

SMSC Policy

Committee Name:	Full Governing Body
Date of Approval:	November 2017
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Persons Responsible:	Head Teacher, Chair of Governors and R.E Leader

“Together we live and grow in the love of Jesus Christ”

St Saviour's C. of E. Primary School was founded by St Saviour's Parish Church and is part of the London Diocesan Board for Schools (LDBS). The school is to be conducted as a Church of England school in accordance with Canon Law and the teachings of the Anglican Church and in accordance with the Diocese of London. At all times, the school is to serve as a witness for the Christian Faith in Our Lord Jesus Christ.

This policy works in conjunction with the following policies: Collective Worship, R.E, Behaviour, Anti-bullying, Inclusion and SEN.

Rationale

The spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children by Governors, staff and parents of our school. It supports all areas of learning and can contribute to the child's motivation to learn. The curriculum and worship contribute planned opportunities for development and enrichment. In addition, awareness of our School Vision and it's associated values ensures that the children develop spiritually, morally, socially and culturally. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. In later years it can enrich the individual's appreciation of life's experiences and their relationships with others.

School Ethos

The values and attitudes promoted by the staff influence the behaviour and attitudes within the school. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values.

We do not believe in only having designated spiritual areas around the school, instead we believe that the whole school environment encourages pupils to reflect on their own Spiritual, Moral, Social and Cultural journeys.

Spiritual Development

Spiritual development is a continuing journey of discovery about yourself, others and the world around you. It is learning to feel your inner strength. It is thinking about and questioning the 'bigger picture' of life and being secure in the knowledge that some questions can be answered and some cannot. The human search for meaning and purpose of life which may lead to an understanding and belief of God. See our separate Spirituality Policy which outlines how we describe spirituality and how we develop this with our children.

Moral Development

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, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them. As a Christian school our moral code is underpinned by the Christian Values which are shown by all staff. Specific links with the Fruit of the Spirit (our School Values): faithfulness, self-control, patience (**anymore?)

Social Development

Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights 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 their communities. Specific links with the Fruit of the Spirit (our School Values): love, joy, patience, kindness, goodness.

Cultural Development

Development in this area allows the child to recognise that all cultural groups are distinctive. Culture is the embodiment of shared beliefs, knowledge, customs and values of that group. Children at St Saviours acquire a respect for their own culture 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. We are aware that cultures are dynamic and are constantly being re-shaped.

We believe that, although these areas are important in their own right, development in these areas can be intertwined and goals in each area can be achieved through many of initiatives embedded into St Saviours life. Some of the ways we aim to do this are:

Assemblies

Assemblies play a vital role in the deliverance of SMSC within school. Assemblies are based around the 'Value Thought?' of the week' which link to suitable stories, both social and biblical. Assemblies throughout the School are mainly Christian based, but other religions are respected and festivals, for example Divali, are recognised and discussed. Thursday assemblies follow the LDBS Worship Calendar and allows the children to discuss and learn about different worldly celebrations and events they may have participated in.

Assemblies are frequently pupil-led, developing opportunities for responsibility and personal development. Pupil responsibility is very important at St Saviours. Throughout the school, pupils are encouraged to take responsibility and this culminates in Year 6 when the most responsible pupils are appointed school monitoring jobs. These include: Behaviour Monitors in assembly, Church monitors and Corridor monitors and Bible monitors.

Reflection Time and Value of the week

Reflection time is a key opportunity to promote spiritual development among the staff and pupils of St. Saviour's. Each class takes part in a weekly reflection time, centred on the Value of the Week. Children are encouraged to respond and reflect on 'Big Questions' and to recognise how the given theme relates to themselves, the school and the wider world. The Value of the week is a constant reminder to children and staff of morality and developing spirituality. The Value of the week is based on the weekly mass service. The Mass services follow themes from 'The Children's Liturgy'. The main message from the bible reading is used as the Value of the week.

Reflection Book

Each class has a Reflection Book to record responses from Reflection Time. The children are also encouraged to use this book as an opportunity to express their views, questions and concerns. The children are encouraged to write in this whenever they feel they have something to share. This book is treated very sensitively, comments do not have to be named, and pupils are encouraged to respectfully respond to each other's comments and

reflections. This book is never formally marked, Teachers may respond to questions, concerns or comments the children leave in a supportive dialogue.

Mass Service

Children are given time for reflection in all acts of collective worships. This is a particularly poignant moment during each weekly Mass service. The children have the opportunity to reflect on what they have heard and how this effects their own lives by, sitting quietly for a sustained period, listening to the piano both before and after the blessing and Communion.

Class Worship

Children have time within the school week in their class rooms to lead their own worship. This normally takes place on Wednesday mornings. The RE Ambassadors may lead some aspects of the worship, but all children are invited to contribute and take part. Worship must be linked to the Fruit of the Spirit Value of the Half Term, for example, peace, however the children can choose how they worship. Examples of activities include singing, reflecting, writing and saying prayers, videos, drawing or discussions. This dedicated time allows the children to grow spiritually and socially amongst their peers and adults.

Gospel Tree

In the School Hall there is a school Gospel Tree which is a constant reminder to the children, parents and all other visitors of the previous values of the week and the term. Displayed on the tree are children's work from RE lessons and class collective worship times. The theme of the tree varies from term to term.

