



St Francis
CofE Primary School



Spiritual, Moral, Social and Cultural (SMSC) Policy

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Introduction

Francis of Assisi is among the most beloved saints and spiritual leaders of all time. He lived his life according to the highest values of simplicity, hospitality and community. In our school we allow the life of Saint Francis to be a guide, honouring his memory by being instruments of God's expansive generosity in the world. We aim for all children to develop in these areas of S.M.S.C until they are ready to fly the nest.

Why

We want our children to be curious about the world and we seek to ignite a thirst for knowledge through engaging, inclusive lessons that are adapted to enable all pupils to make progress academically, socially and spiritually. From this, our Intent at St Francis is that every child experiences a curriculum which will enable them to personally flourish and as they progress into the next stage of their education, have the requisite skills to be successful, independent and motivated learners.

How

This is achieved through a challenging curriculum, underpinned by core Christian values. Our curriculum provides pupils with a range of experiences in order for their journey through St Francis to be successful and happy, as at our school: *every person matters, every person helps, every person succeeds.*

We also use our curriculum drivers and the values of the Church of England's curriculum for education: Challenging (Wisdom) Inspiring (Possibilities, Hope) Creative (The Arts, Community) Active (The Environment, Community) Nurturing (Growth, Dignity)

This is summarised in our curriculum intent, through 'I CAN... be a successful learner'.

Planning

From the 'challenge question' that 'drives' the topic and the drivers that link to it, lessons encourage children to be inspired and to see the possibilities and hope that comes with new learning. Lessons aim to develop critical thinking through opportunities to make links in learning, and through outlets to be creative, such as the arts and links to the community. In active learning experiences, children are encouraged to think about their environment. Teaching encourages the development of growth and dignity, to keep trying when faced with difficult and new challenges and to know what it means to live in a diverse world. (See whole school curriculum overviews)

Spirituality, Moral, Social and Cultural Education considers the 4 areas of: Self, Others, Beauty and Beyond to help children develop their spiritual awareness and foster a sense of responsibility:

The Spiritual Development of children is encouraged through:

- Developing children's curiosity to ask questions
- Awe and wonder, in outdoor learning, during school visits, visitors and workshops and inspiring lessons
- Connection and belonging, through whole school assemblies, school well being ambassadors and connections to our local church and community projects
- Heightened self-awareness, daily opportunities to engage with an emotional check in, worry boxes and tools and strategies to build self-esteem and awareness in lessons and in P.S.H.E
- Prayer and worship, and through opportunities for daily discussion through wellbeing activities, emotional check ins or whilst considering a topical issue
- A sense of security, well-being, worth and purposefulness through the opportunities provided for leading as a school well being ambassador, class systems that encourage and praise and purposeful learning

- The ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in, and respect for, different people's feelings, values and faiths.
- By promoting a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- In developing the use of imagination and creativity in their learning
- And by a willingness to reflect on their experiences

The Moral Development of children is encouraged through:

- Teaching pupils to recognise the difference between right and wrong, take responsibility for their actions and developing codes of behaviour based on their knowledge of the moral codes, of their own and other cultures, for example, respect for property, care of the environment, and to have a respect for the civil and criminal law of England
- Respecting others' needs, interests and feelings, as well as their own, and developing an ability to accept and appreciate that others may have a different viewpoint. Also through growing an understanding of the need to review and re-assess their values, codes and principles in the light of experience, offering reasoned views about moral and ethical issues.
- Ensuring a commitment to personal values
- Promoting racial, religious and other forms of equality
- Providing models of moral virtue through literature, humanities, sciences, arts and assemblies; and reinforcing the school's values through images, posters, classroom displays, etc.

