

# RYHALL CE ACADEMY



part of a Multi Academy Trust  
Peterborough Diocese Education Trust



## SMSC POLICY (Spiritual, Moral, Social & Cultural)

|                          |                 |
|--------------------------|-----------------|
| <b>Formulation date:</b> | November 2018   |
| <b>Responsibility:</b>   | Ethos Committee |
| <b>Governor Link:</b>    | A Rogers        |
| <b>Review Date:</b>      | November 2020   |

### Associated Documentation:

Spirituality Policy  
Collective Worship Policy  
Ryhall CE Academy – Ways to Promote SMSC

## 1. ETHOS STATEMENT

Ryhall CE Academy provides a learning environment that embraces excellence and academic rigour. Set within a framework of spiritual, intellectual, physical, emotional, moral, social and cultural development, we aim to:

ignite a passion for life-long learning;  
develop great thinkers who embrace challenge;

promote curiosity, enthusiasm, independence, self-belief and confidence.

Our strong Christian ethos encourages:

**compassion,  
friendship,  
resilience  
trust and  
respect.**

We also teach the British values of democracy, justice and the rule of law, and mutual respect for those of different faiths and beliefs and for those without faith and individual liberty.



At Ryhall CE Academy:

- We will provide high quality education to ensure happiness and achievement for all; aiming for excellence in teaching and learning in order to achieve outstanding learning outcomes. We will celebrate success at every part of the learning journey, individually and collectively – *educating for wisdom, knowledge and skills*<sup>1</sup>.
- We will work in partnership with parents, carers, schools, the church and other organisations to enable our pupils to become healthy, confident, responsible and lifelong learners, encouraging a sense of caring and belonging within their local environment, nationally and globally – *educating for community and living well together*.
- We will continuously work towards keeping children safe by encouraging them to communicate effectively and through personal development, behaviour and welfare. We aim to prepare children for the excitement and challenges of the 21<sup>st</sup> Century – *educating for dignity and respect*.

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<sup>1</sup> Church of England Vision for Education, July 2016

- The worth of each child impels us to work to fulfil their God-given potential, whatever the religious or other tradition with which they or their family identify. Each is to be understood as respectfully and deeply as possible; encouraged to challenge themselves spiritually, morally, intellectually, imaginatively and actively, and to ensure they develop the necessary skills to prepare them for a fulfilling life and work – *educating for hope and aspiration*.
- We believe our school values of compassion, friendship, resilience, respect and trust are distinctly Christian and permeate through Ryhall CE Academy life. This provides a strong sense of perseverance and lifelong learning, honesty, mutual respect, happiness, enjoyment and high standards. Whilst they are a visible presence around the school, our values are far more; all members of the school are actively encouraged to implement them every day. Our 'strapline'

**'look back with pride and move forward with confidence;**

encourages children to face their fears, demonstrate endurance, believe in their ability and value all that is strong and good about themselves.

## **1. Aims and objectives**

- 1.1. At Ryhall CE Academy, we work together to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.
- 1.2. The curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathize with others as well as giving them the confidence to provide their opinions and develop their own view points. Teachers outline the areas in which they will meet SMSC objectives in their planning
- 1.3. In addition to the mapping of, and planning for, SMSC within themes/units we also have an SMSC teaching & learning plan which identifies all areas of our wider curriculum including PSHE and Global Dimensions.

## **2. Spiritual Development**

### **2.1. Definition**

Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.

### **2.2. Our learning environment and curriculum**

Spirituality is not taught, but is an inherent interwoven part of all aspects of school life and is nurtured and promoted as a natural element of the curriculum. The following opportunities will be made available in order to facilitate the development of spirituality:

- To explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.
- Where children already have religious beliefs, to support and develop these beliefs in ways which are personal and relevant to them.
- To participate, as appropriate, in the worship life of the school.
- To engage in enquiry and exploration as part of experiential, first hand learning.
- To look attentively and observe carefully.
- To be creative and imaginative.
- To reflect and respond to issues in moments of quiet or inspired through music, art, text, film or artefacts designed to 'lift the spirit'.
- To explore and develop what animates themselves and others.

