



Respect

Creation

Fellowship

Wisdom

Hope

ARCHBISHOP BENSON C of E SCHOOL



Chair of Governors

Mandy Hoare



Spiritual, Moral, Social and Cultural Development Policy

1.0 Introduction

At Archbishop Benson School, we are proud to be a Church of England school rooted in our local community. In keeping with our inclusive vision and values, we are committed to being the school of first choice for all local families providing an excellent education for all our pupils. Our policies and procedures are focused on ensuring that we all enjoy and achieve within a nurturing and enriching school community.

Vision:

With **fun and learning, hand in hand, all things are possible.**

"I can do all things through Him who strengthens me. (Philippians 4:13)

Values:

RESPECT CREATION FELLOWSHIP WISDOM HOPE

School aims:

To help fulfil this vision the school has the following aims:

- To enable each child to achieve his or her full potential in levels of academic maturity, creativity, spirituality, physical development and independence
- To educate pupils in the principles of the Christian faith, promoting respect for moral values, differing races, religions and ways of life
- To awaken and develop every child's sense of self worth
- To develop respect, commitment and responsibility for others, to equip children to be able to make a positive contribution to the community in which they live
- To provide a wide variety of activities, visits and special events which enrich children's learning

2.0 Rationale

As a Church school, we see SMSC Development as integral to our core Christian purpose of being witnesses to Christ in our everyday lives. Our whole-school approach to spiritual development is embedded within our spiritual, moral, social & cultural (SMSC) provision.

Our SMSC growth is based on a shared understanding of what it means to be fully human.

At Archbishop Benson School we believe that spirituality is an awareness that there is something deeper and greater than the course of everyday life.

"Spirituality is the quality of being concerned with the human spirit or soul as opposed to material or physical things. It refers to the deepest values and meanings by which people seek to live."

"We are more than material"

We recognise that Christian spirituality has to do with our experiencing of God (good) and with the transformation of our consciousness and our lives as outcomes of that experience. We seek to grow so that we are ready to see God/good everywhere and in everyone.

Spirituality is based in the moment

"...we are to love God, we are to be alive to him, we are to be in communion with him, in this present moment of history. And we are to love mankind, to be alive to people as people, and to be in communication on a personal level with people, in this present moment of history". (God and people are the same thing)

We are committed to supporting all our pupils and adults in their spiritual development, enabling us all to flourish as a Christian community. We understand that spirituality is essential for personal happiness. No child or adult is complete without spiritual engagement

We are committed to the development of the "whole" self – physical, mental and spiritual. We believe that we are a "three-part whole" – **We are spirit, have soul and live within a body.**

- We seek to follow our unique set of Christian values to embed a sense of belonging and worth within us all.
- We believe spirituality enriches us all as individuals in our understanding of and ability to relate to others and society as a whole – our relationships with ourselves, our home family, our school family, those around us, with God and all creation.
- Spirituality strengthens us in our search for individual & collective identity and in discovering over time what is our "unique task" from God and with God.
- Spirituality blesses us with a sense of awe and wonder, it empowers us to reflect on life's big questions of meaning and truth and it sustains us during times of temptation and challenge.

3.0 Aims of our SMSC Development

We strive to provide and maintain for our pupils an education that provides opportunities so that they can 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 other cultures. We believe spiritual, moral, social and cultural development should be promoted through the school ethos, the quality of relationships, collective worship, all curriculum areas, shared expectations for behaviour & attitudes, extra-curricular and other activities.

We seek to fulfil both Ofsted & SIAMS framework expectations:

*"We consider that spiritual development is about helping children to develop academically **but more importantly** personally so that they become well rounded and ready to take their place in society fulfilled, happy, spiritually aware and socially and emotionally engaged." (Ofsted)*

"As a church school it can be reasonably expected that spiritual development would be a considerable strength. Therefore the approach should seek to be at the very least 'deliberate and effective' but ideally 'thoughtful and wide ranging". (SIAMS)

- To encourage pupils to develop their own beliefs and values about life and religion
- To promote an appreciation of alternative individuals and shared beliefs.
- To develop appropriate personal and social behaviour in response to other cultures and environments.
- To develop an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences and the development of self-respect.
- To recognise and value the worth of all individuals irrespective of gender, ethnicity, sexuality or religion thus developing a sense of community and the ability to build relationships with others.
- To promote curiosity in order to make sense of the world.

As a school community, we have a commitment to promote equality in line with the Equality Act 2010 (see appendix).

4.0 CHAIN curriculum provision:

At Archbishop Benson we consider SMSC development to be at the centre of our school ethos and the responsibility of the whole curriculum – refer to our CHAIN curriculum.

We believe SMSC Development takes place across the entire curriculum and all the related activities that provide opportunities for our pupils and adults to:

- talk about personal experiences and feelings;
- express and clarify their own ideas and beliefs;
- speak about difficult events;
- share thoughts and feelings with other people;
- explore relationships with friends, family and 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 attributes that enables them to develop socially, morally, spiritually and culturally

The impact of our SMSC provision can be seen in our pupils in many ways:

- **Foundation Stage** – Pupils have an open mind and a readiness to use their imagination. They have a lively sense of curiosity and are accepting of wonder and excitement.
- **KS1** – Pupils have a natural inquisitiveness about themselves and others; they can think about things they value and are special to them. They have a natural openness to awe and wonder and are enthusiastic for new experiences. Pupils ask questions.
- **KS2** – Pupils become increasingly interested in the big questions about life and living. They ask questions but now want to move onto finding reasons and answers. Increasingly, they are fascinated by truth, equality and justice.

