

The following documentation and policy is also related to this policy: Collective Worship, Community Cohesion, Behaviour, SMSC, Teaching and Learning, Global Learning, Anti-bullying.

The school's Mission Statement

This is a Church of England School. We welcome all pupils and their families from the local community. Looking towards Jesus Christ as our example, we aim to provide a quality education within a caring Christian environment. We aim to create a happy, safe environment where pupils and adults can respect and value each other. We encourage pupils to take pride in belonging to our school and all that it offers. We foster skills such as co-operation, tolerance and understanding of others and a respect for differences.

We aim, through our actions within the life of the school, for pupils to encounter the Christian faith in an open and exploratory way. We aim to develop the knowledge that some people have a Christian faith that they value and by which they choose to live. Others may have a different faith or no faith. We need to learn to respect views and beliefs which are different to our own. We trust that by our actions we will lead pupils to want to search for a faith that has meaning for them.

We can reassure parents that our school exerts no pressure on pupils to become worshipping Christians or to take part in any activity that would compromise their own family faith. The social, moral, spiritual and cultural welfare of all our pupils whatever their background is of prime concern to us. Our school's Mission statement is central to everything we do in school. It sets our ethos and aims and makes us distinctive as a Church school. As a school community we work hard to fulfil our Mission Statement and feel that it is central to the provision of spiritual, moral, social and cultural development opportunities for all.

Introduction: Principles of the teaching and learning in SMSC

Spiritual development

In simplistic terms spirituality is about looking at four areas. Looking inwards, towards yourself, looking outwards at others, looking down at the environment and looking upwards to God or a higher being. Spiritual development involves asking questions about birth, life, death and the universe. It's our ability to make sense of some of life's mysteries. Young children develop spiritually through their natural curiosity with the world and their fascination in gaining an understanding about their place within it. They can often link this with ethical issues e.g. discussions at Harvest time about famine and drought in some countries compared with the wealth and climate of others. They want to be able to influence the entire world so that they can make things better for everyone. They want the different people of the world to live in harmony. As we grow, learn and reflect we develop views about these four areas that are shaped by our culture, our experiences, and our family beliefs. It's a privilege to be able to work alongside young children, to take a spiritual journey with them. Doing this within a Christian faith community provides a scaffold for our spiritual development so that we have a sense of security that God loves us, that we can worship him through prayers, singing and responding to Bible stories. We also want to learn to love God's creation as loving his world is an important step in learning to love God.

Aims and outcomes:

It is our responsibility to continue to provide as many opportunities as possible for children and adults to experience and develop. For the purpose of this policy document, each area has been defined separately although we are acutely aware that they are so tightly linked to each other.

To promote pupils' spiritual development involves a deepening of their understanding of:

- The Christian belief of God as the creator of the world
- Their wonder of the world, their local environment, their school community and their sense of worth and belonging in each of these places
- The Christian belief of God as a loving, caring Father who knows everything about us
- The Christian belief of prayer as a means of communicating with God

- ☑ The view that there is something more to life than 'meets the eye', something more than the obvious things we can see, touch, taste, smell and hear and that this may create a feeling of wonder inside us
- ☑ Their uniqueness, their conscience, their inner self
- ☑ Their own beliefs and that of others which may be different to theirs
- ☑ Their need to empathise and be respectful of the beliefs, abilities or disabilities of others
- ☑ How stillness, music, imagination, curiosity and discussion helps us to develop spiritually

To promote pupils' moral development involves a deepening of their understanding of

- ☑ The differences between right and wrong, based on the teachings of Jesus
- ☑ The need for rules
- ☑ The rights and responsibilities of every child
- ☑ The need to celebrate what is right and good
- ☑ The consequences of their actions for themselves and the impact they may have on others
- ☑ The need to feel forgiven when things go wrong and to learn how to forgive others

To promote pupils' social development involves a deepening of their understanding of

- ☑ How Christians aim to put Jesus' command to love one another into practice in everyday life.
- ☑ Their sense of belonging to a family and a community
- ☑ Christian Values based in the Bible
- ☑ British Values and their responsibilities related to these so that they may participate fully in and contribute positively to life in modern Britain
- ☑ The need for manners and self discipline and being willing to participate with others
- ☑ The skills and attributes needed to be able to build good relationships, to get along with and work with others ~ good behaviour, teamwork, co-operation, responsibility, empathy

To promote pupils' cultural development involves a deepening of their understanding of

- ☑ Christianity as a multi cultural faith, having millions of followers in countries across the world
- ☑ Our own country as a multi- cultural society
- ☑ The need to respect their own culture and that of others who may do things differently
- ☑ Their ability to appreciate and respond to music, art and natural beauty

