



Trinity St. Peter's

Church of England Primary School

where children shine

Spiritual, Moral, Social and Cultural Policy

At Trinity St. Peter's, we take pride in the teachings of our unique school values that underpin all learning. We promote the British fundamental values where British law, democracy and a mutual respect and tolerance for those of other faiths, cultures and beliefs is embedded through all areas of the curriculum. Through ensuring pupils' SMSC development, we are also actively promoting fundamental British values where pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. This policy should be read in line with the school's Behaviour, Anti-Bullying, PSHE, Equality, Global Citizenship, Mental Health and Wellbeing and RE policies.

Purpose of Study

At Trinity St. Peter's we recognise SMSC as the over-arching umbrella that encompasses personal development across the whole curriculum, alongside PSHE, it is valued as an integral component of our whole curriculum. It is at the heart of our school's development. We strongly believe through our unique set of **SHINE** school values, our broad and balanced curriculum, we promote children's spiritual, moral, social and cultural development. It helps to give children the knowledge, skills and understanding they need to become caring, global citizens of the world with the motivation and confidence to be the best they can be.

VALUES	VISION	INTENT
<p>Serve with a kind heart</p> <p>Service</p>	<p>Follow Jesus' example</p>	<p>Act with integrity and honesty</p> <p>Have a strong sense of fairness, justice and respect for individuals, groups and communities</p> <p>Take responsibility for their own actions and the consequences that accompany them</p> <p>Grow spiritually through experience of prayer, stillness, worship and reflection</p>
<p>HOPE with open eyes</p>	<p>Have a positive outlook on life</p>	<p>Have self belief</p> <p>Be optimistic</p> <p>Be resilient</p> <p>Strive for accuracy</p>
<p>Imagine with a curious mind</p> <p>Creation</p>	<p>Think critically and creatively</p>	<p>Think and communicate with clarity and precision</p> <p>Ask questions and explore concepts, ideas and possibilities</p> <p>Create original and ingenious ideas,</p>

		Form new solutions and techniques
Nurture with helping hands Kindness	Be kind to yourself and to others	Be present and in control – paying attention to what is happening right now with kindness Have a personal commitment to make a positive difference to their own life, the lives of others and the environment Demonstrate compassion and have a concern for justice for themselves and for others Work well independently as well as effectively and willingly in collaboration with others
Enjoy with happy feet Joy	Enjoy and appreciate every step of the journey	Enjoy coming to school Have a love for learning and a thirst for knowledge Thankful for opportunities and experiences and respond with wonderment and awe Find humour and have fun

All of our children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and wider community. They learn to recognise their own special skills, talents and abilities; work well with others and become increasingly responsible for their own learning. Through practical activities and discussion, children are able to reflect on their experiences and understand how they are developing personally and socially, tackling many of the Spiritual, Moral, Social and Cultural issues that are part of growing up. Through ensuring pupils' SMSC development, we not only actively promote fundamental British Values, but give our children an understanding of the rights and responsibilities that are part of being a good, global citizen. SMSC enables children to think about the kind of people they aspire to be and the kind of world they aspire to create. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life-long learning. They also learn to be courageous advocates and challenge inequality and injustice when necessary.

The Ofsted School Inspection Handbook August 2016, defines SMSC as follows:

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, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities. This is in line with the school's Global Citizenship policy.

Assessment of SMSC at Trinity St. Peter's

The assessment of spiritual, moral, social and cultural is specifically addressed by:

STRAND	ASSESSMENT
Spirituality	Each phase group in the school has completed a Spirituality proforma document to outline how Spirituality is covered across curriculum subjects each term. This will be reviewed termly by teachers and RE Coordinator. Subject leaders assess spirituality in their subjects using these proformas to inform their subsequent action plan review.
Morality	Assessed through Collective Worship activities and children's responses during discussions & Global Citizenship curriculum
Socially	Assessed during lesson observations looking particularly at Kagan interactions between children. In EYFS, the ELG of PSED is monitored and evaluated to assess the children's social interactions
Culturally	All Subject Leaders have a responsibility to monitor and evaluate 'culture' in line with the global citizenship calendar and subject policy.

In addition :-

Behaviour incidents are recorded by class teachers on the CPOMS software which automatically alerts the Headteacher and relevant members of SLT. This supports tracking of behaviour to occur, when necessary.

Governors are able to monitor racial and bullying incidents via their inclusion on the 'Headteacher Report' at governors' meetings.

Adopted by the Governing Body