

St. Clement's C. of E. Academy

SMCS Policy

Our vision is to inspire happy, **courageous**, independent, curious and creative, life-long learners. We aim for all to achieve their full potential, striving both academically and socially with **humility** and **dignity**.

We believe being anchored in Jesus Christ will guide us all with **hope**, **compassion** and **wisdom** in becoming successful members of a global community.

Learning for Life, Anchored in Christ

Reviewed on...07/07/22

Next review date –July 2024

ST. CLEMENT'S
C.OF E. ACADEMY



THE CHURCH
OF ENGLAND
BIRMINGHAM

1 Aims and objectives

1.1 At St Clement's Academy we strive to create a learning environment which promote 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. 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. The areas in which teachers they will meet SMSC objectives is presented as a yearly SMSC planning outline.

2 Spiritual Development

2.1 Definition-Spiritual development focuses on an individual's own personal beliefs and values and those of others and the resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and enjoy learning about themselves and this enables them to use imagination and creativity, reflect and to learn. See specifics in Spiritual Development Policy

2.2 Our learning environment and curriculum

Planned opportunities enable pupils to:

- Be curious and to express feelings of delight and wonder, (scientific investigations, new life, the global landscape)
- Empathise and consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in familiar stories)
- Consider how a belief can change people's lifestyles, (R.E, investigating communities and faiths, historical case studies)
- Discuss what they think they have achieved and what they need to do to be successful in the future, (self-assessment, target setting activities)

3 Moral Development

3.1 Definition- Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong, respecting the law, understanding consequences, investigating moral and ethical issues, offering reasoned views and having an understanding of British Values.

3.2 Our learning environment and curriculum

The classroom environment and curriculum promote moral development through:

- Codes of conduct and class charters, agreed with children and displayed in the classroom
- Clear and consistent rewards and sanctions that children understand, helped create 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, and studies of historical figures.
- The values of 'Self-Control' and 'Forgiveness' are taught and modelled throughout the school
- Working towards becoming a Rights Respecting School.
- Teaching of British values in lessons and worship

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, appreciate diverse viewpoints, participate, volunteer, collaborate, resolve conflict. Engage with the values of British democracy and to become a positive team member.

4.2 Our learning environment and curriculum

At St Clement's social skills are developed through:

- Modelling of positive social behaviour by all staff
- After school clubs
- Sporting activities
- Buddy and team games at play times and lunch times
- Turn taking and team building activities
- Pair and small group work within the classroom
- Working with others across the local community (local nursing homes, Mat schools, local sports Hub, Smurfit Kappa)

4.3 The values of 'Compassion', 'Service', 'Hope', 'Courage' and 'Dignity' and 'Humility' are taught and modelled throughout the school

5 Cultural Development

5.1 Definition -Cultural development enables learner's to develop an understanding and appreciation 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 and celebrating cultural diversity.

5.2 Our learning environment and curriculum

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.
- Learning about other cultures when raising money for charity (Christian Aid/Islamic relief)
- Children are taught to understand the lifestyles and choices made by the variety of different cultures and faiths that exist within the school, through focus weeks, parental involvement and PHSE. The environment also supports this.

8 Monitoring and review

8.1 The planning and coordination of SMSC are the responsibility of the RE subject leader and Pastoral manager, 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 staff meetings to explore identified values and the SMSC links that may exist within these.

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Appendix 1

Subject	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
RE	<p>By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews</p> <p>By asking and responding to questions of meaning and purpose</p> <p>By considering questions about God and evaluating truth claims</p> <p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life</p>	<p>By exploring morality including rules, teachings and commands such as The ten commandments, the sayings (hadith) of Muhammad, By investigating the importance of service to others in Sikhism, Hinduism and Buddhism By exploring religious perspectives and responses to evil and suffering in the world</p> <p>By asking questions about the purpose and meaning of reconciliation and salvation e.g exploring Yom Kippur, Easter story</p>	<p>By exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence</p>	<p>By exploring similarities and differences between faiths and cultures</p> <p>By learning about UK saints and the school linked saint</p> <p>By engaging with text, artefacts and other sources from different cultures and religious backgrounds</p>
Maths	<p>By making connections between pupils' numeracy skills and real life; for example, pie charts could compare how a child in Africa spends her day with how children in the UK spend their time.</p> <p>By considering pattern, order, symmetry and scale both man made and in the natural world</p>	<p>By engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people?</p> <p>By reflecting on data that has moral and ethical implications; for example pupils might consider the difference in amounts of money spent on non-essentials compared with food aid/water aid or how many children have access to education in different countries across the world.</p>	<p>By the sharing of resources within the classroom, the negotiating of responses and group problem solving</p> <p>By analysing social data e.g. poverty, bullying</p>	<p>By asking questions about the history of maths: for example, 'What do the Egyptians/Romans discover that we still use in maths today?'</p>
Literacy	<p>In responding to a poem, story or text; pupils can be asked 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?'</p> <p>By appreciating the beauty of language</p>	<p>By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills.</p> <p>By considering different perspectives.</p>	<p>By supporting conceptual and language development through an understanding of and debates about social issues</p> <p>By providing opportunities for talk in a range of settings</p>	<p>By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell'</p> <p>By providing opportunities for pupils to engage with texts from different cultures</p>
Science	<p>By demonstrating openness to the fact that some answers cannot be provided by Science.</p>	<p>By offering pupils the chance to consider the wonder of the natural</p>	<p>By using opportunities during Science lessons to explain how to keep other</p>	<p>By asking questions about the ways in which scientific</p>

