peers from varied religious, ethnic, and socio-economic backgrounds.
- Participating in democratic and collaborative social settings, resolving conflicts constructively.
- Demonstrating a willingness to volunteer, lead, and contribute to local and wider communities.
- Engaging actively with fundamental British values (Democracy, Rule of Law, Individual Liberty, Mutual Respect & Tolerance).

## 2.4. Cultural Development

Pupils demonstrate cultural growth by:

- Understanding and appreciating the cultural influences that shape their own heritage and that of others.
- Participating enthusiastically in artistic, musical, sporting, mathematical, scientific, and technological opportunities.
- Exploring, respecting, and celebrating diversity across local, national, and global communities.
- Challenging discrimination, stereotyping, and intolerance wherever encountered.

## 3. Curriculum Provision & Evidence Matrix

SMSC is delivered holistically through our creative curriculum, explicit PSHE/RSE and RE lessons, daily Collective Worship, and whole-school enrichment.

| Dimension | Primary Provision & Strategy | Evidence Base |
|-----------|------------------------------|---------------|
|           |                              |               |

|                  |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                   |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Spiritual</b> | <ul style="list-style-type: none"> <li>• Blackburn Diocesan RE syllabus (multi-faith approach).</li> <li>• Daily Collective Worship, prayer areas, and quiet reflection spaces.</li> <li>• Outdoor Learning / Forest School &amp; residential trips.</li> <li>• Observance of major faith festivals (Christmas, Eid, Easter).</li> </ul> | <ul style="list-style-type: none"> <li>• RE Curriculum Plans, books and padlet.</li> <li>• Worship plans, photos of worship board and padlet.</li> <li>• Outdoor Learning Logs &amp; Trip Portfolios.</li> </ul>                  |
| <b>Moral</b>     | <ul style="list-style-type: none"> <li>• School Behaviour Policy &amp; Restorative Justice framework.</li> <li>• Anti-bullying initiatives &amp; Online Safety education.</li> <li>• Ethics debates, PSHE/RSHE units, and Picture News discussions.</li> <li>• Community litter picking and charitable fundraising.</li> </ul>           | <ul style="list-style-type: none"> <li>• Anti-bullying Week evidence &amp; E-Safety displays.</li> <li>• Pupil Voice / School Council Minutes.</li> <li>• Charity logs (website) &amp; Local Community Impact Reports.</li> </ul> |

|                 |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Social</b>   | <ul style="list-style-type: none"> <li>• Active pupil leadership (School Council, Worship Team, Prefects, Buddies).</li> <li>• Team sports, competitive SLA events, and choir visits to care homes.</li> <li>• Growth Mindset challenges &amp; JAM</li> <li>• Democracy in action (elections for pupil leadership roles).</li> </ul> | <ul style="list-style-type: none"> <li>• Club registers &amp; Photos.</li> <li>• School Council &amp; Eco Ambassadors agendas.</li> <li>• Sports Day &amp; Music Performance records.</li> </ul>               |
| <b>Cultural</b> | <ul style="list-style-type: none"> <li>• MFL (French in Key Stage 2)</li> <li>• Theatre workshops, West End dance sessions, and author/poet visits.</li> <li>• Local history/heritage visits (museums, galleries).</li> <li>• Remembrance Day commemorations &amp; international cultural events.</li> </ul>                         | <ul style="list-style-type: none"> <li>• Cultural Event Galleries &amp; Big Books.</li> <li>• Choir &amp; Verse Speaking competition entries.</li> <li>• Museum visit logs &amp; visitor registers.</li> </ul> |

## 4. Promotion of Fundamental British Values

In line with our *Teaching British Values Policy Statement*, the academy explicitly promotes the four core values within our SMSC provision:

- **Democracy:** Pupil voice is prioritized. Pupils vote democratically for School Council and Worship Team members, experiencing democracy firsthand.
- **The Rule of Law:** School rules and civil laws are explored through assemblies, restorative practice, and visits from emergency services.
- **Individual Liberty:** Pupils are empowered to make safe, informed choices within supportive boundaries, backed by digital safety education.
- **Mutual Respect & Tolerance:** As a Christian school rooted in love and nurture, we celebrate diversity, visit varied places of worship, and challenge prejudice immediately.

## 5. Monitoring, Evaluation & Governance

5.1. **Leadership Oversight:** The SMSC Lead and Senior Leadership Team (SLT) monitor SMSC provision through book scrutinies, lesson observations, pupil voice discussions, and learning walks.

5.2. **Governing Body Review:** The Local Governing Committee (LGC) reviews SMSC outcomes annually, ensuring that school policies actively foster pupil wellbeing, inclusion, and cultural enrichment.