- To understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.
- To value what is good and worthwhile and to make value judgements through discussion and exchange of views.
- To work collaboratively with peers, valuing the contribution made by others.
- To respect all, as modelled by staff in their relationships with others.
- To experience silent, calm and tranquil moments which afford time for reflection.
- To work and live in harmony with others in the school and wider community.
- To have confidence to express ideas, views and opinions, even if others do not agree
- To worship in church and with the church.

Opportunities for spiritual development are presented or naturally arise, and are promoted in all aspects of the curriculum and school life as the children become actively engaged in an enquiry based curriculum, which provides a wide range of experiential learning opportunities that enables them to question, consider, reflect and respond, and consider their own values, beliefs and feelings and those of others, with whom they are working alongside or with.

For more depth information regarding the key ways in which spiritual development is nurtured and promoted as part of the curriculum, please see our Spirituality Policy.

### **3. Moral Development**

#### **3.1. Definition**

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

#### **3.2. Our learning environment and curriculum**

The classroom environment and curriculum promote moral development through:

- Codes of conduct and class rules, agreed with children and displayed in the classroom
- Clear and consistent rewards and sanctions that children understand and believe to be fair.
- Class and school assemblies that discuss moral values and cite expectations.
- Activities that enable pupils to give opinions and show their values.
- Discussing the choices made by the pupils and others and the resulting outcomes, (character studies, studies of historical figures, etc).
- The values of 'Respect', 'Friendship', 'Trust' and 'Compassion' are explicitly taught and modelled throughout the school.

### **4. Social Development**

#### **4.1. Definition**

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development, they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

#### **4.2. Our learning environment and curriculum**

Social skills are developed through:

- Modelling of positive social behaviour by all staff
- After school clubs
- Sporting activities
- Games at play times and lunch times – both those led by play leaders and otherwise
- Turn taking and team building activities
- Pair and small group work within the classroom

- Working with others across the local community (cluster schools, local sports college, Open the Book Worship team)
- The values of 'Respect', 'Friendship', 'Trust' 'Resilience' and 'Compassion' are explicitly taught and modelled throughout the school.

## **5. Cultural Development**

### **5.1. Definition**

Cultural development enables children to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

5.2. Children are introduced to a regional and global perspective in life through:

- Links with local and international schools
- Stories from different cultures
- First hand experiences through local visits, theatre, art and artists
- Visitors from the local and international community
- Being part of National and International fund raising events
- Studies of a different lifestyle including different food, dress, festivals and places of worship
- Children are taught to understand the lifestyles and choices made by the variety of different cultures and faiths that exist within the school
- An RE curriculum that teaches children about religion and culture across the world, including the diversity in our own country

## **6. Monitoring and review**

6.1. The planning and coordination of SMSC are the responsibility of the Ethos Lead, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC;
- Speaks to the children about different elements of SMSC and uses this to inform future planning.
- Uses specially allocated, regular management time to review planning of SMSC across the curriculum, evidence of the children's work and to observe elements of SMSC across the school.
- Plans termly staff meetings to explore identified values and the SMSC links that may exist within these.

6.2. Class Teachers maintain class logs to evidence the wider opportunities given to all aspects of SMSC.

6.3. The Ethos committee will review evidence, conduct learning walks and engage in pupil voice activities to identify any areas in need of further future focus.

