

“Bee” long  
“Bee” lieve  
“Bee” have



**Each bee plays a part in the hive**

*Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ.*

*1 Corinthians 12: 12-31*



# Stretton Sugwas Church of England Academy

# SMSC Policy



Reviewed: Autumn 2021  
Mr B Ford

## Introduction: Our Vision

*“Each bee plays a part in the hive.”*

At Stretton Sugwas Church of England Academy, our Christian ethos is built upon the theme of the Body of Christ, which teaches us that we are all an important part of a team, have a unique role to play and must work together to help others. As a result, we encourage everyone in the school community to **belong** to a team, **believe** in themselves and **behave** in a compassionate way.

Underpinning all the achievement of our pupils is their growth as individuals. Helping them to develop their attitudes, values and behaviours is- in our opinion- more important than the subject content that they learn. In tune with our Christian Vision, we therefore place a high value on helping pupils to feel accepted and loved, explore their identity and talents, as well as discovering a purpose in helping others.

## What Do We Mean By SMSC?

SMSC refers to Spiritual, Moral, Social and Cultural Development. This is not a specific subject area that is necessarily taught at Stretton Sugwas. It is an area of development that should underpin everything that we do. Within this definition is the area of British Values. Because of this, the themes of *Individual Liberty, Rule of Law, Democracy, Mutual Respect* and *Tolerance* that make up “British Values” are also embedded within our curriculum plans.

## ✳ “Bee”long: How Do We Make SMSC Inclusive?

Spiritual, Moral, Social and Cultural Development is the heart of what education is all about - helping pupils grow and develop as people and effective participants in modern Britain. It helps us to see our individual and collective worth.

In order for SMSC to be inclusive, it needs to be included in all that we do. As a result, our SMSC provision is challenged to be as cross-curricular as possible. It underpins the aims and principles of many of our policies, for example: Mental Health and Well-Being, Courageous Advocacy, Religious Education, Collective Worship, Sex and Relationships Education and Equality.

It is an expectation that all staff, in all subjects, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle time and also through their own conduct. Our curriculum design actively promotes SMSC through explicitly giving opportunities to develop pupil voice, social action, creativity and leadership in addition to the normal content of knowledge and skills.

The importance of relationships between all school staff, parents and governors is vital. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all pupils. We make SMSC inclusive by

modeling an inclusive culture ourselves.

### 🏠 “Bee”lieve: What Do We Think Good SMSC Looks Like?

At Stretton Sugwas, we aim to:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society
- Prepare pupils for the opportunities, responsibilities and experiences of adult life
- Enable pupils to distinguish right from wrong, to respect the civil and criminal law of England and to appreciate the rule of law is essential for well-being and safety
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in Britain and to respect and support participation in the democratic process
- Promote respect and consideration for differences in gender, race, religion
- Help each pupil achieve their full potential across all areas of the curriculum
- Develop the individual strengths of all pupils and to help and provide support in areas for development
- Inspire and stimulate the pupils in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills
- Help our pupils towards independent learning and to equip them with all life skills in order for them to take their place in a fast changing society
- Ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum
- Develop respect for religious and moral values and understanding of other races, religions and ways of life while challenging opinions or behaviours in school that are contrary to British values
- Help the pupils understand the world in which they live
- Develop a sense of responsibility, consideration for others, self-respect and self confidence
- Promote good relationships between home, school and the local and wider communities

### Expectations

The *spiritual* development of pupils is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

The *moral* development of pupils is shown by their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues and

ability to understand and appreciate the viewpoints of others on these issues

The **social** development of pupils is shown by their:

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The **cultural** development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### ♥ "Bee"have: What Will We Do To Enhance SMSC?

#### **Spiritual Development**

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone. Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and questions
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

Our school supports children's spiritual development by:

- Giving children the opportunity to explore values and beliefs, including religious beliefs, and

the way in which they impact on peoples' lives

- Encouraging children to explore and develop what animates themselves and others
- Giving children the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful
- Developing a climate or ethos within which all children can grow and flourish, enjoying individual liberty and mutual respect
- Accommodating difference and respecting the integrity of individuals, including tolerance of those with different faiths and beliefs
- Promoting learning opportunities which value children's questions, encourage deeper questions and give them space for their own thoughts, ideas and concerns

### **Moral Development**

Children are encouraged to understand the need for a common code based on the Golden Rule of treating others as they would wish to be treated and the school values. At Stretton, we work towards an understanding of what is right and wrong. From this basis pupils may develop the ability to make judgements and to become increasingly responsible for their own actions or and behaviour.

Our school supports children's moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practise moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour
- Providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

### **Social Development**

This enables pupils to become conscientious participants in their family, class, school, the local and wider community and make a positive contribution to the lives of others in society. Within this there should be a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based

- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community –for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, selfrespect and awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community

### **Cultural Development**

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

Our school develops cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc.
- Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits

### **Complaints or Concerns**

Any complaints or concerns regarding the SMSC provision at Stretton Sugwas Church of England Academy can be directed to the Headteacher, or in extreme cases, the Chair of Governors. Contact details can be found on the school website.

We are a listening school.