



SMSC POLICY

Date Agreed:	21st January 2019
Review Date:	April 2023
Type of Policy:	Academy Policy

Revision Number	Date Issued	Prepared by	Approved	Personalised by school	Comments
	21/01/19	AB			
2	12/4/22	BD/NB		Yes	Review of policy

<i>Type of Policy</i>	<i>Tick ✓</i>
DCAT Statutory Policy	
DCAT Non-statutory Policy	
DCAT Model Optional Policy	
Academy Policy	✓
Local Authority Policy	

Introduction

Our **vision** for our Trust is we exist to:

Help every child achieve their God-given potential

Our **aims** are clear. We aim to be a Trust in which:

Developing the whole child means pupils achieve and maximise their potential

Continued development of staff is valued and improves education for young people

All schools are improving and perform above national expectations

The distinct Christian identity of each academy develops and is celebrated

Our work as a Trust is underpinned by shared **values**. They are taken from the Church of England's vision for Education and guide the work of Trust Centre team. They are:

Aspiration

I can do all things through Christ who strengthens me

(Philippians 4 vs 13).

Wisdom

Listen to advice and accept discipline, and at the end you will be counted among the wise

(Proverbs 19 vs 20)

Respect

So in everything do to others what you would have them do to you

(Matthew 7 vs 12)

Our vision of helping every child achieve their God-given potential is aligned with the Church of England's vision for education and is underpinned by the Bible verse from John: *I have come that they may have life, and have it to the full.*

St James' CE Primary Academy

Our Vision

Learning as a family in Jesus, through Love, Hope and Forgiveness.

Matthew 19:26 "with God all things are possible."

Our Purpose

To provide an engaging, relevant education within a Christian environment, where everyone flourishes academically, socially, physically, morally, emotionally and spiritually.

Our Values

Our Christian Values are: **LOVE, HOPE** and **FORGIVENESS**.

'A new commandment I give to you, that you **love** one another just as I have **loved** you, you also are to **love** one another.' **John 13:34**

'May the God of **hope** fill you with all the joy and peace in believing, so that by the power of the Holy Spirit you may abound in **hope**.' **Romans 15:13**

'Be compassionate and kind to one another, **forgiving** each other, just as in Christ, God **forgave** you.'

Ephesians 4:32

Policy Aims

At St. James' CE Primary Academy, we believe that the Christian character of our academy underpins the Spiritual, Moral, Social and Cultural (SMSC) development of all learners.

SMSC is central to the life and work of our academy, including through Collective Worship, as a tool for human flourishing.

Please see our academy website for further information:

<http://www.stjamescebourne-mouth.com>

All children have an inborn spirituality. However, if spirituality is not nurtured, it can wither. Spirituality is not the same as religious faith but it is the bedrock on which faith is founded.

What Is Spirituality?

Spirituality is about relationships: relationships with ourselves, others, the world and with God. It is like a bird - if held too tightly it will choke, but if held too loosely it will fly away.

To help the children understand their developing spirituality we explain it using clear language and symbols. This explanation is displayed on a poster in every classroom and the symbols are used around school to show where evidence of developing spirituality can be seen.

Evidence of SMSC across our academy's curriculum:

N/B: *All of our half termly projects, have 4 distinct stages linked to our Academy's definition of Spirituality:*

- *Mirrors (self)*
- *Windows (awareness/beauty)*
- *Doors (others)*
- *Flame (beyond): developing the children's confidence to ask questions that have no answers. E.g. I wonder...*



MIRRORS - SELF

Like looking in a mirror..

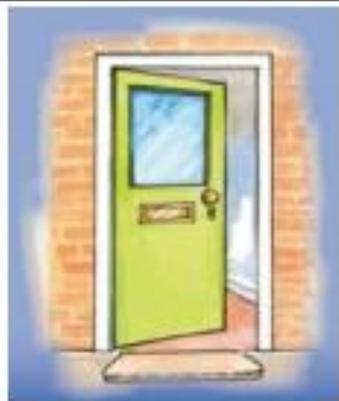
Thinking about ourselves and how we feel about things.



WINDOWS - BEAUTY

Like looking through a window...

Looking at the world in new ways.



DOORS - OTHERS

Like opening a door to welcome people in ...

Understanding how other people feel.



CANDLE- BEYOND

Like watching a flame and thinking..

Reflecting on our learning and experiences.

