

<i>Date</i>	<i>Minute number</i>	<i>Amendment</i>	<i>Signed</i>
<i>1st March 2019</i>	<i>FND Govs Minutes 1</i>	<i>None</i>	<i>JEWright</i>



SMSC Policy

'Learning and Growing Together'

Is underpinned by our school's core values of Hope, Friendship, Forgiveness, Perseverance, Respect, and Honesty.

We nurture the tiny seeds (that are each individual child and our community) to grow into the mighty tree, as Jesus describes the Kingdom of Heaven (Parable of the Mustard Seed- Matthew 13)

Individuals flourish in a school which is a safe, respectful and welcoming Christian community.

Learning-

we develop our wisdom, knowledge and skills

Growing-

in our character development, hope, aspiration, resilience and social action

Together-

so our community can live well together, showing dignity and respect.

Aims and objectives

At St Oswald's C.E. Primary School we strive to create a learning environment which promote 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 empathize with others as well as giving them the confidence to provide their opinions and develop their own view points. Teachers outline the areas in which they will meet SMSC objectives in a termly SMSC planning outline.

We use a variety of materials across school and closely link SMSC with our PSHE scheme of work.

St Oswald's recognises that effective learning is based on a partnership between school, home, church and the wider community, encouraging all to make a positive contribution to each other.

Spiritual Development

Definition

Pupils spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing.

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)

We hope that our children will develop their own personal and religious beliefs and are able to articulate those beliefs and to reflect them through their behaviour.

Moral Development

Definition

Pupils moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

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- they apply the ethos statement of loving thy neighbour.
- 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 'Justice' and 'Forgiveness' are explicitly taught and modelled throughout the school

School values and strong relationships include;

- Being grateful and content.
- Being peace makers
- Being gentle and loving
- Enjoying and celebrating others success
- Understanding responsibility to others and for self.

- Being patient and acting considerately towards others.
- Being kind to those less fortunate for themselves.
- Telling the truth
- Exercising self-control and showing forgiveness.

Social Development

Definition

Pupils social development involves pupils acquiring an understanding of the responsibilities and right of being members of families and communities (Local, national and global) and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Our learning environment and curriculum

At St Oswald's C.E. Primary 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 homes, cluster schools, local sports leaders, HOW Puppets team)

The values of 'Friendship', 'Honesty', 'Trust', 'Respect', 'Hope' and 'Perseverance' are explicitly taught and modelled throughout the school

Cultural Development

Definition

Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own cultures and that

of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

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 and international community
- Being part of National and International 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.

Staff monitor what they are teaching using planning overview.