Opportunities for SMSC development are provided through

- ☺ Acts of collective worship, class family prayers, religious education, class assemblies, year group Nativity performances in church, visits to the church and its grounds, visits to the Synagogue, attending church services, visits to school by local clergy and clergy from Mara in Tanzania via links with Wakefield Diocese. We celebrate festivals eg Hanukah, Sukkot, Chinese New Year, Diwali, Eid, Passover meals, Easter parade and take part in mock baptisms and mock weddings in our local church.
- ☺ Each meeting of the Governing Body begins in prayer.
- ☺ Children, staff and parents are invited to attend a half termly prayer meeting where children and adults pray for the needs of our families and the school.
- ☺ The fully embedded SEAL programme and our daily candle time gives opportunities to develop emotional intelligence, to enable pupils to be effective learners, to get along with others and work towards becoming responsible citizens.
- ☺ Our learning muscles provide children with the opportunity to reflect upon and learn about social skills such as cooperation and managing distractions.
- ☺ Our half termly Christian value, which is explored at school and at home through a newsletter sent home, provides the opportunity for children to develop morally and spiritually.
- ☺ Our emphasis on effective thinking and questioning skills through Philosophy for Children (P4C). We aim to support and challenge pupils to think for themselves. We need to allow pupils the time to think, to teach them to think and to challenge them to think! The crux of the P4C programme is about talking together in such a way that your thoughts, ideas and perceptions may change in the process.
- ☺ Our 'Learning to Learn' culture which includes a basic understanding of how our brain works and what we can do to make learning easier. Our SMART weeks, including a multicultural SMART week, enables pupils to take part in a range of workshops to develop their hot and cool spots for learning and expand their appreciation of similarities and differences between themselves and other cultures.

- ☺ Throughout our curriculum we place a strong emphasis on learning through play and first hand experiences. We make good use of the school environment and the local environment. Our Reflection Garden offers an area for stillness and reflection as well as nature smart activities. Study support includes various after school clubs such as an environmental club, an art club, dance club and global club to name but a few!
- ☺ Knowledge and understanding of the world is a particularly well developed strand of our curriculum. This includes themes in the Foundation Stage and Year 1 on the travels of Barnaby Bear throughout the year, culminating in him returning to school during the well planned and exciting Airport Day. Pupils learn of life in other countries through theme days when we dress up in costumes, learn simple songs and rhymes in other languages, observe and take part in dance routines and music and cook and eat traditional foods. We take care to do so sensitively and to challenge cultural stereotyping. Y2 pupils study contrasting locations via their work on various stories and the real life experiences of children living in Mara, Tanzania and Kathmandu, Nepal whom we have developed close links with. We have a good range of multicultural resources to enhance this learning and we also buy in the services of local and national theatre companies, dance groups, artists and musicians.
- ☺ We support a range of local, national and international charity organisations to enable pupils to understand the many differing needs throughout our world and how important it is to try in any small way we can to support others, even those we may never meet. Our Christingle service link with the Parish Church helps us to jointly raise funds for the Children's Society. We have a strong link with the local branch of the Royal British Legion and members attend school each year to raise awareness of their work and be presented with our collections from the poppy appeal. Y2 pupils take part in the Remembrance Day service at the local cenotaph by laying the wreaths they have made in class.
- ☺ A link through the British Council has been embedded with John Dewey School in Kathmandu, Nepal. Over several years we have completed joint projects and exchanged our learning so that each school can compare and contrast, using first hand responses and experiences from their friends, similarities and differences between their lives. They have also explored their roles as global citizens and all this involves. Grants have been received for several reciprocal visits to Nepal, where the links have been further developed and embedded.
- ☺ We celebrate a traditional Harvest Festival in Church and groups of pupils walk around the immediate local area, delivering donated baskets of fresh fruit, flowers and vegetables to local residents. Children beam with pride when they receive thank you cards and letters. These are displayed in the hall and discussed in collective worship.
- ☺ Through our local diocese of West Yorkshire and the Dales, we have developed a link with Buhemba School in Mara, Tanzania. We have been given the opportunity to visit our school in Mara and have been visited by representatives of Buhemba. We support our link school through prayer and also by raising funds. The children learn about similarities and differences between life for a child in Africa and Normanton and the importance of supporting those less fortunate.
- ☺ Children from each year group were invited to apply to be part of the school council and elections were held choosing two representatives for each class. This is an important role in school and means that children are involved in decision making for the school, they also visit Normanton Town Council and run events such as the Christmas market stall alongside the Collective Worship Committee to raise funds for various causes.
- ☺ Children in Year 2 were able to take part in the Collective Worship Committee and Crew. This role involves leading and supporting collective worship and the development of this, teaching and leading new songs in worship and also making links with the committees of other schools such as Darrington School with whom we share our link with Buhemba.
- ☺ Hand to Mouth puppeteers come to school three times a year to lead various events which develop the opportunity for children to reflect spiritually on Christian issues.
- ☺ Children have the opportunity to join the 'Woodland Watch' which is actively involved in developing the local environment.
- ☺ Children in Year 2 are able to become playground buddies which is an important role- looking out for the wellbeing of children at playtimes and leading games etc.
- ☺ Having gained the Healthy School Award, we regularly provide opportunities for pupils to sample a range of multi cultural foods and take part in cooking and baking activities with staff and visitors.

