

KING INA



CHURCH OF ENGLAND ACADEMY

Spiritual, Moral, Social and Cultural Development (SMSCD) Policy

May 2018

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1. INTRODUCTION

King Ina Church of England Academy offers an education based on Christian principles. This SMSCD policy has been formally adopted by the governing body, in consultation with the headteacher and staff. It is consistent with the overall aims of the school as expressed in the Prospectus and with the Christian Foundation of the School. The school uses the current version of the Religious Education (RE) syllabus, 'Awareness, Mystery and Value' (AMV), published by the Diocese of Bath and Wells.

2. SCHOOL ETHOS

As recommended by the Church of England, and recognising its historic foundation, the school will preserve and develop its religious character in accordance with Anglican principles and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice, while seeking to encourage an understanding of the meaning and significance of faith and promoting Christian values through the experiences offered to all its pupils.

Expectations and attitudes promoted by school staff influence the atmosphere, behaviour and outlook within the school, and the quality of relationships, reflecting an appreciation of shared values.

3. ASSESSMENT, TEACHING AND LEARNING

SMSCD will be assessed by the extent to which opportunities are provided throughout the curriculum and life of the school. Opportunities to promote SMSCD will be clearly scheduled in RE, Modern Foreign Languages, Circle Time, Creative Arts, Personal, Social, Health and Citizenship Education (PSHE) and Collective Worship and in other relevant areas of the curriculum, as and when they arise.

4. SPIRITUAL DEVELOPMENT

Spiritual development involves everyone and includes all children, not only those who come from a Christian background. In developing the spirituality of children, we aim to help them to become aware of:

- The human search for meaning and purpose in life, which may lead to an understanding of, and belief in, God.
- The joy of being alive and the beauty of the natural world.
- The mystery, awe and wonder of existence and the scope of imagination and creativity.
- The value of the spiritual dimension of life.
- The need to understand and value themselves and their feelings, both individually and collectively.
- The need to recognise, and take account of, the feelings, needs and achievements of others.

In this way, Spiritual Development encourages:

- ❖ Reasoning and reflection
- ❖ Co-operation and empathy
- ❖ A sense of identity
- ❖ Tolerance and Self-awareness
- ❖ Formation of long term ideals

❖ Good relationships

The school will promote spiritual development through:

- Encouraging children to take risks or face challenges in their learning within a secure and positive environment.
- Providing opportunities for children to use creativity and imagination and for aesthetic experience in for example, art, music, dance and literature.
- Allowing time for stillness and reflection, which may lead to consideration of the value of prayer.
- Posing questions that encourage consideration of issues of meaning and purpose.
- Developing good listening skills in children.
- Encouraging a variety of interpretations and responses, regardless of whether an absolute answer is possible or not.
- Providing opportunities for constructive and enjoyable interaction, co-operation and understanding in relationships.
- Encouraging children not to be afraid to express their feelings while understanding the importance of controlling their emotions.
- Encouraging creative thinking skills, evaluative reasoning and critical thought.
- Introducing children to the wealth of discovery available to them through exploration of the texts and narratives of Christianity and other world religions.

5. MORAL AND SOCIAL DEVELOPMENT

The school aims to work closely with parents, guardians and others with an interest in the wellbeing and moral and social development of the child in order to develop the child's moral and social maturity. While there might be different approaches at home and at school, children need to be able to recognise the common moral and social values that underpin our society and to understand, for example, that actions and words that are acceptable in one setting may be unacceptable in another.

Moral and social development is concerned with:

- Developing the child's awareness and understanding of the moral code of communities in which they live.
- Helping the child to realise that with rights come responsibilities.
- Developing the child's understanding of the need for rules.
- Developing the child's self-discipline so that rules are observed out of a sense of duty and not out of fear of sanctions.
- Giving the child knowledge and ability to make the right choices with full understanding of the consequences.
- Developing the skills necessary to justify and explain their behaviour and to express genuine remorse where this is required.
- Valuing the physical wellbeing, privacy, feelings, beliefs and rights of others.

The school will promote the moral development of the child by:

- Helping them to accept proper authority and to do as they are told.
- Helping them to accept a clear sense of right and wrong and to act accordingly.
- Encouraging them to show respect to all adults in school, whether teaching or other staff, visitors or parents.

The school will promote the social development of the child by:

- Giving the children opportunities for paired, small group, large group, mixed age and whole class or year group activities.
- Encouraging the working partnership of adults and children in a variety of groupings.
- Holding democratic elections for the membership of the School Council.
- Recognition of pupils for excellence both within and outside of the academic arena.

In these differing contexts the children will be encouraged to develop:

- Co-operation
- Partnership
- Leadership
- Responsibility
- Initiative

As a Church of England school, we try to develop and strengthen links with parents, governors, the parish church and the wider community. During the school year, children will be involved in a variety of activities including (but not restricted to) the following: raising money for charities to help others; taking an active role in school worship; showing visitors around the school; taking part in inter-school sporting activities and school productions; taking part in school trips including day and residential trips; in Year 6, visiting their Secondary school and taking part in the Leavers' Day at Wells Cathedral; hosting visitors from the local and international community; working with volunteer helpers in the school and, with appropriate support, organising their own social and fundraising events.

6. CULTURAL DEVELOPMENT

As a school, we are conscious of the need to prepare children properly for the wider world. We use every available opportunity to help the children to appreciate both their own culture and those of others and develop multi-cultural awareness from an early age through curriculum areas such as MFL, Music and Geography.

7. ROLES AND RESPONSIBILITIES

While provision of SMSCD is a matter for the school as a whole, the Headteacher is responsible for the day to day operation of the policy, in conjunction with the RE Co-ordinator, who will: assist the Headteacher; encourage and support in-service training; maintain, assess, monitor and update the policy provision as required, e.g. by attending courses organised by the Diocese/LA, organise the purchase and maintenance of teaching resources.

8. EQUAL OPPORTUNITIES

SMSCD is an integral part of the curriculum, in accordance with the school's Equal Opportunities Policy.

9. POLICY REVIEW

This policy was formally adopted by the Governing Body in May 2018 and will be reviewed within the policy review cycle.