St. Mary's CE Academy

'Excellence through faith & learning'

SMSC

Development

SMSC Development at St Mary's

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Our Vision:
At St Mary's Church of England Academy Walkley, we aim to be an exceptional school with Christian values at the very heart of the community. We are committed to providing a caring environment where every child can thrive & is supported to achieve their unique & amazing potential as a child of God.

To ensure that this happens, we provide a curriculum that is rich in Spiritual, Moral, Social and Cultural Developments.

Spiritual development is about offering a spiritual and moral basis for the development of human wholeness and a sure foundation for personal and social values based on the person and ministry of Christ. As such, Spiritual Development incorporates feelings, emotions, attitudes and beliefs. As an inclusive school for all children with different or no beliefs, we believe that spiritual development also leads us towards the understanding of self and others.

Moral development is about building a framework of moral values for our children, which regulates their personal behaviour. It is the development of our understanding of society's shared & agreed values, including an understanding that there are contentious issues where there is disagreement, and that society's values change. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences.

Social development is about helping our children to work effectively with each other and to participate successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together, as well as functioning effectively in a multi-racial, multi-cultural society. We also promote how there should be a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation that such membership requires.

Cultural development is about our children understanding their own culture, other cultures in the UK & beyond. It is about understanding and feeling comfortable in a variety of cultures & being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions & beliefs of others.

At St Mary's, children are encouraged & enabled to:

- Reflect on beliefs, values & more profound aspects of human experience & use their imagination and creativity to develop curiosity in their learning;
- Overcome any barriers to their learning;
- Develop and apply an understanding of right & wrong in their school life and life outside school;
- Take part in a range of activities requiring social skills, including: sporting activities, after school clubs & collaborative learning groups;
- Develop an awareness of, & respect towards, diversity in relation to gender, race, religion & belief, culture & disability;
- Gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training;
- Respond positively to a range of artistic, sporting & other cultural opportunities provided by the school, including: developing an appreciation of theatre, music and literature;
- Develop the skills & attitudes to enable them to participate fully and positively in democratic, modern Britain;
- Understand & appreciate a range of different cultures as an essential element of their preparation for life.

As part of our evaluation of SMSC development across the school, we have noted the following:

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Spiritual	Moral	Social	Cultural
• RE curriculum covers spiritual themes. • Assemblies - collective acts of worship/ opportunities for individual worship & reflection / spiritual or religious input. • Visitors from faith groups & organisations • Classroom Environment provides quiet / prayer area to contemplate & focus. • Children have opportunity to request prayers / write requests to God. • Whole school & class prayers. • Celebration Assembly & school rewards celebrate the worthiness of individual children & self esteem & confidence is built up. • Key festivals & memorial days celbrated focussing on practices & origins. • Self & peer assessment techniques involve reflection of learning, attitudes & behavour. • Arts appreciated in English, Art, Music & PE. • Singing activities in assembly & choir with spiritual themes. • Human endeavour, determination & endurance celebrated & upheld to aspire to. • School vision & ethos clearly displayed around school & upheld by staff.	• RE curriculum covers moral themes from a spiritual /religious standpoint. • Assemblies with moral messages / opportunities for individual worship & reflection / spiritual or religious input. • Strong moral message of standing up to make change where necessary (slavery, philanthropists, trafficking, etc.) • Positive behaviour policy in place which upholds & rewards correct behaviour & attitudes. • School Vision &ethos communicates moral values & framework in which to function & learn in. • Right decisions, human endeavour, determination & working towards the good of others celebrated & upheld to aspire to. • Self & peer assessment techniques involve reflection of learning, attitudes & behavour. • Self & peer assessment techniques involve thinking critically, test outcomes & make moral choices. • Enterprise Project develops appreciation of what we have & how to meet the needs of others less well off. • English skills focus on character's motives, choices, points of view & moral dilemmas. • Esafety & Safety Curriculum.	• RE curriculum covers social themes from a spiritual /moral /religious standpoint. • Assemblies with social messages on behaviour, attitudes, justice, endeavour, ultruism, etc. / opportunities for individual reflection. • School Vision & ethos upholds the formation & use of social skills in which to function & learn. • After School Clubs – sporting & Arts focussed giving opportrnity for social participation, team work, etc. • School Environment provides opportunity for play, team games, co-operation, negotiation skills, etc. • Good relationships are modelled by staff & exhibited by children. • Speaking & Listening skills are valued & developed in all curricular areas & throughout school. • Play facilitated to promote good relationships, team, work, friendly competition & friendships. • Enterprise Project develops appreciation of what we have & how to meet the needs of others less well off. • Charity work (whole school & individually planned) has a social outworking & benefit. • Self & peer assessment techniques involve assessing own behaviour & attitudes as well as empathisng & reconciling differences.	• RE curriculum covers cultural themes from a spiritual /moral /religious standpoint. • Assemblies with cultural messages about beliefs, practices, respect, tolerance, / opportunities for individual reflection. • Our St Mary's VIPs ensures that children can consider excellent role models to aspire to often from underrepresented groups, such as BAME, women & Paralympians. • Links with the community & faith communities & partnerships with local schools. • Visits (physical & virtual) to places of worship. • After School Clubs which focus on cultural differences. • Whole school & individually planned charity work focuses on the needs of others, often from other cultures in physical need. • Enterprise Project develops appreciation of what we have & how to meet the needs of others less well off. • Local & National charity fundraising. • Global aspects of the Arts appreciated in English, Art, Music & PE. • In History, children appreciate the significance, impact & contribution of past & present cultures. • Children read Literature from different cultures. • Global awareness whole school events. • Differences & similarities recognised & celebrated in faith, ethnicity, disability, gender, sexuality & family backgrounds & situations. • Prejudices & discriminatory behaviour & stereotypes are challenged.

