



All Saints Church School

SMSC Policy

Jesus says, "All things are possible if you believe." Mark 9:23

The Teachers, Staff, Governors, Pupils and Parents of All Saints Church Primary School, present and future, aim to love and follow Jesus as our 'Good Shepherd' in John 10. 14 – 16 guided by his teaching to, 'Love God and our neighbour as ourselves' the way he calls us to do in Mark 10. 27 and believing that 'All things are possible, if we believe in God' which he told us in Mark 9. 23. We aim to grow to be the very best we can in our spiritual, personal, and school life through worship, prayer, work and play following our values of Love, Friendship, Respect, Community, Wisdom and Perseverance.

SMSC stands for spiritual, moral, social and cultural education. All schools in England must show how well pupils do in this area. In our school our intent is to weave SMSC into all aspects of our curriculum, giving children the chance to question the world around them and develop an understanding of how to be a positive member of society. This involves the daily development and focus on PSHE (Personal, Social, Health & Economic) and RSE (Relationships and Sex) education across our school.

1. Introduction

This policy outlines our approach to promoting Spiritual, Moral, Social, and Cultural (SMSC) development in our Church of England Primary School. As a faith-based institution, we aim to foster a caring, supportive environment that reflects Christian values, encourages personal growth, and nurtures a sense of community. SMSC development is integral to our vision and ethos, shaping pupils' character, values, and understanding of the world.

By implementing this policy, we strive to ensure that every child in our care is given the opportunity to flourish spiritually, morally, socially, and culturally, in alignment with our Christian ethos and values.

2. Intent

The aims of our SMSC policy are to:

- Develop each child's spiritual understanding and relationship with God, as well as an appreciation for the beauty and wonder of the world around them.
- Encourage moral reflection and foster a sense of right and wrong based on Christian teachings.
- Promote social development by teaching the importance of relationships, collaboration, empathy, and respect for all individuals.
- Cultivate cultural awareness and respect for diverse traditions and beliefs, preparing pupils for life in a multicultural society.

3. Spiritual Development

Our approach to spiritual development encourages children to:

- Develop a personal spirituality informed by Christian values and teachings.

- Reflect on their own beliefs and experiences, as well as those of others, with openness and respect.
- Engage with collective worship, prayer, and religious education as opportunities to explore faith and spirituality.
- Appreciate moments of stillness and reflection in the school day, fostering a sense of wonder and appreciation for the world.

4. Moral Development

Our approach to moral development encourages children to:

- Understand the difference between right and wrong, making decisions informed by Christian ethics and the teachings of Jesus Christ.
- Reflect on their actions and their consequences for themselves and others.
- Learn about the importance of integrity, honesty, and taking responsibility for their behaviour.
- Develop empathy, compassion, and a sense of justice, particularly in relation to the treatment of others.

5. Social Development

Our approach to social development encourages children to:

- Build positive relationships with peers and adults, grounded in respect, kindness, and Christian love.
- Participate in collaborative activities, including group work and community service projects, to develop teamwork and leadership skills.
- Understand and practice effective communication and active listening skills.
- Appreciate the importance of belonging to various communities, including the school, local, national, and global communities, and contributing positively to them.

6. Cultural Development

Our approach to cultural development encourages children to:

- Gain knowledge and appreciation of their own cultural heritage as well as the diverse cultures represented in Britain and the wider world.
- Understand the importance of respecting different beliefs, values, and traditions, fostering a spirit of inclusivity and mutual respect.
- Engage with a broad range of cultural experiences, including literature, music, art, and theatre, that enrich understanding and appreciation of diverse cultural expressions.
- Recognise and challenge stereotypes and prejudices, promoting equality and celebrating diversity.

PSHE, or personal, social, and health education, is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives.

As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares our children to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. Our approach also helps children to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

At All Saints Church School we are fully committed to promoting British Values in line with recent DfE recommendations and the requirements of the Equality Act 2010 to keep children safe and prepare them for life in modern Britain. We promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We

do this through our relationships with the children, our relationships with each other, our RE curriculum, our PSHE curriculum and throughout the school day.

7. Implementation

To effectively implement SMSC development, our school will:

- Integrate SMSC objectives across the curriculum, ensuring all subjects contribute to students' spiritual, moral, social, and cultural growth.
- Provide regular opportunities for collective worship, reflection, and prayer that support spiritual development and the exploration of Christian faith.
- Encourage staff to model positive behaviour, promote Christian values, and create a supportive environment where children feel safe to express themselves.
- Organise extracurricular activities, community projects, and cultural events that broaden children's experiences and understanding of the world.