| <b>WHOLE SCHOOL LONG TERM PLAN PLANNING</b>           |   |   |   |
|---|---|---|---|
|   | <b>Autumn</b>   | <b>Spring</b>   | <b>Summer</b>   |
| <b>Citizenship and British Values Assemblies</b>      | Democratic vote school council<br><b>Values: Assemblies on Friendship/Behaviour</b><br>Trustworthy / Kindness<br><b>British Values:</b> Rule of Law / Democracy (tie in with American Presidency elections)   | <b>Values: Assemblies on Love</b><br>Perseverance / Responsibility<br><b>British Values:</b> Individual liberty: making choices and follow own interests  | <b>Values: Tolerance of others in community</b><br>Courage / Respect<br><b>British Values:</b> Mutual respect and tolerance of other religions / faiths<br>Democracy  |
| <b>Citizenship and British Values PSHE Curriculum</b> | New Beginnings<br>Getting on and falling out  | Good to be me<br>Going for Goals  | Changes<br>Relationships  |
| <b>ANTI BULLYING</b>                                  | Anti-Bullying Week with assembly (Nov)<br>Say no to bullying<br>Anti-Racist bullying link to Black History  |   | Assembly on types of bullying: racist / religion / homophobic   |
| <b>SRE</b>  | Chris Winter?<br>Yr1: Keeping Clean<br>Yr2: Differences: Boys & Girls<br>Yr3: Differences: Male & Female<br>Yr4: Growing & Changing<br>Yr5: Puberty<br>Yr6: Puberty & Reproduction  | Chris Winter?<br>Yr1: Growing & Changing<br>Yr2: Differences: Male & Female<br>Yr3: Personal Space<br>Yr4: What is Puberty?<br>Yr5: Male & Female Changes<br>Yr6: Understanding Relationships                                     | Chris Winter?<br>Yr1: Families & Care<br>Yr2: Name Body Parts<br>Yr3: Family Differences<br>Yr4: Puberty Changes<br>Yr5: Puberty & Hygiene<br>Yr6: Communicating in Relationships<br>Sex and Relationships education programme - Yr 6 |
| <b>HEALTH</b>   |   | Circuit Training  | Sports Day  |
| <b>ON LINE-SAFETY</b>                                 | EYFS: School Rules<br>Yr1: Going places safely / ABC searches<br>Yr2: Safe online/ follow digital trail<br>Yr3: Passwords / Online community<br>Yr4: Rings of responsibility / personal info<br>Yr5: Strong password / Digital citizen pledge<br>Yr6: Talk safely online / Citizen pledge | Yr1: Keep it private / My work<br>Yr2: Screen out the mean words<br>Yr3: Show respect online<br>Yr4: The power of words<br>Yr5: How to cite a site<br>Yr6: Privacy rules and cyber bullying<br><b>Safer Internet Day Assembly</b> | Yr1: Sending email<br>Yr2: Sites I like<br>Yr3: Writing good emails<br>Yr4: Whose is it anyway<br>Yr5: Picture perfect<br>Yr6: Writing a blog page  |
| <b>DRUG AND ALCOHOL AWARENESS</b>                     | Chris Winter Programme<br>Yr2 Staying Healthy<br>Yr3 Risk<br>Yr4 Why people smoke<br>Yr5 Effects of alcohol<br>Yr6 Legal and Illegal drugs  | Chris Winter Programme<br>Yr2 Medicines<br>Yr3 Hazardous substances<br>Yr4 Physical effects of smoking<br>Yr5 Alcohol and risk<br>Yr6 Attitudes to drugs  | Chris Winter Programme<br>Yr2 Who gives us medicines<br>Yr3 Safety Rules<br>Yr4 Smoking and Society<br>Yr5 Limits to drinking alcohol<br>Yr6 Peer pressure  |
| <b>MONEY</b>  | KS1: Value of money<br>LKS2: Ways to Pay<br>UKS2: Foreign Currency  | KS1: Needs & Wants<br>LKS2: Choices about saving & spending   | KS1: Saving Money<br>LKS2: Saving & Earning Money<br>UKS2: Borrowing, Saving &  |