			• Zero tolerance of racist behaviour or attitudes not in line with British values. • School has an Equality & Diversity Policy & a Disability, Equality Action Plan in place.

Evidence

Spiritual	Moral	Social	Cultural
• Children show spiritual awareness, have a sense of wellbeing & are well developed emotionally • RE Curriculum • SIAMS Self Evaluation documentation • Collective Worship / assembly programme covering spiritial themes • Assembly display & Powerpoints • Visitor records from HT Reports to Governors • Visit records / virtual tour resources • School environment (generally plus outdoor classroom, graden areas, Friendship benches, etc.) • Forest School area • Residential & day visits records & risk assessment • Prayer / quiet areas in classroom • Prayer book & box • Certificates, prizes, rewards, Merits, Merit Board, Star Book, Child of the Day boards, etc. • Celebration Assembly Powerpoint • Work, displays, performances & assemblies showing celebration of festivals • Remembrance Day & WWI events • Self & Peer assessment resources used by teachers & in children's books • Learnometers • English, Art, Music & PE lessons where the Arts are appreciated, plus lesson observations • Choir after schoiol club • Performances, productions, church services, community events involving drama, singing, dance, etc. • Sports display • Assembly powerpoints involving sporting heroes, philanthropists, acts of heroism & endeavour • Aspire Day timetable & evaluation sheets • School Vision / displays & literature for parents • Website • SEAL, P4C, Circle Time resources & planning	• Children show a moral awareness, speak of their conscience & (mostly) make the right choices in terms of behaviour. • RE Curriculum • SIAMS Self Evaluation documentation • Collective Worship / assembly programme covering moral themes & lessons • Assembly display & Powerpoints on mraol themes, philanthropists, civil rights, democracy, prejudice & discrimination, anti-bullying, etc. • Prayer / quiet areas in classroom • Prayer book & box • Positive behaviour policy • Rainbow Rules & clas rules • Certificates, prizes, rewards, Merits, Merit Board, Star Book, Child of the Day boards, etc. • School Vision / displays & literature for parents • Aspire Day timetable & evaluation sheets • Self & Peer assessment skills regading behaviour • Children's work shows critical thinking & self assessment. • Enterprise Project planning, outcomes & events. • ESafety Week planning & children's outcomes. • Website	• Children show a social awareness, are aware of themselves & others & observe the etiquettes of pleasant social behaviour. • RE Curriculum • SIAMS Self Evaluation documentation • Collective Worship / assembly programme • Assembly display & Powerpoints covering social behaviour, social awareness of others & social responsibilities. • School Vision & ethos. • Break times. • Lunch times • After School Clubs • Opportunities for communication skills, speaking & listening, drama, presenting, Circle Time, SEAL, P4C, etc. • Support sessions, nurture groups, 1:1, etc. • Peer groups, buddy work between year groups & Merit Team meetings. • Transition preparation for secondary school. • Lesson observations & write ups. • Observation of relationships between adults & children & to each other. • Assembly participation & presentations by children. • Enterprise Project & charity event planning, organisation & presentation. • Roles & responsibilities involving working as a team & feeding back to others: lessons, group work, Junior Leadership Team, Merit Captains, Play Leaders, etc. • Self & Peer assessment skills regading behaviour & attiitudes towards others. • St Mary's is a Bully Free Zone resources & displays. • No Touch Rule resources & displays. • Friendship Charters. • Special events: discos, trips, residentials, sports days, mini-olympics, productions, charity / fundraising days & events, etc. • CPD, social events & celbrations for staff. • Community links & partnerships with other schools. • Positive feedback from visitors to the school, when on school visits & when we take part in community events.	• Children that are culturally aware, that value & celebrate their own as well as the culture of others. • RE Curriculum • SIAMS Self Evaluation documentation • Collective Worship / assembly programme covering historical & cultural themes & celebrates the culture of others • St Mary's VIPs documentation • Assembly displays & Powerpoints covering religious festivals, prejudice, Black History month, disability awareness, aid & need, charity work & Enterprise Project, etc. • Visits (real & virtual) to places of worship & visitors from different cultures. • Visits to & visitors from art galleries, theatres, libraries, music performances & museums. • MFL taught (French). • Sports participation in events & activities. • Music lessons • Global & Arts days & week events, displays, performances & activities. • After shool clubs, art, dance, songs, drama from other cultures • Variety of cultures refleted in Curriculum, Literature, Music & PE. • History celebrates aspects of our own culture as well as of others. • Sex Relationship Education recognises different family backgrounds & make ups. • Productions with settings in other countries & cultures. • Disability Awareness Day • Positive images of people from different cutures & backjgrounds around school. • Enterprise Project fociussing on the work of different charities working in different part of the world. • Individual & group projects organised by the children in response to needs. • Stereotypes are challenged as part of behaviour policy & curriculum. • Racist Incident Records & Head teacher's Reports to Governors.

