

Childwall Church of England Primary School – SMSC Policy 2017

Purpose and Aims

'Children's spiritual, moral, social and cultural (SMSC) development is outstanding and is rooted in the school's Christian ethos' – SIAMS 2014

Here at Childwall CE Primary School we are proud of being part of the Church School family and value highly the church and the Christian faith. We have strong links with All Saints parish church which allows children to have a clear sense of belonging to the wider Christian community. Our Christian ethos is firmly embedded in the life of our school and is lived out by all members of the school community through appreciation of the core school values which underpin all that we do: forgiveness, friendship, thankfulness and compassion. At Childwall we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of their cultures.

Aims

- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
- To actively promote British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those of different faiths and beliefs and meet the needs of pupils preparing them for life in modern Britain

Provision

Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to Religious Education, Collective Worship and Personal, Social and Health Education. Within all curricular activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible. SMSC is embedded throughout the EYFS curriculum in Childwall as Personal, Social and Emotional Development is one of the prime areas of learning and children are provided with a range of opportunities in which they can develop their understanding of emotions, feelings as well as being encouraged to interact with others in a positive way. This year KS2 children are taking part in Votes for Schools which is providing an enriching experience encompassing aspects of Pupil Voice, British Values, SMSC and PSHE on a weekly basis. The whole school also takes part in a range of themed weeks throughout the year such as Black History Month and Anti-Bullying Week.

Progression and Assessment

As children move from EYFS to KS1 and on to KS2 we would be expecting to see a greater level of respect for their peers developing. During lessons a deeper level of thinking would be evident as children mature and move through the Key Stages; they would also be more confident in justifying and explaining their responses.

Monitoring, Evaluation and Improvement

All staff have access to the SMSC grid which allows staff to record specific activities that evidence SMSC, PSHE and British Values objectives. The SMSC subject leader will access the grid on a half-termly basis to identify gaps and co-ordinate a whole school focus for the next term if necessary. The subject leader will provide support to staff regarding use of the SMSC grid and will update staff on any new guidance from Ofsted and the DfE on SMSC. Votes for Schools usage is monitored on a weekly basis as KS2 staff should be delivering and discussing the question of the week within their lessons as this program is on trial for the current academic year.

