



Our school vision is to embrace the spiritual, physical, intellectual, emotional and social development of all.
We strive for educational excellence by supporting and developing the following values:

Wisdom

Hope

Community

Dignity

Love

Spiritual, Moral, Social & Cultural Policy

At Swimbridge CE Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We embed our vision and values to ensure that we are providing an education that presents pupils with opportunities to thrive through exploring and developing:

- their own values and beliefs,
- a spiritual awareness,
- high standards of personal behaviour,
- a positive, caring attitude towards other people and our world,
- an understanding of social and cultural traditions,
- an appreciation and respect for the diversity and richness of different cultures.

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and supports the vision and values of Swimbridge CE Primary School, underpinning every aspect of school life and encouraging achievement & success for all.

Guidelines

- All curriculum areas have a contribution to make to the spiritual, moral, social and cultural development of the pupils and opportunities for this will be considered when planning each area of the curriculum.
- All adults will model and promote our values through their conduct; treating all as unique and valuable individuals and showing respect for pupils and their families.
- The school 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 school.
- 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.
- Pupils should understand the need for rules and the need to abide by rules for the good of everyone.
- There should be frequent opportunities to celebrate pupils' work and achievements.
- 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 teacher's planning and purchasing decisions.

General Aims

- To ensure that everyone connected with the school is aware of our vision, values and ethos,
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school,

- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background,
- To ensure that pupils know what is expected of them and why,
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience,
- To enable pupils to develop an understanding of their individual and group identity,
- 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,

Spiritual Development

As a school, we aim to provide learning opportunities that will enable pupils to:

- be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values,
- develop a sense of enjoyment and fascination in learning about themselves, others and the world around them,
- use their imagination and creativity in their learning,
- be willing to reflect on their experiences,
- develop into self-assured, confident, happy, positive young people,
- sustain their self-esteem throughout their learning experience,
- develop their capacity for critical and independent thought,
- foster their emotional life and express their feelings
- experience moments of stillness and reflection,
- discuss their beliefs, feelings, values and responses to personal experiences,
- form and maintain worthwhile and satisfying relationships,
- reflect on, consider and celebrate the wonders and mysteries of life.

Moral Development

As a school we aim to provide learning opportunities that will enable pupils to:

- recognise the difference between right and wrong and readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England,
- understand the consequences of their behaviour and actions,
- show an interest in investigating and offering reasoned views about moral and ethical issues, and be able to understand and appreciate the viewpoints of others on these issues,
- recognise the unique value of each individual,
- listen and respond appropriately to the views of others,
- gain the confidence to cope with setbacks and learn from mistakes,
- take initiative and act responsibly with consideration for others,
- develop their own moral sense and distinguish between right and wrong,
- show respect for the environment,
- make informed and independent judgements,
- understand the impact of their actions on other people.

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds where possible,
- demonstrate a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively,
- accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs,
- develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain,

- articulate their feelings and justify them in both informal and formal settings and be given responsibility and trust to develop their confidence,
- have the confidence to undertake difficult tasks,
- encounter a wide range of experiences,
- question things which prevent them developing into confident adults – particularly lack of aspiration and unfair discrimination,
- develop an understanding of their individual and group identity,
- learn about service in the school and the wider community and develop an understanding of the roles within our community (police, emergency services, healthcare, the Post Office, Parliament etc.)
- know the value and importance of making a positive impact on the lives of other people.

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others,
- understand, appreciate and respect the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain,
- develop their knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain,
- participate in and respond positively to artistic, sporting and cultural opportunities,
- interact easily with people of different cultures and faiths,
- explore, improve understanding of and show respect for different faiths and cultural diversity,
- understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities,
- recognise the value and richness of cultural diversity in Britain, and how these have influenced individuals and society,
- develop an understanding of their social and cultural environment,
- develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Teaching and Organisation

Development in SMSC will take place throughout the curriculum, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. Teachers will inspire pupils through their enthusiasm for and modelling of learning. Teachers at Swimbridge CE Primary School will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences.

Collective worship, lessons, class discussions, assemblies, and extra-curricular activities will give pupils opportunities to:

- talk about personal experiences and feelings,
- listen and talk to each other,
- agree and disagree,
- express and clarify their own ideas and beliefs,
- share thoughts and feelings with other people,
- explore relationships with friends/family/others,
- consider the needs and behaviour of others,
- develop self-esteem and a respect for others,
- show empathy,
- develop a sense of belonging,
- speak about difficult events, e.g. bullying, death etc. where appropriate,
- develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc.

- develop an awareness of treating all as equals, accepting people who are physically or mentally different,
- take turns and share equipment,
- work co-operatively and collaboratively.

Links with the wider community

Visitors are welcomed into our school and we will endeavour to work closely with the wider community.

The development of a strong home-school relationship is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn.

Our pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.