



## **Fawkham CE Primary School**

# **Policy for the Promotion of Social, Moral, Spiritual and Cultural Development**

**October 2020**

## FAWKHAM C E PRIMARY SCHOOL

### The Promotion of Spiritual, Moral, Social and Cultural Development (SMSC) Policy

*The work of our school, underpinned by our core Christian Values:  
Respect, Caring, Friendship, Honesty, Forgiveness and Responsibility*

### **DREAM, BELIEVE, ACHIEVE AT FAWKHAM CEP SCHOOL**

**We value diversity and promote equal opportunities for all.**

#### **Our Vision**

**John Chapter 10 Verse 10 – I came that you may have life; life in all its  
fullness**

Our Fawkhams Family helps everyone to:-

- Follow in the footsteps of God, with God's love, help and guidance,
- Know that we are all special and different and that God has created us in this unique way
- Feel safe, happy and confident in our loving caring Christian family
- Work together through the living out day by day of our Core Christian Values
- Try our best, with the light of Jesus inspiring us to be the best that we can be ensuring that we flourish

#### **Statement of Aims:**

**Spiritual Education.** At Fawkhams Church of England Controlled Primary School will seek to nurture the spiritual development of all pupils especially through the quality of our Collective Worship and Religious Education and by awareness of the spiritual dimension of all subjects in the National Curriculum. Please also see our 'Spirituality at Fawkhams' document which outlines what spirituality looks like here at Fawkhams.

**Moral Education.** We will seek to promote all pupils' understanding and practice of the fundamental moral virtues of truthfulness, justice and generosity, in particular through our behaviour code and our PSHE curriculum.

**Social Education.** Fawkhams will seek to promote the acquisition by all pupils of those skills and qualities needed to play a full part in society, in particular through our pastoral system and extra-curricular activities as well as our PSHE/RSE curriculum.

**Cultural Education.** Our school will seek to promote the cultural education of all pupils, in particular by introducing them both to the beliefs, customs and values of our society and by providing examples of the best cultural products of that society in, for example, extensions of the National Curriculum, through visits, visitors, clubs, music and drama; and by introducing pupils to the diversity of cultures present in our society. Please see our detailed subject plans that outline how diversity is celebrated and explored throughout our curriculum.

**Strategies for Achievement of Aims:**

The governing body will seek to promote good practice in this aspect of pupils' development by adopting the practices recommended in: ***Rochester Diocesan Advice for Spiritual and Moral, Social and Cultural Education in Church of England Primary Schools.***

We will therefore ensure that:-

**Spiritual and Moral Education:**

- The Act of Worship is of good quality and carried out in accordance with the governing body's policy
- All staff, especially senior staff, are seen to support the Act of Worship
- Religious Education is of high quality and carried out in accordance with the governing body's Religious Education Policy
- Good relationships are encouraged between adults and pupils and between pupils in accordance with the behaviour policy
- All staff create and maintain an orderly working environment and reinforce positive attitudes on the part of pupils
- Pupils treat their physical environment with care

**Social and Cultural Education:**

- The school respects and values the diverse cultural backgrounds of its pupils
- The school introduces pupils to the national cultural heritage through literature, art and music of high quality
- The pupils benefit from links with the wider community and visits to places of cultural interests
- Attention is given to the development of social skills by pupils of all ages being given responsibility and opportunity for leadership and team membership roles
- The Health Education and Equal Opportunities policies of the school all seek to reinforce the social and cultural development of pupils

**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 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 their thoughts and feelings with other people
- explore relationships with friends/family/others
- consider others' needs and behaviours
- show empathy
- develop self-esteem and a respect for others
- develop a sense of belonging
- develop the skills and attitudes that enable them to develop socially, morally, spiritually and culturally e.g. empathy, respect, open mindedness, sensitivity, critical awareness

Many curriculum areas provide opportunities to:

- listen and talk to each other
- learn an awareness of treating all as equals
- agree and disagree
- take turns and share equipment
- work cooperatively and collaboratively

### **Links with the wider community**

Visitors are welcomed into school.

Links with the Church are fostered through links with the local churches and the Rochester Diocesan Board of Education. Our Incumbent is a regular visitor into school and leads in a regular Act of Worship.

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 children.

Pupils are taught to appreciate their local environment and to develop a sense of responsibility for it.

Links are in place locally and on a more global level. We have International School status with highly developed links with the Lower Banni School in the Gambia and network with many schools on a local basis.

These links help children to have a deeper understanding and appreciation of other cultures and backgrounds.

### **Subject Leader Responsibilities:**

The governing body will appoint a member of staff as SMSC leader to be responsible to the Governing Body. The current SMSC Leader is the Head Teacher.

Responsibilities include:

- Ensuring coherence of aims between the school's policies which touch on SMSC, e.g. Mission Statement, RE and Worship policies, Behaviour policy

- Helping staff to identify the SMSC content in their subject and links between subjects
- Devising performance indicators to measure the success of the school's activities
- Reporting annually to the governing body about progress in this area
- Arranging regular in-service training for staff

**Monitoring and Evaluation**

Provision for SMSC is monitored and reviewed on a regular basis. It is given a high profile in all aspects of monitoring in line with the revised Ofsted framework.

This is achieved by:

- Subject Leaders identifying aspects of SMSC within their subjects to be included in teacher planning.
- Monitoring of teaching and learning which gives specific reference to SMSC.
- Subject Leader monitoring of resource provision, identifying shortfalls.

The Head Teacher shall have oversight of this policy and has responsibility for the overall monitoring of the provision of SMSC.

This policy will be reviewed regularly and updates given to Governors, in line with any new information and guidance that becomes available.

Written by: Miss Mandy Bridges (SMSC Leader)

To be reviewed: October 2022

Signed.....Date.....  
(Chair of Governors)

Signed.....Date.....  
(Headteacher)