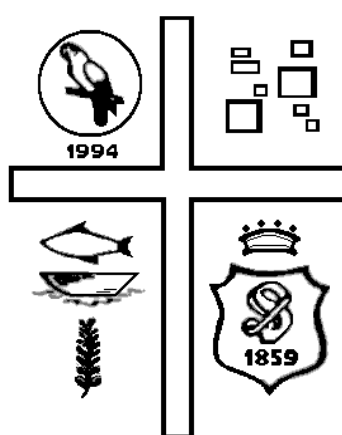


The Curzon Church of England Primary School



Spiritual, Moral, Social & Cultural Development SMSC Policy

January 2022

Review January 2025

[Our Vision](#)

At The Curzon Church of England Primary School, we ASPIRE to be the best we can be and reach our full potential. We BELIEVE in our abilities to learn and flourish together. We CARE for one another as the Curzon family. Our vision is underpinned by our school's core values of, Friendship, Forgiveness, Perseverance, Respect, Truthfulness and Compassion. Individuals flourish in a school which is a safe, respectful and welcoming Christian community.

Aims and objectives

At The Curzon C.E. Primary School we strive to create a learning environment which promotes 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. **SMSC** stands for spiritual, moral, social and cultural development.

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.

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

We recognise 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:

- Clear and consistent rewards and sanctions that children understand and believe to be fair.
- Class and school worship 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 value of 'Forgiveness' is 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 than 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 the right to be 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 The Curzon Church of England 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)

The values of 'Friendship', 'Truthfulness', 'Friendship', 'Respect', 'Compassion' 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 is 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.

Date January 2022

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