

St Alban's C of E Academy



Social, Moral, Spiritual
and Cultural (SMSC)
Policy

Our Vision, Values and Ethos

At St Alban's C of E Academy, we empower each child to learn enthusiastically, grow independently and explore inquisitively to fulfil their God given potential. Our school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is paramount. The children of St Albans Academy learn to become resilient and self-assured in an environment where they are safe and encouraged to excel in all they do. We embrace challenge and encourage achievement as individuals, by preparing children for their role as citizens in modern Britain. We instil this vision throughout our Christian Values which are:

- ❖ Trust
- ❖ Forgiveness
- ❖ Perseverance
- ❖ Friendship
- ❖ Justice
- ❖ Thankfulness

At St Alban's C of E Academy, we recognise that social, moral, spiritual and cultural development is central to the education of all children and permeates the whole curriculum and ethos of the school. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching, resources and learning environments.

Social

Social development relates to the development of knowledge and understanding and the acquisition of skills in relating to others. This begins with family and friends and extends to the local community and beyond. Children are taught to respect each other and to appreciate each other's similarities and differences. An awareness and understanding of, and respect for, the environments in which they live is also developed.

Moral

Moral development relates particularly to developing knowledge and understanding of right and wrong. Children learn to make choices in their behaviour through developing knowledge of boundaries and understanding of consequences. They learn by example and by practising through role-play, story and group activities.

Spiritual

Spiritual development is concerned with the exploration and development of feelings and emotions; personality, individuality and uniqueness; and knowledge and understanding of their own and different beliefs and cultures.

Cultural

Cultural development is concerned with encountering the defining aspects of different cultures. Explorations of values, beliefs, customs, foods, artefacts and stories allow the children to make comparisons and develop knowledge of lifestyles and choices of others.

SMSC development is taught through and reflected in all areas of the curriculum and through all aspects of school life. Children are provided with the opportunities to gain in knowledge and understanding and to

develop the skills they need to participate in the life of the diverse community and world in which they live.
For example:

Social

- ❖ There is a high level of staffing at mealtimes and on the playground to promote appropriate social interaction. Promoting good role models and high standards, children play together in group games and take part in imaginative play on their own and with adults.
- ❖ Turn taking and collaboration is a key part of our school's planning process, allowing all children to listen to one another's opinions and respect them.
- ❖ Our Personal Life Skills curriculum (PSHE/RSE) contains units on Health and Wellbeing, Relationships and Living in the Wider World.
- ❖ Children learn to be effective communicators through the school's communication approach, including the use of symbols, photos, technology and manipulatives where appropriate .
- ❖ Educational visits within the community, including swimming, sporting event, local businesses and places of worship.
- ❖ Our school's learning behaviours or "Learning Bees" instil and promote positive relationships and mind-sets for children individually and within groups.
- ❖ Children take part in community events including: Christmas Carol Concert, Church visits, Harvest Festival, Easter celebrations and Christmas performances.
- ❖ Pupil Leadership Team and Worship Council where children can share their views and opinions on aspects of school life.
- ❖ Whole school assemblies and performances where parents/carers are invited to watch children demonstrate their acting and singing skills.

Moral

- ❖ There is an agreed reward system (house points) in place so that all children can earn recognition for good behaviour as well as academic achievement. The recognition is shared at weekly special assemblies so that everyone shares in the success.
- ❖ Recognition boards are displayed in each classroom to demonstrated children's focus and hard work towards their class's focused objective, to celebrate positively.
- ❖ Regular meetings are held to discuss difficult behaviour to ensure that all staff are supported and that ideas are shared.
- ❖ Behaviour plans are agreed and implemented with the help of the behaviour team (SLT/SMT).
- ❖ The Personal Life Skills curriculum (PSHE/RSE) has units dealing with issues to do with rules, negotiating difficult situations, emotions, caring for one another, making and keeping friends, living in a community.
- ❖ Pupil voice carried out across the year allows children to explore and demonstrate their rights and responsibilities.
- ❖ Children's recognition of our school's Christian Values and Learning Behaviours are positively praised daily and weekly.
- ❖ Classroom and corridor displays reinforce school's values and expectations for all children to see.