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|--|---|---|---|
|  |   | UKS2: 'Value' of money  | Earning<br>Community & Life Skills<br>Program (Y6)  |
| <b>KEEPING SAFE</b>  | Scoot Training: Year 3/4<br>PSCO: Tackling Extremism<br>Anti-Bullying Assemblies with pupils<br>Road Safety with EYFS   | Bikeability: Year 5<br>PSCO: Cyber Bullying<br>Warning Zone (bi-annual)   | NSPCC / Child line talk<br>Year 5 Smoke Tent and Fire talk<br>PSCO: Stranger Danger   |
| <b>Global Dimensions and British Values overview for year (Assemblies or explicit topic links)</b> | International Literacy Day<br>International day of democracy<br>International day of peace<br><b>European day of languages</b><br>Black History month   | World Braille Day<br>Martin Luther King Day<br>UNICEF day of change<br>Chinese New Year<br>Fairtrade fortnight<br>Climate week<br>International Women's Day | World Water Day<br>Europe Day<br>International Day of families<br>World Day of Cultural diversity<br>Nelson Mandela Day<br>Gypsy and Roma Traveller Day |
| <b>Global Learning Embedded across each topic</b>  | <b>EYFS</b><br><b>Diversity</b><br><b>Challenging stereotypes and Perceptions</b>   | <b>EYFS</b><br><b>Diversity</b><br><b>Challenging stereotypes and Perceptions</b>   | <b>EYFS</b><br><b>Diversity</b><br><b>Challenging stereotypes and Perceptions</b>   |
|  | <b>Year 1: All About Me &amp; Castles</b><br><b>Challenging stereotypes and Perceptions</b>   | <b>Year 1: Africa</b><br><b>Challenging stereotypes and Perceptions</b>   | <b>Year 1: Once Upon A Time &amp; I do like to be beside the seaside</b><br><b>Beach pollution</b>  |
|  | <b>Year 2: London &amp; Traction Man</b><br><b>Challenging stereotypes and Perceptions</b>  | <b>Year 2: India &amp; Homes &amp; Gardens</b><br><b>Conservation of animal habitats</b><br><b>Stereotypes</b>  | <b>Year 2: Night Time &amp; Space</b>   |
|  | <b>Year 3: Scrumdiddliumptious</b><br><b>Healthy Eating/Diet</b>  | <b>Year 3: Swords &amp; Sandals/Stone Age</b>   | <b>Year 3: Shipwrecked</b><br><b>Water Safety</b>   |
|  | <b>Year 4: Incredible Egypt</b><br><b>Challenging stereotypes</b>   | <b>Year 4: Extreme Earth</b><br><b>Conservation of animal habitats</b>  | <b>Year 4: From Gums to Bums</b><br><b>Healthy Eating/Diet</b>  |
|  | <b>Year 5: I'm A Year 5 Get Me Out of Here</b>  | <b>Year 5: Monsters, Minotaurs &amp; Argonauts</b>  | <b>Year 5: Location, Location, Location</b><br><b>Water Pollution - Rivers</b>  |
|  | <b>Year 6: Remember Them</b>  | <b>Year 6: Jurassic Hunters</b><br><b>Evolution</b>   | <b>Year 6: Hollywood to Bollywood</b><br><b>Stereotypes &amp; Perceptions</b><br><b>Ghandi</b>  |
| <b>Additional Activities: including charity events</b>   | <b>School Council:</b> democracy, citizenship and responsibility. School council policy and voted into position yearly<br><b>Gardening Club:</b> Eco friendly activities and caring for environment; growing flowers, fruit and vegetables<br><b>Pupil Voice:</b> Questionnaires / Voice in topic planning / link back to school council<br><b>Charities:</b> Macmillan Cancer / Children in Need / Comic Relief / Sport Relief / Stamford Food Bank<br><b>Sports Ambassadors:</b> 4 pupils lead on PE activities across the school<br><b>After School Clubs:</b> Ranging between sports and drama<br><b>RE Curriculum:</b> Teaching broad and balanced curriculum and aspiring to REQM Silver status<br><b>European Day of Languages:</b> Focus on countries/continents in each year |   |   |

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| <p><b>Visitors into school:</b> Police / Fire service / Builders / NSPCC / Health professionals / Local Clergy</p> <p><b>Residential Visits:</b> Year 5 Caythorpe</p> <p><b>Eco Warriors:</b> Children promote sustainable environment; brought in paper recycling / posters around school</p> <p><b>Theatre Visits:</b> At Christmas time, all children visit the theatre/pantomime</p> <p><b>Local and International Links:</b> Osprey Project, Italian School links</p> |
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