- ☺ We were awarded the Investors in Pupils award and gained the highest grade of the Inclusion Now award for how well we care for and include all our pupils in every aspect of school life.
- ☺ We have gained other awards such as the Gold Tree Award and the International School Award, which celebrates our work within the local and wider community.

Roles and responsibilities:

The Governing Body, Headteacher and Senior Leadership Team are responsible for monitoring the effectiveness of the SMSC development across school.

Headteacher/ Senior Leadership Team & Governors:

This policy is monitored by the Headteacher, who reports to governors about the effectiveness of the policy on request. It will be reviewed appropriate to new legislation or to the needs of the school.

Teachers:

Teachers are responsible for supporting the delivery of this policy in their individual classes. They are actively involved in planning for and teaching learning opportunities which support SMSC development throughout the year.

Parents:

Parents are informed of curriculum activities through half termly newsletters written by their class teacher and more regular Headteacher news. They are involved in supporting special events such as multicultural SMART weeks and are invited to extend learning about values and our learning muscles at home. Parents are expected to support the school behaviour policy and encourage their child to do so, signing a 'home school agreement' at the start of every new academic year.

Equal opportunities & inclusion:

All pupils have an equal opportunity to take part in Religious Education without their own faith, family faith or no faith being compromised. The policy will be applied to all pupils. We welcome our general responsibilities under the Disability Equality Duty by promoting equal opportunities, eliminating discrimination and improving access to learning for disabled people. In order to comply with the requirements of the DDA 2006 we will make reasonable adjustments to ensure all stakeholders understand and can follow this policy. We will actively seek to remove any barriers to learning and participation that may hinder or exclude individuals or groups of pupils.

Homework/parent partnership:

In summary of each half termly Christian Value, a flier is sent home which suggests activities and a Bible story which can be explored at home. There is no expectation that any learning is returned to school and this is an optional activity. Parents are invited to attend class assemblies which often have a spiritual, moral, social or cultural theme and their views are sought in the form of questionnaires in order that we can further improve the experience for all stakeholders.

Resources:

We have a wealth of resources for use in planning and delivering creative SMSC sessions. We have numerous artefacts and symbols from different religions and cultures including various resources which are used in celebrations.

Assessment and recording- Formative and Summative:

For RE, we have a monitoring cycle and planned assessment opportunities throughout our units of work. We collect evidence from each unit in our RE books and formally assess against the ladder of skills termly in Key Stage 1. We assess the Attainment Target 1: Learning about Religion and Attainment Target 2: Learning from religion in the form of 'I can...' statements. We use a range of assessment methods including children's written responses to questions posed, and noting their conversations and observations. We also make use of digital cameras to record creative work. Feedback is collected from all stakeholders after various collective worship sessions in order that this can continually be reviewed and improved.

Training/ Staff CPD:

The subject leader is responsible for leading staff training including teachers and teaching assistants. This is delivered as and when requested by the SLT and according to need.

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Safeguarding (please see Safeguarding Policies and Health and Safety Policies for further details)

Child Protection Through their day-to-day contact with pupils and direct work with families, education staff have a crucial role to play in noticing indicators of possible abuse or neglect. Where it appears to a member of staff that a child may have been abused, the school is required, as part of local child protection procedures, to report their concerns to social services immediately. The Headteacher (and the Deputy Headteacher in her absence) is the designated teacher responsible for child protection. The Chair of Governors is the designated governor responsible for child protection.

Data Protection Act 1998 School collects data in order to meet its statutory responsibilities for the provision of education to children in accordance with the requirements of the Education Act 1996 and The School Standards and Framework Act 1998. Some of this data will be shared with Wakefield Metropolitan District Council and may be shared with other agencies that are involved in the health and welfare of school children. Please be aware that personal data is also covered by the Data Protection Act 1998 whereby you as an individual may be liable if you disclose personal data inappropriately. Please see the school's Data Protection policy.

Safe recruitment and selection of staff. This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All posts are exempt from the Rehabilitation of Offenders Act, therefore all convictions must be declared. Providing false information is an offence. Appointed staff, governors, regular volunteers and trainees have identity, qualification and DBS checks and have been successfully cleared to work with children.

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Monitoring and review

This policy is monitored by the Headteacher, who reports to governors about the effectiveness of the policy on request. It will be reviewed appropriate to new legislation or to the needs of the school.

Signed.....
Headteacher

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Chair of Governors