Spiritual

- ❖ The RE scheme of work, using an agreed syllabus of Understanding Christianity, contains units on Christian celebrations, festivals and worship Christianity as well as using an agreed syllabus to explore Islam, Sikhism, Hinduism and Judaism.

- ❖ Worship timetable recognises key festivals in all religions and special days.
- ❖ Daily worship is held and delivered by a range of school leaders including the head of school, deputy head-teacher and the school's Reverend.
- ❖ Through Personal Life Skills, children are helped to gain an understanding of their feelings and emotions and their likely impact on themselves and others.
- ❖ Children are encouraged to appreciate the awe and wonder of the world around them whenever appropriate occasions arise e.g. looking at beautiful objects in an assembly, looking for signs of Spring on a Geography trip, visiting a planetarium in Science work on the Earth and beyond.
- ❖ Classroom displays regularly celebrate SMSC opportunities within the classroom and celebrate children's achievements.

Cultural

- ❖ There are regular celebrations of religious festivals over the year including harvest, Divali, Christmas, Easter, Eid, Chinese New Year.
- ❖ Geography and RE have units on other cultures and religions.
- ❖ English includes units on stories from other cultures.
- ❖ All children are accepted equally and play an active part in the school community regardless of their colour, religion or gender.
- ❖ Children participate in a range of artistic, sporting and other cultural opportunities provided by the school.
- ❖ Differentiations evident throughout planning to challenge pupil's learning and nurture their gifts/talents.
- ❖ Thematic links, where possible, within the curriculum to allow children to fully immerse themselves in the culture e.g. In Year 2, children learn about Mexico in Geography and in D&T go on to design and make their own tacos

British Values

We promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'. We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our children. The curriculum in all phases offers broad and balanced opportunities. 'British Values' are identified as:

Democracy

The ability to understand and communicate are the most important areas of learning. We ensure that children are given a 'voice' to communicate. This 'voice' could be using words, objects, photographs, pictures, symbols, signing, eye pointing or body language.

We empower our children by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty. We have an active Pupil Leadership Team.

Rule of Law

We involve children in setting codes of behaviour; helping children to make decisions and choices that are acceptable to the school community and society at large. Children are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond.

Individual Liberty

Children are encouraged to become good and valued citizens. We do this by supporting each child to become as independent as possible. We endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas, whilst respecting others' ideas. Many of our children will be able to take responsibility for particular roles and to understand that comes with certain responsibilities. Learning to do things independently is an important part of learning to understand yourself. We support others by participating in charitable events such as Red Nose Day/Comic Relief and Children in Need. We believe that engendering a caring and helpful environment and being independent can boost and nurture a healthy self-esteem.

Mutual Respect:

We promote each child's inclusion to individually meet their needs. Within school, children learn with a range of people and interact with others: these are always positively promoted throughout teacher's planning. This may include working with soccer coaches, visitors, children across different year groups or with our Reverend. The curriculum is personalised and planned for children with their individual needs at the heart. We believe it is important to facilitate opportunities to be part of the community as the children, families and staff have much to offer in the development of community cohesion, and this in turn, will allow children to explore the idea of respect, by showing it and earning it. Throughout our curriculum, mutual respect is a thread, and serves alongside our Christian Value of "Justice".

Tolerance of different faiths and beliefs

We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race. Cultural appreciation and development forms part of our curriculum and we place great emphasis on providing encounters and participation in events and celebrations to broaden all children's experiences and awareness of others. This may include visiting different places of worship, meeting with visitors of different faiths or learning from one another. Our Assemblies help all children to find out about themselves and others linking their lives to the communities in which they belong. Children are encouraged to experience British Culture through our curriculum themes. For example, pupils have visited local places around our school, visited place within the wider area to explore history and faiths, as well as taken part in sporting activities which helps to instil 'fair play' and engender a 'team spirit'.

