



ST LEONARD'S CE PRIMARY ACADEMY
 Linley Road, Blunsdon, Wiltshire, SN26 7AP
 Tel: 01793 721423 Fax: 01793 700748
 Reg Office: As above
 Company Reg No. 07807811
 Head Teacher: Nicola Mills BEd (Hons)



St Leonard's CE Primary Academy Social, Moral, Spiritual and Cultural Policy (SMSC) 2017-19

(this policy should be read in conjunction with the RE Policy, The Collective Worship Policy and the PSHE and Citizenship Policy)

This policy should be taken and used as part of St Leonard's Church of England Primary Academy's overall strategy and implemented within the context of our vision, instrument of government aims, and values of a Church of England Academy. St Leonard's is a Church of England Primary Academy which celebrates a love of God and puts the Christian ethos at the centre of all that it does.

1 Introduction

1.1 At St Leonard's Academy 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; high standards of personal behaviour; positive caring attitude towards other people; understanding of their social and cultural traditions and appreciation of the diversity and richness of other cultures.

2 Aims and Objectives

2.1 At St Leonard's we aim to:

- Ensure that everyone connected with the Academy is aware of our values and principles
- Ensure a consistent approach to the delivery of SMSC issues through the curriculum and general life of the Academy
- Ensure that each pupil's education is set within a context that is meaningful and appropriate to his or her age, ability and background
- Ensure that pupils know what is expected of them and why



Living and Learning Together with God's Help



3 Principles

- 3.1 All curriculum areas have a contribution to make to a child's spiritual, moral, social and cultural development and opportunities for this can be found in each curriculum area.
- 3.2 Christian spirituality and Christian values and principles will be explored in all curriculum areas, especially RE and Collective Worship, but the integrity and spirituality of pupils from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.
- 3.3 All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing Christian love and respect for pupils and their families.
- 3.4 The Academy community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the Academy.
- 3.5 Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.
- 3.6 Pupils should understand the need for rules and the need to abide by rules for the good of everyone. Academy and classroom rules reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.
- 3.7 All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teachers' planning and use of resources.

4 Teaching and Learning Style

- 4.1 Class discussions and circle time will give pupils opportunities to:
- Talk about personal experiences and feelings
 - Express and clarify their own ideas and beliefs
 - Speak about difficult events, e.g. bullying, death etc
 - Share thoughts and feelings with other people
 - Explore relationships with friends/family/others
 - Consider the needs and behaviour of others
 - Show empathy
 - Develop self-esteem and respect for others
 - Develop a sense of belonging
 - Develop the skills and attitudes that enable pupils to develop spiritually, morally, socially and culturally (eg empathy, respect, open mindedness, sensitivity, critical awareness etc)
- 4.2 Many curriculum areas provide opportunities to:
- Listen and talk to each other
 - Learn an awareness of treating all as equals, and accepting people who are physically or mentally different
 - Agree and disagree
 - Take turns and share equipment

- Work co-operatively and collaboratively

5 Links with the Wider Community

5.1 These are fostered through:

- Strong links with the local vicar and parish church as well as the Diocesan Board of Education
- Welcoming visitors to Academy
- The development of a strong Home-Academy link which is regarded as very important, enabling parents and teachers to work in an effective partnership to support each pupil
- Teaching pupils to appreciate their local environment and developing a sense of responsibility to it

6 Monitoring and Review

6.1 The RE coordinator is responsible for the standard of pupil's work and the quality of provision for SMSC. The work of the coordinator includes supporting colleagues in this area, being informed of current developments in SMSC and providing a strategic lead and direction in Academy. The RE coordinator is responsible for giving the Head Teacher an annual summary report in which s/he evaluates the strengths and weaknesses of SMSC and indicates areas for further development. It is the coordinator's responsibility to monitor teachers' planning and samples of pupils' work.