

"Love one another as Jesus loved us" (John 13 v 34-35)



St. John's C.E. (V.M.) School Cliviger

'Learn, Pray, Care & Play'

Our church school through its Christian values and caring community seeks to inspire each individual to achieve and grow.

Policy for Spiritual, Moral, Social and Cultural Policy

Vision

The Christian belief that human beings are created in the image of God, and that each shares in God's purpose to bring life and allow creation to flourish, underpins the work and nature of the school, and is endorsed in our mission statement.

At St John's School 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 the cultures.

General Aims

- To ensure that everyone connected with the school is aware of our values and principles.
- 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.

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- 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.
- Have regular contact, at all levels, with the incumbent and also other appropriate visitors to the school

Moral Development

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

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- 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 judgements.

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. This can be illustrated by the school programme of fund raising.

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 influenced individuals and society.
- Recognise Christianity as a world-wide faith.
- Develop an understanding of their social and cultural environment.

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- 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. Our 'Adventurous Afternoons' Curriculum has been designed with promote and provide opportunities for children to develop their worldwide spiritualisation through the use of the Global Neighbours programme. This opportunity can be seen on each year group's long term plan:

PSHE/Healthy Heroes Global Neighbours	Relationships Refugees/disaster relief	<u>Antibullying</u> HH: Develop a sense of self/Living in the wider world	Health and Wellbeing Keeping Safe	HH: Tobacco Open Doors: The persecuted church in Egypt	Water Access to clean water (<u>WaterAid</u>)	HH: Eat at least 5 a day Environmental issues (Plastic oceans, Greenpeace)
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All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their 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, etc.

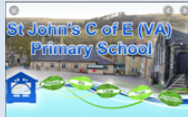
Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Each subject leader has now got a SMSC audit tool where they can specify any opportunities they have seen during monitoring where SMSC has taken place. This

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will ensure SMSC is at the fore front of all class teachers in their planning and that the children at St John's C of E, Cliviger are getting the best opportunities for this. Here is an example of SMSC and what it looks like in PE:

Spiritual, Moral, Social & Cultural Audit Tool (SMSC)		
 SPIRITUAL DEVELOPMENT: Curriculum Subject : PE		
The SPIRITUAL development of pupils is shown by their:	Curriculum Provision	Evidence of Impact on Pupils' SPIRITUAL Development
ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values	PE sports leaders and ambassadors	Reflecting on own and others performance and what might affect this - Developing confidence and expertise in language, which is an important aspect of individual and social identity;
sense of enjoyment and fascination in learning about themselves, others and the world around them	PE lessons Sporting competitions and events Evaluation of work Learning new games and skills Participation in team activities	

Links with the wider community

- Visitors are welcomed into school.
- Links with the Church are fostered through links with the local church 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 to it. The increased use of 'Outdoor Learning' at Cliviger will support this.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing (Christian) love and 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.