The staff work closely with parents, carers and other professionals to ensure that the children at our school are happy, well cared for and enabled to learn the skills they need to meet their God-given potential as part of their community and wider world.



Appendix A

Social, Moral, Spiritual and Cultural (SMSC) Development at St Alban's C of E Academy

Good/Outstanding Practice Guidance	Evidence At St Alban's C of E Academy
SOCIAL	
Identifying key values and principles on which the school community life is based.	<ul style="list-style-type: none"> - Positive behaviour approach which instils recognition with display in each class - Consistent whole school expectations and values - Consistent 6 Christian values the school have agreed upon and promote. - Whole school "Learning Bee" behaviours displayed and used within school
Fostering a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.	<ul style="list-style-type: none"> - Clear Equality policy which is considered in all policy renewal. - Sports day - Community events including: Christmas Carol Concert, Church visits, Harvest Festival, Easter celebrations and Christmas performances. - Parental workshops - Fund raising events linked with charities - Remembrance day - Fairtrade Coffee morning - Christmas Shoe Box Appeal - Family learning through parental talks and nurture groups
Encouraging pupils to work cooperatively.	<ul style="list-style-type: none"> - Pupil leadership Team - Worship Council - Collaboration/Team teaching/Paired talk - Learning Partners during class discussions - Eco Warriors Club - Staff training on whole class participation techniques, group work and learning partners. - Competitive sporting events within the MAT - Playground leaders - Subject Ambassadors - House Captains encouraging others in Celebration Assembly.
Encouraging pupils to recognise and respect social differences and similarities.	<ul style="list-style-type: none"> - PSHCE -RSE - In History, children learn about how different civilisations are organised socially.
Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.	<ul style="list-style-type: none"> - Christmas Production from EYFS - All year groups develop and perform an assembly/performance - Christmas Carol Concert at the church - Sports Day - Termly topic plans have enrichment and enhancement opportunities with visitors and trips - Enhancement days where dress up - Creative high standard topic books.

	<ul style="list-style-type: none"> - Residential experience in Year 6
Helping pupils develop personal qualities which are valued in a civilised society, for example, through thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence and self-respect.	<ul style="list-style-type: none"> - RE planning and curriculum - PSHE/RSE curriculum - School involvement in community events such as remembrance and church services - Look at moral issues through PSHE curriculum - Reflected in our school values
Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.	<ul style="list-style-type: none"> - Whole school worships on Christian Values weekly - Evidence of Christian Values around school - Children who show Christian Values are celebrated each week - Debates and discussions embedded within the curriculum
Providing a conceptual and linguistic framework within which to understand and debate social issues, providing opportunities for engaging in the democratic process and participating in community life.	<ul style="list-style-type: none"> - Applications for Pupil Leadership Team - Pupil Leadership Team meets with SLT fortnightly - Training for Playground leaders and Subject Ambassadors - Involvement in Senior Leader Interviews - Pupil voice on selection of House Captains - Participating in Remembrance
Providing opportunities for pupils to exercise leadership and responsibility.	<ul style="list-style-type: none"> - Pupil Leadership Team support with how to raise money and fundraise for charities - Pupil Leadership Team support and have open discussions with school leaders regarding changes in school - Children plan further ways to improve our school - Pupils have roles in school such as librarians/playground leaders/worship council/eco warriors and have various responsibilities
Providing positive and effective links with the world of work and the wider community.	<ul style="list-style-type: none"> - Promoting parents to volunteer to support school through fundraisers - Parental Workshops - Curriculum opportunities - Parent governors - Student teachers

Good/Outstanding Practice Guidance	Evidence At St Alban's C of E Academy
MORAL	
Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school.	<ul style="list-style-type: none"> - Positive behaviour approach which instils recognition with display in each class - Positively worded whole school expectations - Regular updates and reinforcement in worships

