

Spiritual, Moral, Social and Cultural Development_Policy



- Governors are kept informed of pertinent legislation changes and ISI updates through the Curriculum sub-Committee reports.
- Staff are kept informed of pertinent legislation changes and ISI updates during weekly briefing.

Version Control	
Governor Co-ordination:	Curriculum Committee
Approved by Governors:	Sep 2016
Review Cycle:	Bi-annual
Next Review Date:	Autumn 2020
Last Amended:	Sep 2018
Latest ISI Update Check:	Sep 2018
See also – RE Policy; RES Policy	

Runnymede St Edward's School: Mission Statement

'Inspire, Challenge, Support through Faith'

Children's Mission:

Into your hands Lord, we put each day
all that we do and all that we say

Child Protection Statement:

Runnymede St Edward's School is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

Runnymede St Edward's School follows guidelines laid down by the **Liverpool Safeguarding Children Board** (LSCB: www.liverpoolscb.org 2018) and **Keeping Children Safe in Education** (www.gov.uk 2018)

School Aims:

Faith

To encourage and foster the spiritual growth of all and to make prayer an integral and enjoyable experience in our daily life.

Individual Opportunities for Learning and Growth

To provide experiences that broaden, enrich and extend the skills, talents and values of each member of the school community. We are an inclusive school and pupils with additional needs or for whom English is an additional Language are fully supported to enable them to achieve their potential.

Relationships

To provide a safe, caring and welcoming environment within which all are treated with respect, courtesy and kindness. Runnymede St Edward's School upholds British values and encourages respect for all.

School and Wider Community

To foster a spirit of co-operation and friendship between home, school and the wider community.

Runnymede St Edward's School is built on the tradition of our founders, the Congregation of Christian Brothers. Based on their vision, Runnymede is a place in which individuals can develop fully, contributing as happy and caring members of a school community. Children's unique talents are valued, and they learn to live as well-mannered, self-disciplined and confident individuals.

For a detailed School Mission Statement please refer to the Mission Statement page of our website

RUNNYMEDE ST EDWARD'S SCHOOL



Defining Spiritual, Moral, Social and Cultural Development (SMSC) (19.01.18)

SMSC is embedded through the school in displays, curriculum and ethos of the school. As an aid for us to reflect and evaluate how we promote and develop SMSC in our school, we will use the section on SMSC from the handbook for inspectors.

Section One - This is the section from the Ofsted Handbook defining SMSC and the grade descriptions for SMSC.

Section Two - In this section we will show current ways in which we fulfil the description of SMSC at Runnymede.

Section Three - This section has information on possible development of SMSC across school.

Section Four - How we prepare children for life in Modern Britain.

Section One - The section from the Ofsted Handbook defining SMSC grade descriptions.

<i>Ofsted Grading</i>	<i>Grade Descriptor</i>
Outstanding	The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables them to thrive in a supportive, highly cohesive learning community.
Good	Deliberate and effective action is taken to create a cohesive learning

	community through the promotion of pupils' spiritual, moral, social and cultural development, and their physical well-being. There is a positive climate for learning.
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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, readily apply this understanding in their own lives 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 being able 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, including working and socialising with pupils 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; the pupils 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 that 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, 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.

Section Two - Current ways in which we fulfil the description of SMSC at Runnymede.

<i>The spiritual development of pupils is shown by their:</i>	
<i>Ofsted definition:</i>	<i>Runnymede Provision.</i>
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • RE curriculum-Come and See • School Values • Charity work • Prayer room and garden • Collective Worship • Church Services • Worship Focal Area • 8 Essential of Edmund Rice • Displays • Attending school and church mass • Crosses and icons • Other faiths week

The moral development of pupils is shown by their:

<i>Ofsted definition:</i>	<i>Runnymede Provision.</i>
<ul style="list-style-type: none"> • Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives 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 being able to understand and appreciate the viewpoints of others on these issues. 	<ul style="list-style-type: none"> • PSHE Curriculum • RE Curriculum • Safer Internet Week • Anti-Bullying Week • Class rules • School values • Visitors to school e.g. police • Behaviour policy

The social development of pupils is shown by their:

<i>Ofsted definition:</i>	<i>Runnymede Provision.</i>
<ul style="list-style-type: none"> • Use of a range of social skills in different contexts, including working and socialising with pupils 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. 	<ul style="list-style-type: none"> • Group/partner/ collaboration work • School Council • Classroom jobs • Prefect duties in the class and around the school • RE Curriculum • PSHE Curriculum • Playtime games and 'Quiet Area' • Choir performance in the community • Extra-curricular and clubs • Y5 and Y6 Camp - team work and confidence building • Peer marking and positive feedback work. • Charity work/Fund raising

The cultural development of pupils is shown by their:

<i>Ofsted definition:</i>	<i>Runnymede Provision.</i>
<ul style="list-style-type: none"> • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that 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, 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. 	<ul style="list-style-type: none"> • Sierra Leone links • History curriculum • RE curriculum • Philharmonic visits • Choir performances in the community • Trips and Visits • Olympics Celebrations • EYFS - celebrations of world religions festivals. • Year 6 play • Christmas performances

Section Three - Possible development of SMSC.

- Create a display board / area titled with SMSC or something appropriate with displays such as aims, rules, jigsaw, values etc.
- Label displays with a reference to SMSC - small A6 ish size label saying something like - "Work on the history of the government - SMSC (Cultural)"
- Explain to the children (more than once!) what SMSC is and how we cover it in our school and how we prepare them for later life.
- Discuss and explore British Values - (Described by Ofsted as "the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs")
- Homework on SMSC -
 - Research people or events which fit in with aspects of SMSC.
 - Interview family member on the changes in our local culture since their childhood.
- Display photographs of relevant visits or theme days or make a scrap book of photographs from visits which develop SMSC.

- Discuss how school runs as a society and the role of School Council, prefects, helpers etc - maybe make a poster or display.

Section Four - How we prepare children for life in Modern Britain.

Through a broad and balanced curriculum which encourages children to develop tolerant attitudes towards other faiths and cultures:

RE curriculum

PSHE and C

Assemblies, Collective Worship and Class Based Worship focus on a range of themes: Some examples are listed below:

- Importance of hard work and ambition to do well.
- Choices we can make at the start of a term or school year to make the year better than before.
- Behaviour focus and positive role models.
- Values
- Keeping safe and making others feel safe and valued.
- Differences
- Respect
- Treat other people as you wish to be treated
- Aspects of the church's year.
- Celebration
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Curriculum

- All Key Stage 1 and 2 classes have weekly MFL French/Spanish lessons
- Units of work around E-safety, keeping safe online, cyber bullying and social media.
- Focus on learning and progress - encouraging children to take responsibility for themselves and their learning.

Visits / visitors:

- Bikeability training to help develop safety awareness on roads
- Choir performances in the local community

Taking responsibilities as citizens / supporting charities:

- School wide fundraising e.g.
- Supports Children in Need and Red Nose Day / Comic Relief

- Carol concerts at local churches / church groups.

Fundraising events:

- Collective responsibility for fundraising
B.O'Keeffe Jan 2018