

St Thomas à Becket Church of England Federation

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# Spiritual, Moral, Social and Cultural Policy

*Our Vision is to raise the aspiration of all pupils to “Be the Very Best they can Be”, through providing an engaging and Christian environment alongside an exciting broad and balanced curriculum striving to develop the skills, attitudes and Christian values of the whole Federation Community to face the new challenges of the 21<sup>st</sup> century with confidence.*

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## **Spiritual, Moral, Social and Cultural (SMSC) Policy**

### **Introduction**

As a Church of England Federation our Christian ethos and values underpin all we do in our community; we are an inclusive Federation and strive to provide a firm foundation for pupils of all faiths and of no faith at all.

At St Thomas à Becket Church of England Federation (which is referred to as the Federation in the rest of this document) we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to 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 the cultures explored.

### **Mission Statement**

All curriculum areas have a contribution to make to the pupil's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

Christian spirituality and Christian values and principles will be explored in all curriculum areas, especially in Religious Education/Collective Worship, but the integrity and spirituality of pupils from other faith backgrounds and of no faith at all, will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All members of staff will model and promote expected behaviour, treating all people as unique and valuable individuals and showing (Christian) love and respect for pupils and their families.

The Federation's community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the schools within the Federation.

Pupils should learn to differentiate between right and wrong in so far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. Schools within the Federation should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements. Classroom rules should reinforce this approach.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teachers' planning and purchasing decisions.

## **General Aims**

- To ensure that everyone connected with the Federation is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of our schools.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural Environment, and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

## **Spiritual Development**

As a Federation we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.

## **Moral Development**

As a Federation we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Recognise the challenge of the teachings of Christianity.
- Listen and respond appropriately to the views of others.
- Gain the confidence and the mindset to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.

- Make informed and independent judgements.

### **Social Development**

As a Federation we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in their school and wider community.
- Begin to understand the imperative for social justice and a concern for the disadvantaged.

### **Cultural Development**

As a Federation we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Recognise Christianity as a world-wide faith.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

### **Teaching and Organisation**

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/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 attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc..

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Links with the wider community

- Visitors are welcomed into schools within the Federation.
- Links with the Church are fostered through links with the local church and the Diocesan Board of Education.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility for it.

### **Monitoring and Evaluation**

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of lesson plans and teaching and learning, by the Senior Leadership Team.
- Regular discussion at staff and governors' meetings
- Audit of policies and Schemes of Work.
- Sharing of classroom work and practice.
- Audit of Collective Worship Policy and practice.
- Review of evidence in pupil's work.
- Regular inclusion on School Development Plan.

## **Review**

This policy will be reviewed as it is deemed appropriate, but no less frequently than every two years. The policy review will be undertaken by the Federation's Headteachers and the Governing Body's Policies Working Party.