	<ul style="list-style-type: none"> - Achievement Award and Christian Values Award used weekly in achievement assembly - Whole school house point system with House Captains - Attendance celebrated weekly in whole school worship - Christian Values promoted across the school.
<p>Promoting racial, religious and other forms of equality.</p> <p>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.</p>	<ul style="list-style-type: none"> - Trips organised with Religious theme studying different faiths - In science, debate when used for good and bad. - RE planning - Positive behaviour approach which instils recognition with display in each class - Pupil leadership Team - Worship Council - Playground Leaders - Eco Warriors Club - Forest Schools Club
<p>Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.</p>	<ul style="list-style-type: none"> - E Safety Computing planning - Bullying lessons, assemblies and awareness in PSHCE and during Anti Bullying Week - Pupil voice carried out - PSHCE Lessons - Pupil Leadership Team meetings - Worship Council meetings
<p>Rewarding expressions of moral insights and good behaviour.</p>	<ul style="list-style-type: none"> - Positive praise - House points system with House Captains; weekly, termly and Yearly winners - Positive behaviour approach which instils recognition with display in each class - Learning Bee Behaviours - Achievement assembly with achievement award and Christian Values award - Termly Reading Prizes - Weekly, termly and yearly Attendance Awards
<p>Making an issue of breaches of agreed moral codes where they arise, for example, in the press, on television and the internet as well as in school.</p>	<ul style="list-style-type: none"> - Reinforcement in worships – children very clear on expectations - Recognise days such as anti bullying and hello yellow. - E Safety Computing planning - Respond to national events in worships - When on yellow or red, complete behaviour consequences
<p>Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.</p>	<ul style="list-style-type: none"> - RE planning and curriculum - PSHCE curriculum
<p>Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.</p>	<ul style="list-style-type: none"> - Christian Values and Learning Bees consistent across school - Positive behaviour approach which instils recognition with display in each class with consistent expectations across the school - School rules relate to readiness and respect for property.

	<ul style="list-style-type: none"> - Class rules and expectations reinforced by Year 6 House Captains, Pupil Leadership Team, Prefects and Playground leaders. - Eco Warrior Club look after outdoor areas - Forest School Club responsible for forest school areas
Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.	<ul style="list-style-type: none"> - Whole school and Class Worship - By acknowledging the positive and negative benefits of the Internet through our E-Safety curriculum - Visitors as part of the collective worship including Rev Tom from local church - Wider opportunities in music through musical showcases - In sport, make clear fair play and the shaking of hands.
Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc.	<ul style="list-style-type: none"> - School ethos and motto evident within entrance - Classroom and corridor displays all of a high standard, reflecting school's vision for curriculum. - Christian values displayed around school and celebrated through worships - British Values displayed through talk homework - Consistent display within all classrooms

Good/Outstanding Practice Guidance	Evidence At St Alban's C of E Academy
SPIRITUAL	
Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.	<ul style="list-style-type: none"> - Regular worship topics for Key Stage 1 and Key Stage 2: - Worship timetable recognises key festivals in all religions and special days. - RE curriculum using Agreed Syllabus - Harvest Festival assembly and the support of charity voted for by School Council. - Easter Assembly led by Rev Tom from St Alban's Church - Christmas Carol Concert in St Alban's Church - Speakers in assemblies to discuss impact on lives; Rev Tom / Pupils / Others - Christian Values certificates weekly
Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.	<ul style="list-style-type: none"> - RE Curriculum discussions - Celebration Assembly where children's external activities are celebrated. - Encouraging pupils to share their beliefs with their classes and during worship and class worships.
Encouraging pupils to explore and develop what animates themselves and others.	<ul style="list-style-type: none"> - RE Curriculum - PSHCE curriculum - Local/Europe/Worldwide geography focus for each year group