Worry Box

Each class (from Year 1 upwards) has a Worry Box to give the children further opportunities to ask questions and share their concerns. Children are aware that they can use their names to illicit a more immediate response from a member of staff. Class teachers may refer issues to Listening Partners, if this was felt to be more appropriate to the child. It would be unusual for records to be kept after these discussions. However, if there was a child protection concern or disclosure of abuse, then all teachers are aware that they must immediately refer this to the Designated Safeguarding Leader, Ms Woodford.

R.E. Tables

Each classroom has a designated RE area with a bespoke cloud design table top, made by our Site Manager. In each area there are common items across the school such as: a cross, candles, a bible, a prayer book and the class reflection book. These areas are a place children can go to use these objects. It encourages developing spirituality as there are many prayer prompts. It also develops the children's social skills as they can respond to each other's comments and reflections in the class reflection book.

Displays around school

In the school entrance hall we display our School Values (Fruit of the Spirit). This display represents learning which has taken place across the school to develop awareness and understanding of the nine fruits. In addition, there are copies of the children's Fruit of the Spirit posters around school to share the awareness of these.

Committees

We are proud of the ever increasing numbers of student committees within the school. Children have many outlets to turn to in order to share their questions and ideas about the school and wider world. These include; RE Committee (RE Ambassadors), School Council, Eco-Committee, Tech Team, Sports Committee and Charity Committee. We feel this develops a sense of ownership, independence and enhances listening skills.

Buddies

As a school we implement a strong sense of morality within the children. One way we do this is through our Year 6 and Reception 'buddy' scheme. The reception children are paired with a Year 6 child who becomes their 'buddy' for the year. The Year 6's fully embrace this role and look after their buddy with tremendous care. They greet them every morning and support them down the stairs into the playground, they accompany them on many school trips and help them during whole school activities such as 'Imaginarium' (Previously STEAMCo) where

they take their buddy around each activity. This relationship and bond is extremely strong and one that lasts for many years – beyond their time at St Saviours.

Community Projects

The school is an integral part of the local community and gives fantastic opportunities for the children to develop their SMSC skills through a range of projects. The children put on a ‘Senior citizens’ party where elderly members of the community are invited into school. They participate in singing and serving the senior citizens and it gives the children an enormous sense of ‘giving back’ to the community.

Fundraising

The children are avid fundraisers and are continuously striving to raise money for those in need. The school Charity Committee has enabled our students to have a better understanding of diversity and cultural difference. They work collaboratively with a range of organisations outside of school life to ensure our children are developing life skills such as empathy. The children donate and raise money on a regular basis for charities we have agreed upon as a school. This now ranges from sponsoring children and animals across the world to raising money for local charities such as ‘The Passage.’

Imaginarium (previously STEAMCo Day)

The school’s annual Imaginarium is an amazing opportunity for the children to develop and further their SMSC skills. The children are given ownership of the day and are allowed to complete activities and move from room to room independently. The children are allowed to choose where to go and who they would like to work with. The children often choose children from other year groups which improves co-operation and understanding in relationships. Children demonstrate constructive and enjoyable interaction with others; it is important that they sometimes work with those children who they would not normally work with on a day to day basis. This also gives the children a sense of moral responsibility throughout the day. They are trusted to work in a sensible manner and they have the opportunity to show they are trustworthy members of the school.

Enrichment days/weeks

Alongside the statutory elements of our teaching year we also provide a plethora of enrichment days and weeks. These provide children with the opportunity to experience a range of activities which enable the children to develop spiritually, morally, socially and culturally. Some of these include: International week, Geography week, Maths week, Sports/Science day, World Faiths Day, Online Safety Days, Expressive Arts Week and Bike-It Days. Vital social and cultural skills are taught during maths week as children are loaned money to make a product to sell to make a profit. International week allows the children to explore other cultures and expressive arts week develops the children’s inner confidence. More information on each day or week is available in the individual subject policies.

RE Lessons

Teaching methods are stimulating and engaging, providing all students with access to religious education. We follow the LDBS Scheme of Work (2017) and a key part of all lessons is learning from religion (AT2) (although we know that AT1 and AT2 are no longer separately defined). This encourages children to reflect and think about things we could learn from religion. This can often be linked with moral and spiritual development.

Godly play is used as an alternative way to teach RE which is used across the whole school. . This is an excellent opportunity for the children to develop spiritually. It encourages them think deeply and reflect on religious stories and objects. Higher order questions are used to ensure the children are connecting with the story on a deeper level. This is a prime example of how we develop spirituality at St Saviour’s.

Children’s rewards

The school prides itself on its consistent awards for children. Each week a child from each class is chosen as ‘The star of the week’. The child is chosen based on their effort, behaviour and general manner around school that week promoting high expectations of behaviour and effort. The winner of this award gets to take home a class bear for the weekend.

In addition to this we also have a whole school award given out every Friday. One child from the school is chosen amongst the teachers as an ambassador for that week's Value of the week. The child chosen must have shown links to that week's Value of the week. Similarly, they get to take home a teddy bear for the weekend. We believe that these approaches encourage children to become respectful, hard-working, honourable and moral students.

Parent and Carer involvement

Parents are invited into the school on a regular basis to discuss their child's progress. By means of regular communication and open access, we aim to share responsibility for pupils' development in all aspects of their growth. All parents have the opportunity to sign our 'home school agreement' in where the roles of the children, school and carers at home are outlined. This enables us to all be united in our expectations within the school triangle consisting of home, school and pupil.