Subject	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
Mathematics	<p>By making connections between pupils' mathematical skills and real life; for example, creating pie charts to compare how a child in India spends their day with how children at St James' spend their time.</p> <p>By considering pattern, order, symmetry and scale in both the man-made and natural world.</p>	<p>By engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people?</p> <p>By reflecting on data that has moral and ethical implications; for example, at harvest time, pupils consider the percentage of people around the world suffering from hunger.</p>	<p>By the sharing of resources within the classroom, the negotiating of responses and group problem solving.</p> <p>By analysing social data e.g. on poverty and bullying, including cyber bullying in anti-bullying week.</p>	<p>By asking questions about the history of maths; for example, 'What did the Greeks discover that we still use in maths today?'</p>
English	<p>In responding to a poem, story or text; pupils can be asked, 'I wonder what you think happens next?', 'How would you feel if you were the person in the story?', 'Where have you met these ideas before?'</p> <p>By appreciating the beauty of language and inference.</p>	<p>By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills.</p> <p>By considering different perspectives.</p>	<p>By supporting conceptual and language development through an understanding of and debates about social issues, e.g. the use of social media.</p> <p>By providing opportunities for talk and respecting ideas both written and verbal</p>	<p>By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell'.</p> <p>By providing opportunities for pupils to engage with texts from different cultures e.g. creation stories from around the world, myths and legends, poems from other cultures etc.</p> <p>By using a diverse range of texts which enable every child to see themselves in a book.</p>

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RE	<p>By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and world views – Christianity and Hinduism in KS1 extending to include Judaism and Islam in KS2.</p> <p>By asking and responding to questions of meaning and purpose. By considering 'big questions' about God.</p> <p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life.</p>	<p>By exploring morality including rules, teachings and commands such as The School Behaviour Policy, The Ten commandments, the 5 Pillars of Islam.</p> <p>By investigating the importance of service to others in Hinduism and in Y3 You're your Neighbour unit etc.</p> <p>By exploring religious perspectives and responses to evil and suffering in the world.</p> <p>By asking questions about the purpose and meaning of reconciliation and salvation.</p>	<p>By exploring the qualities which are valued by our school through our Christian values of love, hope and forgiveness as well as a civilized society – thoughtfulness, honesty, respect for difference, independence and interdependence.</p> <p>By asking questions about the social impact of religion at an age appropriate level.</p>	<p>By exploring similarities and differences between faiths and cultures - Christianity and Hinduism in KS1 extending to include Judaism and Islam in KS2.</p> <p>By considering in particular different cultural expressions of Christianity.</p> <p>By engaging with text, artefacts and other sources from different cultures and religious backgrounds.</p>

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<p>Science</p>	<p>By demonstrating openness to the fact that some answers cannot be provided by Science.</p> <p>By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.</p> <p>By using tools such as 'Star Walk' which allows pupils to plot the stars in relation to their location and open up questions about the size of the universe and how it might have been formed.</p>	<p>By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place.</p> <p>By considering that not all developments have been good because they have caused harm to the environment and to people.</p> <p>By encouraging pupils to speculate about how science can be used both for good and evil.</p>	<p>By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable young person.</p> <p>By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes.</p>	<p>By asking questions about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions.</p>
<p>Languages French</p>	<p>By exploring the beauty of languages from around the world through topic work e.g. India and by learning French and knowing where around the world the French language is spoken.</p> <p>By exploring the way language is constructed.</p>	<p>By helping pupils to have an accurate and truthful understanding of the French culture.</p>	<p>By learning the skill of communicating in different ways.</p> <p>By exploring different social conventions e.g. forms of address in French.</p>	<p>By appreciating the language and customs of others.</p> <p>By exploring the literature and culture of other countries.</p> <p>By taking part in cultural occasions e.g. Diwali and Chinese New Year.</p>

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<p>History</p>	<p>By considering how things would be different if the course of events had been different; for example, what difference would it have made if the Romans had not invaded Britain or if the Vikings or Anglo-Saxons had invaded?</p> <p>By looking at the history of Dorset and investigating the reasons why there are Iron Age hill forts etc.</p> <p>By speculating about how we mark important events from history and the people who shaped them e.g. Guy Fawkes on the 5th November, Remembrance Day.</p>	<p>By exploring the results of right and wrong behaviour in the past e.g. wars.</p> <p>By considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice? Are there examples of this from the Dorset area?</p> <p>By going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if...?' 'what would have turned a tragedy into a triumph?' etc.</p>	<p>By giving the trigger for discussions about how groups and communities organised themselves in the past e.g. Romans.</p> <p>By considering questions about social structure in the past.; for example, what might pupils say about the rights of children in Victorian times? Is it important that society looks after young children? Are there people in the world who still don't get a fair deal?</p> <p>By encouraging pupils to talk to their parents and grandparents; for example, when learning about war through exploration of Remembrance.</p>	<p>By exploring the history of Dorset and history around us.</p> <p>By investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian influence on British culture.</p> <p>By taking pupils on visits to heritage sites e.g. Dorchester Roman Villa, Hooke Court etc.</p>
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<p>Geography</p>	<p>By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world.</p> <p>By making links with history when exploring the environment and speculating on why the landscape is as it is i.e. in the local area study in Y1.</p> <p>By comparing their lives with pupils living in other countries or other part of the UK.</p>	<p>By considering how people treat the environment; posing questions such as, 'How are we changing our surroundings – are some things for the better and others for the worse?', Who benefits and who suffers? What should be our personal response to these? Who should look after our environment?</p>	<p>By providing positive and effective links with the community, both locally through linking with other schools with different demographics both in the UK and globally e.g. Caribbean in Y5.</p> <p>By considering social responsibility e.g. plastic bottle boat challenge.</p>	<p>By making links with other countries through schools linking and cultural theme days e.g. Caribbean in Y5.</p> <p>By exploring cultures that have had, and still have an impact on the local area e.g. Polish community.</p>
<p>PSHCE The ARK Curriculum</p>	<p>By developing an awareness of and responding to others' needs and wants.</p> <p>By exploring meaning and purpose for individuals and society.</p> <p>By developing resilience and inner strength.</p> <p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life.</p>	<p>By exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives.</p> <p>By making explicit links to the school's distinctive ethos as a church school.</p>	<p>By helping pupils to engage in a democratic process for agreeing the rules for community life e.g. creating class expectations.</p> <p>By creating opportunities for pupils to exercise leadership and responsibility through membership of the Academy Council and regular pupil voice opportunities E.g. pupils might be asked 'Why do we think this is important?', 'What could we do about it?'</p>	<p>By exploring how different cultures can offer great insights into how we lead our lives.</p>

