



Windsor Park CE Middle School

Learning for Life
"Teach me good judgement and knowledge"
Psalms 119:66

SMSC (Spiritual Moral Social Cultural) Policy

Author:	K Bould
Date of issue:	March 2023
Review cycle:	Spring 1

RESPECT 'clothe yourself with compassion, kindness, humility, gentleness and patience'

RESILIENCE 'I can do anything through Christ who strengthens me'

RESPONSIBILITY 'for God gave us a spirit not a fear, but a power and love and self-control'

OUR VISION

Learning for Life

*“Teach me good judgement and knowledge”
Psalm 119:66*

As an inclusive Church of England school, who aim to provide transformational experiences for all God’s children within our care, the teachings of Jesus are at the heart of all we do. Whilst striving for excellence, we celebrate achievement in all its forms encouraging pupils and staff to live life in all its glory and flourish.

OUR MISSION

1. Encourage all children irrespective of background or ability to fulfil their God-given potential and flourish. Our broad and balanced curriculum takes a holistic approach to education ensuring that spirituality, emotional intelligence, physical development, academic excellence and social skills are developed creatively across a range of school subjects.
2. Deliver a safe space for children to develop philosophical and theological thinking through Religious Education as a core subject; delivering inspirational lessons which bestow upon pupils the skills to understand Christianity as a living and diverse faith, whilst teaching a knowledge and respect of other faiths and world views.
3. Value education in its widest sense; building on our history and Christian foundations, making the most of today in order that we can make even more of tomorrow and the days, weeks, months and years that lie ahead. This is Learning for Life: ‘teach me good judgement and knowledge’ Psalm 119:66
4. Foster respect for all God’s children; embracing difference and diversity and teaching all to live well together in an inclusive, welcoming community, supporting each other to remove or cross barriers and live with dignity and respect.
5. Reinforce the Christian values and beliefs that will make our children good people: kind, honest, forgiving and courageous.
6. Care deeply about our pupils’ and staff wellbeing and mental health, appreciating that it is the genuine quality of relationships that matter. We strive to support each other to flourish, achieving happiness and fulfilment.
7. Encourage our pupils to approach local and global communities with a deep sense of integrity, justice, responsibility and courageous advocacy; identifying and challenging injustice.
8. Collaborate primarily with St Mary the Virgin church to share the teachings of Jesus through inspirational collective worship. Develop, deliver and evaluate opportunities for pupils and adults to express spirituality through varied worship experiences.
9. Encourage and nurture exploration, creativity and compassion with unlimited and unbounded energy. At Windsor Park learning is not a spectator sport.

Our policy is based around the following key statements to empower pupils to:

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

The school is committed to offering students the opportunities to:

- identify, reflect on and explore experiences and distinguish between right and wrong.
- discuss moral issues develop and talk about their own attitudes and values.
- take responsibility for their own decisions.
- develop an understanding of social responsibilities and citizenship.
- celebrate a diversity of cultures.
- explore the fundamental British Values and respecting the values and beliefs of others.

The school aims to create an ethos which fosters the spiritual, moral, social and cultural development of all students. We recognise the importance of the academic, personal development and well-being of every child in our school. This includes recognising the importance of providing a range of opportunities for our pupils to respond to, that supports their spiritual, moral, social and cultural development with an understanding and an overview of teaching the Equality Act (2010) and including global education themes.

Spiritual Development

The school supports the process of acquiring positive personal beliefs and values as:

- an active basis for personal and social behaviour;
- for the consideration of the meaning and purpose of human existence;
- the seeking of answers to questions about the universe

The primary aim is to underline the spiritual concerns of humanity (including matters of life and death, the purpose of life, choices in life).

Spiritual development is experienced through many areas of the curriculum, as detailed in the final pages of this guidance in the SMSC audit.

Lessons aid students to gain insight into their own religious beliefs and loyalties, sort out their personal and spiritual values and practices so that they may take up their own spiritual allegiances.

Moreover, it contributes to the moral and social development of our young people, developing consideration for others, an appreciation of human rights and responsibilities and a concern for justice in society. Also, it develops in students a respect for the practices of different religious faiths and a sympathetic understanding of their underlying values and concerns. It develops acceptance and understanding for the variety of beliefs and the customs of the citizens of our world.

Opportunities exist in the school's curriculum that enable students by discussion to think about religion and appreciate the variety of faiths to heighten awareness of the spiritual dimension in our lives creating tasks

which question students and enable them to work out their own position on issues, both moral and religious.

Our vision of 'Learning for Life'; Teach me good judgement and knowledge – Psalm 119:66' highlights the importance that a good foundation of knowledge has on our student's spiritual journey, bringing them closer to God.

Spiritual development is further enhanced through the inclusion of our spirituality model which exists in cohesion with our worship model.

Our spirituality model has been created in line with the Church of England's Windows, Mirrors and Doors framework, but has been amended for the purposes of our bespoke vision and values. It ensures all students to have the opportunity to consider four key spiritual areas.