We aim to deliver our PSHE curriculum in a creative way by using strategies such as role play, music, singing, discussion, debate, and games. These strategies enable pupils to build upon our school values; Love, Friendship, Community, Perseverance, Wisdom and Respect.

PSHE is an important part of our school assemblies where pupil's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured. Alongside our Collective Worship, our assemblies include themes such as antibullying, online safety, and the reinforcement of our school values. The curriculum also provides supportive resources to extend pupils' learning at home. Assessment opportunities are built into each unit, ensuring all pupils access self-evaluation and reflective learning, allowing teachers to evaluate and assess progress.

At All Saints Church School we use the Coram Life Education scheme, known as SCARF (Safety, Caring, Achievement, Resilience, and Friendship). This compliments our SMSC (Spiritual, Moral, Social, and Cultural) development policy.



Scarf is more than a PSHE Scheme of Work. It provides a structured programme of personal development to nurture the 'whole child' and increase learning capacity, underpinned by mindfulness philosophy and practice.

SCARF's whole-school approach supports us by giving us everything we need to meet the new Relationships Education and Health Education statutory requirements. More than just a PSHE scheme of work, SCARF supports great learning every day. SCARF represents our values for children of Safety, Caring, Achievement, Resilience and Friendship.

Meeting all DfE requirements for statutory Relationships and Health Education, and mapped to the PSHE Association's Programme of Study, SCARF is a framework consisting of lesson plans, online planning, assessment and Ofsted tools to give busy teachers skills and confidence to embed a comprehensive Relationships and Health Education, PSHE Education and Wellbeing programme throughout the primary years. SCARF is a whole-school approach to promoting behaviour, safety, achievement and well-being. All lessons include supporting materials, including building a rich bank of vocabulary, a curiosity for learning, and fostering imagination. SCARF is accessible to all, making use of a range of learning styles: visual, auditory and kinaesthetic (VAK) which is reflected in the units of work and every lesson.

Spiritual Development

Spiritual development involves fostering a sense of self, imagination, creativity, and reflection on

one's place in the world. The SCARF framework supports spiritual development by:

- Encouraging self-reflection and awareness: Activities in the SCARF program often include discussions about feelings, beliefs, and values, helping children reflect on their own experiences and their understanding of themselves and others.
- Promoting creativity and imagination: SCARF includes activities that engage children in creative thinking and imaginative play, helping them explore different perspectives and develop empathy.

Moral Development

Moral development focuses on understanding right from wrong, developing personal values, and recognizing the consequences of actions. SCARF supports moral development by:

- Teaching ethical decision-making: Through lessons on topics such as fairness, honesty, and respect, SCARF helps children understand the impact of their actions on others and encourages them to make responsible choices.
- Promoting values of caring and empathy: The SCARF framework explicitly focuses on caring and respect for others, which are core components of moral development.

Social Development

Social development is about building relationships, understanding social structures, and working cooperatively with others. SCARF supports social development by:

- Encouraging teamwork and cooperation: The program includes group activities that promote cooperation, listening, and sharing, helping children build strong social skills.
- Fostering positive relationships: The focus on friendship and caring in SCARF teaches children how to form and maintain healthy, supportive relationships with peers and adults.

Cultural Development

Cultural development involves understanding and appreciating cultural diversity, participating in cultural activities, and respecting different cultural traditions. SCARF contributes to cultural development by:

- Promoting respect and appreciation for diversity: SCARF lessons often include discussions on differences and diversity, helping children appreciate and respect cultural, religious, and social diversity.
- Encouraging engagement with various cultural perspectives: The program encourages children to learn about and engage with various cultural practices and viewpoints, broadening their understanding of the world.

Within the Cultural development of SCARF, **British values** are highlighted.

We provide many opportunities to encourage our children to explore and promote the British values of democracy, rule of law, individual liberty, mutual respect, and tolerance of others.

Annually, our year 6 pupils take place in a mock trial at the Yeovil Magistrate's Court Mock Trial Competition. This involves a group of children representing All Saints Church school in different roles, such as: usher, magistrate, defence solicitor, defendant, defence witness, witness care, press reporter and court artist. It is an exciting venture that inspires children to witness different jobs and experience a real-life trial scenario.

All adults will serve as excellent role models to the children, demonstrating the core British values that we aim to embed within the school and society. Staff will treat all pupils with respect and dignity, ensuring that they listen to their voice and guide them to make appropriate and responsible choices. They will encourage children to identify their own unique worth and identify, whilst simultaneously developing a sense of respect and tolerance for others.

We encourage children to take active roles in voting systems in the school environment, such as elections for school council and house captains. Those who wish to participate will write election speeches and present to the school their vision and thoughts on the role.