The Social Development of children is encouraged through:

- By developing an interest in, and understanding of, the way communities and societies function at a variety of levels, such as the family, the school, the local community and the wider world and understand the notion of interdependence in an increasingly complex society, identifying the key values and principles on which school and community life is based
- In a willingness to participate in a variety of social settings, cooperating well with others including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds, promoting racial, religious and other forms of equality and be able to share views and opinions with others, fostering a sense of community, with common, inclusive values
- Being able to resolve conflicts maturely, appropriately and effectively, exercising responsibility and encouraging pupils to work co-operatively
- Providing positive experiences to reinforce our values as a school community –for example, through assemblies, team building activities, residential experiences and school productions
- A willingness to volunteer and reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- In acceptance and engagement with the fundamental British Values (see the school teaching British Values Policy statement) of democracy, the rule of law, respect and tolerance of those with differing faiths and beliefs, attitudes towards these British values allows the children to participate fully in, and contribute positively to, life in modern Britain.
- Providing opportunities for engaging in the democratic process and participating in community life to exercise leadership and responsibility and to forge effective links with the world of work and the wider community

The Cultural Development of children is encouraged through:

Gradually widening children's experiences as they progress through our school is an important step in providing rich and engaging learning across the curriculum. We carefully plan progressively richer experiences from Reception and beyond, these are in line with our curriculum drivers: Inspiring, Creative, Active, Nurturing and Challenging.

- An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- A willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- An understanding and appreciation of cultural diversity within school and further afield as an essential element of their preparation for life in modern Britain, as shown by their attitudes

towards different religious,
ethnic and socio-economic groups in the local, national and global communities

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment
- By extending pupils' knowledge and use of cultural imagery and language and encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, workshops etc. As well as developing partnerships with other schools and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits

Appendix 1

| <u>Spiritual Development</u> | |
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| <u>Provision</u> | <u>How it is evidenced</u> |
| <ul style="list-style-type: none"> • Religious Education curriculum • Assemblies • Opportunities for quiet reflection • Outdoor education • Whole school Values based half-termly themes • Regular and purposeful P.S.H.E provision taught through EX days | <ul style="list-style-type: none"> • RE curriculum plans • Visiting places of worship • Whole school assemblies and celebrations of values • Outdoor learning • Residential visits • Christian celebrations such as: Harvest, Christmas and Easter and Pentecost and St Francis Day • Visits from faith and church groups • Time to reflect upon learning and experiences |

| <u>Moral Development</u> | |
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| <u>Provision</u> | <u>How it is evidenced</u> |
| <ul style="list-style-type: none"> • School behaviour Policy and Code of Conduct • Reflection sheets and reflection space for children to consider their own actions • Religious Education curriculum • Pupil Voice • Philosophy for Children • Taking part in Charitable projects • Regular and purposeful P.S.H.E provision taught through EX days | <ul style="list-style-type: none"> • Regular reviews of behaviour • Nurture groups • Celebration of children's achievements • E-Safety teaching • Whole school Assemblies and the explicit discussion of school values (6 values per year) • Weekly certificates are awarded in assembly and celebrated in the school newsletter • Child participation in a range of pupil groups: School wellbeing ambassadors, sports teams, a range of clubs, our whole school musical, Buddy schemes • Charity appeals • Choir Singing at care homes |

| <u>Social Development</u> | |
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| <u>Provision</u> | <u>How it is evidenced</u> |
| <ul style="list-style-type: none"> • Regular and purposeful P.S.H.E provision taught through EX days • Working together in teams • Pupil Voice (wellbeing ambassadors) • Extra-curricular activities • EX day Arts Curriculum • Outdoor Education • PE curriculum • Residentials and other school visits • Links to other schools | <ul style="list-style-type: none"> • School well being ambassadors • Residential visits • Educational visits • Afterschool clubs • Participation in Music events • Transition visits • Play leaders • Class Buddies • Participation in charity support • Participation in sporting events • School house sports competitions |

| <u>Cultural Development</u> | |
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| <u>Provision</u> | <u>How it is evidenced</u> |
| <ul style="list-style-type: none"> • School Visits • Regular and purposeful P.S.H.E provision taught through EX days • Participation in the Arts through Ex days in the whole school musicals • Arts Curriculum • MFL • Cultural capital experiences | <ul style="list-style-type: none"> • School visits to Churches, museums, galleries, concerts, theatre visits • Meeting authors • Dance workshops • Opportunities to take part in school productions • Music and choir performances • Opportunities to learn to play musical instruments. • Diverse visitors • MFL • Sports Day • Each year group participating in cultural capital experiences |