<p>Encouraging pupils to reflect and to learn from reflection.</p>	<ul style="list-style-type: none"> - Positive behaviour approach that encourages children to consider the choices they make and where they are recognised for the good choices - Classroom expressive arts display identifies clear SMSC links - Charity and fundraising events – Hello Yellow, Children in Need, , Red Nose Day - Regular Collective Worship - Collective worship led by Rev Tom from within school <ul style="list-style-type: none"> - RE planning and curriculum - In Thursday worships, pupils encouraged to reflect on the Christian values studied and set talk homework
<p>Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.</p>	<ul style="list-style-type: none"> - RE planning and curriculum - PSHCE curriculum - RSE Curriculum - Local/Europe/Worldwide learning opportunities - Positive behaviour approach that encourages children to consider the choices they make and where they are recognised for the good choices
<p>Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.</p>	<ul style="list-style-type: none"> - Explicit teaching of manners and politeness for pupils and staff - Positive behaviour approach rewards good choices, recognising positives, whilst building mutual respect through whole class focuses - Reinforcing concepts in whole school worships - Class rules developed alongside the children at the beginning, an throughout, each year group - Pupil Leadership Team meet regularly with SLT - Clear set of values across school and on display
<p>Promoting teaching styles which: -Value pupils' questions and give them space for their own thoughts ideas and concerns. -Enable pupils to make connections between aspects of their learning. -Encourage pupils to relate their learning to a wider frame of reference, for example asking 'why', 'how' and 'where' as well as 'what'.</p>	<ul style="list-style-type: none"> - Teachers are encouraged to ask varied and differentiated questions; this is looked for on planning during scrutiny and during learning walks. - Encouraging pupil thinking time when answering as well as opportunities for paired talk and bouncing questions - Training on AfL techniques

Good/Outstanding Practice Guidance	Evidence At St Alban's C of E Academy
CUL TURAL	
<p>Providing opportunities for pupils to explore their own cultural assumptions and values.</p>	<ul style="list-style-type: none"> - Local/Europe/Worldwide Geography curriculum - Fairtrade fortnight - Remembrance assemblies - Diwali and Ramadan focuses through assemblies and curriculum lessons
<p>Extending pupils' knowledge and use of cultural imagery and language.</p>	<ul style="list-style-type: none"> - Cultural elements in topics studied: South America/Greece / Egypt/Asia - Sharing stories from other cultures and countries in worships/assemblies -Black History Week

<p>Recognising and nurturing particular gifts and talents.</p>	<ul style="list-style-type: none"> - Differentiation in planning to challenge pupil's learning. - PSHE curriculum look at personal gifts and talents - Giving the pupils opportunities to showcase talents in various subjects including sport, drama and music. - Celebrating children's out of school achievements within celebration assemblies - Supporting and developing children as "mini teachers" within the classroom
<p>Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.</p>	<ul style="list-style-type: none"> - Participating in Modern Foreign Language Day to experience life/culture in France - Musical showcases at the end of the year - Identifying and using, where possible, thematic links within history and other areas e.g. Geography – Mexico and DT – Tacos - In literacy, engage in texts from different cultures. - In RE and assemblies, children will learn about different events in various religions' calendars. - Participation in art gallery workshop where children showcase their learning to parents/carers - Each class develops and performs an assembly with a clear theme/focus
<p>Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists and cultural exchanges.</p>	<ul style="list-style-type: none"> - Links with secondary schools - Opportunities for musicians and speech and drama pupils to perform to their parents. - Productions/assemblies performed to wider school and the community in church and in school - Visits to local castles/art galleries/museums - Sign language lesson delivered whole school
<p>Reinforcing the school's cultural values through displays, posters, exhibitions etc.</p>	<ul style="list-style-type: none"> - Learning environment expectations which reflect themes taught across the curriculum - Expressive Arts displays within all classes (Y1-Y6) to support with culture and expectations of foundation subjects - Art gallery exhibition with parents
<p>Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.</p>	<ul style="list-style-type: none"> - Planned, exciting thematic topics with cultural links - In history and science, developments identified from around the world that affect our daily life - Book trawls and learning walks carried out weekly that link with cultural opportunities and gives feedback on plans.