British values, as defined by the UK government, include democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. The SCARF programme aligns well with these values in the following ways:

Democracy

- Promoting Understanding of Democratic Processes: The SCARF programme includes activities that help children understand how decisions are made democratically in society. This could involve classroom discussions, debates, or role-playing exercises where children learn about voting and decision-making processes.

Encouraging Pupil Voice: Through its focus on safety and caring, SCARF encourages children to express their opinions and listen to others, fostering a classroom environment where everyone's voice is heard and valued, which mirrors democratic principles.



Rule of Law

- Understanding Rules and Consequences: SCARF emphasizes the importance of rules for maintaining safety and fairness. Activities within the programme teach children why rules are necessary, what the consequences of breaking them are, and how rules protect everyone's rights and well-being.

- Respecting Laws and Responsibilities: The programme helps children understand their responsibilities and the importance of abiding by the law, linking to the concept of the rule of law in broader society.

Individual Liberty

- Promoting Freedom of Choice and Respecting Others' Choices: SCARF encourages children to make their own choices in a safe and supportive environment. It helps them understand the concept of individual liberty, where they have the freedom to make decisions about their lives while respecting the rights and freedoms of others.

- Fostering Self-Confidence and Self-Esteem: The programme's focus on achievement and resilience helps build children's confidence in their abilities, encouraging them to express themselves and make choices that reflect their values and beliefs.

Mutual Respect

- Emphasising Respect and Caring: Respect is a core component of the SCARF framework. The programme teaches children to show respect for themselves and others, understanding that everyone deserves to be treated with kindness and consideration.

- Promoting Positive Relationships: Through activities focused on friendship and caring, SCARF helps children learn the importance of empathy and understanding in building respectful relationships.

Tolerance of Those with Different Faiths and Beliefs

- Celebrating Diversity and Inclusivity: SCARF encourages an inclusive environment where diversity is celebrated. The programme teaches children about different cultures, faiths, and beliefs, fostering a sense of understanding and acceptance.

- Promoting Open-mindedness: By discussing differences and commonalities among people, SCARF helps children develop a more open-minded perspective and appreciate the value of diversity in society.

Conclusion

The Coram Life Education SCARF programme aligns closely with the teaching of British values by incorporating principles of democracy, rule of law, individual liberty, mutual respect, and tolerance into its curriculum. It supports schools in creating a positive, inclusive environment that promotes the well-being and development of every child while fostering an understanding and appreciation of the core values that underpin British society.

Overall Integration with SMSC Policy

The SCARF program aligns closely with SMSC policy goals by providing a structured framework that addresses each aspect of SMSC development. It promotes a holistic approach to education that goes beyond academic learning to include personal growth, ethical understanding, social skills, and cultural awareness. By incorporating SCARF into a school's curriculum, we can ensure that they are meeting the broader educational goals outlined in our SMSC policy, ultimately fostering a well-rounded development in our children

8. Monitoring and Evaluation

The implementation of this SMSC policy will be regularly monitored and evaluated to ensure its effectiveness. This will include:

- Gathering feedback from students, staff, and parents to assess the impact of SMSC initiatives.
- Reviewing lesson plans, assemblies, and extracurricular activities to ensure they align with the SMSC objectives.
- Conducting regular evaluations during staff meetings and by the SLT to ensure consistent and comprehensive delivery of SMSC education.
- Reporting to the school governors on the progress and outcomes of SMSC development.

Impact:

This SMSC policy is a vital part of our school's commitment to nurturing well-rounded, thoughtful, and respectful individuals who are prepared to contribute positively to society. Grounded in Christian values, our approach aims to support every child's personal and spiritual growth, equipping them with the moral framework, social skills, and cultural understanding necessary for their future.

The SCARF programme of study provides our school with an effective framework for pupils' wellbeing. Pupils are enabled to develop the vocabulary, confidence and resilience to clearly articulate their thoughts and feelings within an environment that encourages openness, trust and respect and know when and how they can seek the support of others. They will apply their understanding of society to their everyday interactions, from the classroom and the school to the wider community they are part of. SCARF actively supports our school which prioritises physical and mental health, providing pupils with the skills to evaluate their own well-being needs, practice self-care and contribute positively to the wellbeing of those around them.

Our PSHE provision has a positive impact on the whole child, including their attainment and progress, by supporting a child with any SEMH barriers to learning and build on their self-esteem. In our school we use SCARF as a tool to promote wellbeing, safeguarding and SMSC outcomes. We believe that through the effective delivery of the SCARF curriculum we enable pupils to develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

Approved by Governors

Date: September 2024

Review Date: September 2025

Parents will be able to request that their child is withdrawn from lessons about sex education, which are not statutory objectives covered in the science national curriculum. Please speak to a member of staff to further discuss the content of the programme.