5.0 Responsibility for the policy and procedure

5.1 Role of the Governing Board

The Governing Board has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

5.2 Role of the Headteacher & SLT

The Headteacher & SLT will:

- ensure all school personnel, students and parents are aware of and comply with this policy;
- work closely with the link governor and Lead for SMSC;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

5.3 Role of the Lead for SMSC

The Lead for SMSC, in close collaboration with our RE Lead, will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and link governor;
- provide guidance and support to all staff;
- provide training for all staff;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor (SMSC audit);

6.0 Spiritual development

We see spiritual development as the way pupils acquire personal beliefs and values, especially on questions about religion, whether life has purpose, and basic personal and social behaviour. We try to help pupils make sense of these questions through the curriculum, worship (see collective worship policy & Strand 6 SIAMS schedule), the school ethos and reflective/mindful opportunities within the curriculum. We see spiritual development as an important element of a pupil's education and fundamental to other areas of learning.

We aim to provide learning opportunities that will enable pupils to:

- enhance their spiritual awareness through quiet / reflection spaces;
- experience mindfulness through the CHAIN curriculum;
- sustain their self-esteem in their learning experience;
- develop their capacity for critical and independent thought;
- foster their emotional life and express their feelings;
- empathise with others;
- discuss their beliefs, feelings, values and responses to personal experiences;
- form and maintain worthwhile satisfying relationships that cherish themselves, and others, as uniquely and wonderfully made (Strand 5 SIAMS schedule)
- form healthy relationships where they offer dignity and respect to others (Strand 5 SIAMS schedule)
- reflect on, consider and celebrate the wonders and mysteries of life

7.0 Moral development

We believe that pupils' moral development involves:

- 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;
- reflecting on the consequences of their actions;
- learning forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together (Strand 4 SIAMS schedule);
- developing knowledge, skills, understanding, qualities and attitudes in order for them to make responsible moral decisions and to act on them.

We aim to provide learning opportunities that will enable pupils to:

- tell the truth;
- keep promises (unless there is a safeguarding issue);
- respect the rights and property of others;
- act with consideration towards others;
- help those less fortunate than themselves;
- take personal responsibility for their actions;
- have self-discipline;
- understand the meaning of forgiveness and reconciliation (Strand 4 SIAMS schedule);
- understand the meaning of 'good disagreement' (Strand 4 SIAMS schedule)

8.0 Social development

We believe social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society.

We aim to provide learning opportunities that will enable pupils to:

- develop the ability to be aspirational, resilient and persevere when things go wrong (Strand 3 SIAMS schedule)

- overcome barriers to their own learning and to make positive choices (Strand 3 SIAMS schedule)
- become courageous advocates for change in their local, national & global communities (Strand 3 SIAMS schedule)
- understand social justice and a concern for the disadvantaged and how they can challenge injustice (Strand 3 SIAMS schedule)
- connect the schools ethical and charitable activities to its vision and values (Strand 3 SIAMS schedule)
- ask the 'big questions' about life that develop their understanding of disadvantage, deprivation and the exploitation of the natural world (Strand 3 SIAMS schedule)
- engage in diocesan and other global companion/world links (Strand 3 SIAMS schedule)

9.0 Cultural development

We want our pupils to acquire:

- understanding of, respect for and the ability to celebrate difference and diversity within their school, local, national and global communities.(Strand 5 SIAMS schedule)
- a respect for their own culture and that of others;
- an interest in others' ways of doing things and a curiosity about differences
- We want our pupils to develop:
- knowledge, skills, understanding, qualities and attitudes that they need to understand, appreciate and contribute to culture
- We aim to provide learning opportunities that will enable pupils to:
- recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society;
- develop an understanding of their social and cultural environment;

10.0 Role of staff, pupils & parents

10.1 School staff will:

- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

10.2 Pupils will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school values & rules and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys;

10.3 Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part in periodic surveys conducted by the school

11.0 Raising awareness

This will be achieved through

- the school website
- acts of worship
- school events

- meetings with school personnel
- communication with home e.g. newsletter/ Dojo/ Social Media

12.0 Training

We ensure all school personnel and governors have equal chances of training and career development. Our SMSC Development provision is an integral part of our annual School Improvement & Development processes and CPD is outlined within our annual SIP & SDP plans

13.0 Monitoring and evaluating SMSC provision

The SMSC & RE Leads will be given time to monitor and evaluate the school's SMSC programme. It is the SMSC Lead's responsibility, in collaboration with the RWS Lead, to:

- a) Ensure that SMSC provision occurs within the school's CHAIN curriculum & wider curriculum according to the schemes of work for RE & our annual collective worship and SMSC Development programmes.
- b) Monitor the use of teaching and learning styles within lessons & acts of worship;
- c) Monitor the use of teaching and learning materials within lessons & acts of worship;
- d) Evaluate the effectiveness and impact of the school's SMSC provision through monitoring of pupils' work, annual Year Book File, pupil, parental, staff & governor feedback.

Policy review

This policy will be reviewed every two years from the date below. Designated governors will monitor the SMSC Development policy along with the SMSC & RWS Leads to look at its effectiveness and impact. In reviewing the policy it will consult the following groups:

- parents
- staff
- pupils
- Diocese

Appendix

Equality Act 2010

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

Reviewed Jan 2020