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Art and Design	<p>By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena.</p> <p>By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey e.g. birth of Jesus in RE. By allowing pupils to show what they know through their own expression of big ideas about life e.g. ethical issues.</p> <p>By promoting the process of 'reviewing and evaluating';</p>	<p>By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture.</p> <p>By responses to and use of visual images to evoke a range of emotions.</p>	<p>By sharing of resources.</p> <p>By exploring social conflict and resolution.</p> <p>By exploring art as a powerful social tool e.g. in advertising, in representing particular groups.</p>	<p>By experiencing a wide range of creative media from around the world.</p> <p>By developing aesthetic and critical awareness at an age appropriate level.</p>
Music	<p>By allowing pupils to show their delight and curiosity in creating their own sounds.</p> <p>By making links between their learning in RE, Geography etc. with music being played as background i.e. Christmas Carols, Indian music.</p> <p>By considering how music makes one feel and can 'move us' deeply.</p>	<p>By exploring how music can convey human emotions such as sadness, joy, anger etc.</p> <p>By appreciating the self-discipline required to learn a musical instrument.</p>	<p>By exploring how an ensemble or orchestra works together.</p> <p>By discussing and experimenting with what would happen if musicians in a band/group didn't cooperate.</p> <p>By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax.</p>	<p>By giving all pupils an opportunity to take part regularly in singing in worship.</p> <p>By encouraging pupils to listen and respond to traditions from around the world.</p> <p>By appreciating musical expression from different times and places.</p>
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Drama	<p>By allowing for insight, self-</p>	<p>By expressing what it feels like to be wronged and</p>	<p>By exploring similarities and</p>	<p>By taking different roles from other backgrounds.</p>

	expression and the chance to walk in someone else's shoes e.g. soldiers from the trenches in Y6.	what remedies might make things better for the injured e.g. during Anti-bullying Week.	differences and how respect for others can be expressed. By building self-esteem and encouraging self-worth.	By using different dramatic conventions to encourage empathy.
Design and Technology	By enjoying and celebrating personal creativity By reviewing and evaluating created things.	By raising questions about the effect of technological change on human life and the world around them.	By exploring dilemmas that individuals may face and developing practical solutions to these problems By making a contribution to the local society.	By considering cultural influences on design. By asking questions about functionality vs aesthetics.
Computing	By wondering at the power of the digital age e.g. use of the internet By understanding the advantages and limitations of ICT. By using the internet as a gateway to big life issues.	By exploring the moral issues surrounding the use of data. By considering the benefits and potential dangers of the internet – eg campaigns for charities and injustice as a force for good. Cyber bullying as a danger. By considering the vision of those involved in developing the web.	By links through digital media services with other schools and communities. By highlighting ways to stay safe when using on line services and social media By being prepared to work with technology to forge new relationships. By discussing the impact of ICT on the ways people communicate e.g. Skype.	By exploring human achievements and creativity in relation to worldwide communications. By developing a sense of awe and wonder at human ingenuity.

Subject	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
PE	By delighting in movement,	By discussing fair play and the value of team work.	By developing a sense of belonging and self-esteem through team	By learning about the history of sport, and where they originate

	<p>particularly when pupils are able to show spontaneity</p> <p>By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative</p> <p>By being aware of one's own strengths and limitations e.g. Y4 swimming lessons, participation in Sports Day.</p>	<p>By developing qualities of self-discipline, commitment and perseverance.</p> <p>By developing sportsmanship e.g. through shaking the hand of a competitor at the end of an event, regardless of the result.</p>	<p>work to create a dance, participate in a race etc.</p> <p>By developing a sense of community identity through taking part in inter school events e.g. Key stage 2 athletics, football, netball, tag rugby, swimming, Y5/6 cross country etc.</p> <p>By offering a variety of extracurricular sporting activities that are cross phase/year group, enabling pupils' to work together in a variety of different groupings and contexts.</p>	<p>from e.g. The Olympics when studying the Greeks.</p> <p>By making links with national and global sporting events such as the World Cup and the Olympics.</p> <p>By exploring rituals surrounding sporting activities e.g. medal ceremonies, learning and singing the national anthem.</p>
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