Impact

Spiritual	Moral	Social	Cultural
• Children that are spiritually aware, have a sense of wellbeing & are well developed emotionally. • Children have the opportunity to develpp their own religious beliefs & respect those of others. • Children that can reflect on their own feelings, attitudes, efforts & behaviours. • Children that can empathise with the feelngs of others. • Stress free children that can relax, pause to consider & access peace. • Children that can find their own solutions to problems • Children who can access help from others. • Children who can celebrate their own & others' achievements • Children who aspire to reach their potential. • Children who have core values, a strong sense of morality & an understanding of right & wrong • Children have a strong sense of self worth, self confidence, resilience & determination to do well. • Children who are respectful of others, their differences, beliefs, opinions & backgrounds.	• Children that are morally aware, develop a sense of conscience & try their best to do the right thing. • Children show respect & care for adults & other pupils, particularly those who are vulnerable. • Children that can reflect critically on their own & other's behaviour & moral questions. • Children that can empathise with the feelngs of others by considering moral viewpoints. • Children that can find their own solutions to problesms by measuring up moral issues. • Children who can celebrate the achievements of others simply to build & encourage. • Children have a strong determination to work hard & do what is right beacuse they see it as a moral responsibility. • Children (mostly) get on with each other, there is no bullying & conflicts are resolved quickly.	• Children have a social awareness, are aware of themselves & others & observe the etiquettes of pleasant social behaviour. • St Mary's is a positive place to live & grow together in. • Children work & play well together in pairs, groups & teams. • Children show respect & care for adults & other pupils, particularly those who are vulnerable. • Children that can reflect critically on their social relationships & identify where things have gone wrong & offer solutions to resolve conflicts. • Children that can empathise with the feelngs of others & respect the viewpoints of others. • Children understand their place, contribution & responsibility as part of social groupings, the community & society as a whole. • Children (mostly) get on with each other, there is no bullying & conflicts are resolved quickly. • Children have good interpersonal skills & can speak confidently to each other & most adults as ambassadors for the school. • Children's sense of social responsibility leads them to help others. • Children contribute & know that theyhave a voice in school improvement. Children have responsibility & feel valued as a result.	• Children have a cultural awareness; they are aware of themselves & others, they recognise the unity of all & see differnce positively. • Children respect each other & work & play well together no matter what their differences. • Children have excellent role models to aspire to often from underrepresented groups, such as BAME, women & Paralympians. • Children have a good knowledge & understanding of their own culture as well as different countries & cutures around the world. • Children have some experience of the foods, art, dance, songs, music, stories, etc. from different countries & cultures. • Children have an appreciation of the Arts through participation & observation. • Children have an appreciation of PE & Sport through participation & observation. • Children have a good understanding & awareness of racism & prejudice & hold the people who changed situations & attitudes in high regard. • Children have a strong social awareness & feel a responsibility to help others less fortunate than themselves from other cultural backgrounds. They organise their own wide variety of charity events in response. • Children have a good knowledge & awareness of different religions & their practices. They show repsect for the beliefs, views & opinions of others who have a faith or no faith. • Children have a good understanding of Sex & Relationships (appropriate to their age group) & recognise different family backgrounds & make up. • Children have a good awareness of disability & different needs. They show a high level of respect, care & support for others. • There are no racist or homophobic incidents in the school.