These include;

- 'Themselves' – When considering their own spiritual development students are given the tools to feel confident as an individual, and use the school values to enable them to flourish within themselves.
- 'Others' – When considering others, students are encouraged to show compassion and kindness for others.
- 'The World' – As students develop in their own spiritual development, they are encouraged to show respect and compassion for the wider world, and think about the differences they can make to others.
- 'Big Questions' – As students grow spiritually, they are encouraged to ask big questions about the wider world and the universe.

Our spirituality framework enables our students to develop and grow spirituality and morally building their love for and connection to God and his creation.

Moral Development

Moral Development:

- encourages students to develop fundamental precepts about behaviour and the reasons for behaviour.
- helps students to develop the skills and confidence to make decisions.
- gives students the confidence to listen to and respect the thinking of answers to questions about the universe.

The aims of curriculum work can be summarised as follows:

- to stimulate students into giving expression to their own moral beliefs and understanding.
- to challenge them into trying to justify their beliefs and understanding with reasons.
- to enable them to share with others their reflections, listen to others and struggle to resolve their disagreements.
- to help them apply their growing moral competence in the context of vocational experience and the workplace to facilitate the extending and generating of their moral reflections beyond their own immediate experience to national and international issues.

The role of the teacher has the following elements:

being alert to the moral dimensions of issues which are raised to students, or by the syllabus of the world of work, context and having the confidence to explore them the creation of materials and the setting up of activities and tasks for students, either alone or in groups putting questions into the discussion which challenge the positions students take and help them to think more deeply.

Social Development

Key moral issues at WPMS are:

- self-respect and integrity making right choices.
- doing the right thing managing conflict.
- telling the truth importance of trust and confidentiality.
- friendship loyalty to particular groups.
- personal judgement laws and their justification, civil rights and duties.
- the ethic of work human rights.
- our relation to the non-human world.

There is a planned programme of personal social, and citizenship education, which aims to develop student awareness of moral issues as well as fostering a sense of responsibility and community values.

Codes of conduct and expected standards of behaviour are discussed with students by the learning community staff, and if necessary, other senior staff.

Individuals are encouraged to participate in enrichment and extension activities outside of normal school timetable. An international perspective is encouraged through the school's active support of a variety of charitable organisations.

Effective communications are maintained between the school and parents to ensure students maximise their potential.

In many aspects of the curriculum, external speakers are used to expose the students to a variety of viewpoints and opinions. The emphasis is to allow students to take responsibility for their own actions and provide them with a solid base of information on which to build the kind of self-confidence and self-control expected from our students.

Cultural Development

Through cultural development students gain an understanding of those beliefs, values, customs, knowledge and skills that bond together to form cultures. Cultural Development is closely related to, and integrates, certain aspects of spiritual, moral and social development. The school reinforces the values and customs of society as a whole and celebrates diversity and multi-culturalism.

The cultural influences of home, community and religion are explored in order to extend the students' awareness and breadth of understanding. This is achieved through the formal curriculum, through extra-curricular activities and the value placed overtly on the students own cultural interests and achievements and the way in which they enrich their experiences of all aspects of culture.

The School seeks to provide an education, which not only develops and strengthens students' current awareness, but also allows them to develop new cultural insights by:

- avoiding cultural bias.
- promoting an appreciation of cultural diversity.

The school seeks to enhance the cultural development of students by way of:

- the academic curriculum.
- extra-curricular activities.
- incorporating students' own home influences into discussions.

Students should be able to:

- know about their own culture and society and value their own cultural identity.
- be aware of, and celebrate cultural diversity.
- understand the interdependence of groups within society.
- know about societies other than their own.
- Be aware of the principal ways in which different people interpret the world.

Teaching and Learning in SMSC at Windsor Park Middle School:

In the light of this we will ensure that the SMSC development of our pupils is promoted across the curriculum and in the wider life of the school by:

- Recognising the importance of our collective worship programme in supporting and encouraging SMSC development, including teaching the Equalities Act 2010 and aspects of global education.
- Planning and provision for introducing and teaching aspects of SMSC through Collective Worship using a range of resources.
- Providing a detailed long term plan covering all aspects of SMSC and detailing the curriculum intent for these and related areas, particularly Relationships, Health and Sex education. This plan is under constant review so that we can take into account our rapidly changing world and learning opportunities which arise under this heading
 - Providing an appropriate range of effective teaching and learning resources and strategies as above that enable pupils to reflect on and respond to the issues of SMSC importance and concern
 - Encouraging teachers to plan for and respond to opportunities to develop SMSC development and to ensure curriculum leaders have evidence of provision for SMSC education in their subject maintain a positive climate in school in which all are valued and respected and expected to make a positive contribution
 - Reviewing the effectiveness and impact of our policy and practice as part of our cycle of school improvement.

British Values

Promoting British Values at Windsor Park Middle School is very much committed to serving our community and recognises the multicultural, multi faith and ever-changing nature of our world in which we live. We also understand the vital role we have in ensuring that groups or individuals within the school, are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them. Windsor Park Middle School also follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Our staff are dedicated in preparing students for their adult life beyond the formal examined curriculum, and ensuring that we promote and reinforce British Values to all our students. We strive to promote and secure British values throughout our curriculum and ethos. This statement demonstrates our commitment not only to promoting British Values, but also celebrating and embracing them. The DfE have recently reinforced the need to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values of:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Acceptance of Different Faiths and Beliefs