	By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.	world and the inventions which have made the world a better place. By considering that not all developments have been good because they have caused harm to the environment and to people.	people safe and how they might protect a younger or vulnerable young person. By exploring the social dimension of scientific advances e.g. environmental concerns, energy processes	discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions
Humanities	<p>History- By considering how things would be different if the course of events had been different; for example what difference would it have made if the Normans had not been successful in 1066? By looking at local history and investigating the reasons why there is a landmark, building or museum.</p> <p><i>Geog- By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world. By making links with history when exploring the environment and speculating on why the landscape is as it is. By comparing their lives with pupils living in other countries or other part of the UK.</i></p>	<p>By exploring the results of right and wrong behaviour in the past By considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice? <i>Geog- By considering how people treat the environment; posing questions such as, 'How are we changing our surroundings – are some things for the better and others for the worse?' Who benefits and who suffers? What should be our personal response to these? Who should look after our environment? By working towards an Eco School status</i></p>	<p>By giving the trigger for discussions about how groups and communities organised themselves in the past. By considering questions about social structure in the past.; for example, What might pupils say about the rights of children in earlier times? Is it important that society looks after young children? Are there people who still don't get a fair deal? <i>Geog- By providing positive and effective links with the wider community, both locally and through linking with other schools with different demographics both in the UK and globally By considering social responsibility e.g care for the environment, impact of traffic on the local area.</i></p>	<p>By exploring local history and under researched history and history around us By taking pupils on visits to heritage sites Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values <i>Geog- By making links with other countries through schools linking and cultural theme days. By exploring cultures that have had, and still have an impact on the local area.</i></p>
Art & DT	<p>ART-By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena e.g. environment art/ sunset By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey. By allowing pupils to show what they know through their own expression of big ideas about life e.g. morality, ethical issues. By promoting the process of 'reviewing and evaluating'; <i>DT- By enjoying and celebrating personal creativity By reviewing and evaluating created things</i></p>	<p>By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture. By responses to and use of visual images to evoke a range of emotions <i>DT- By raising questions about the effect of technological change on human life and the world around them</i></p>	<p>By sharing of resources. By exploring art as a powerful social tool e.g. in advertising, in representing particular groups <i>DT- By exploring dilemmas that individuals may face and developing practical solutions to these problems</i></p>	<p>By experiencing a wide range of creative media from around the world. By developing aesthetic and critical awareness <i>DT- By considering cultural influences on design By asking questions about functionality vs aesthetics</i></p>

PHSE	<p>By developing awareness of and responding to others' needs and wants</p> <p>By exploring meaning and purpose for individuals and society</p> <p>By developing resilience and inner strength</p>	<p>By exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone flourishes.</p> <p>By making explicit links to the school's distinctive ethos as a church school.</p>	<p>By helping pupils to engage in a democratic process for agreeing the rules for community life.</p> <p>By creating opportunities for pupils to exercise leadership and responsibility; pupils might be asked 'Why do we think this important?' 'What could we do about it?' 'Who would like to take it further?'</p>	<p>By exploring how different cultures can offer great insights into how we lead our lives</p> <p>By providing pupils with opportunities to make choices about some aspects of classroom and school life</p>
PE	<p><i>By delighting in movement, particularly when pupils are able to show spontaneity</i></p> <p><i>By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative. By being aware of one's own strengths and limitations</i></p>	<p><i>By discussing fair play and the value of team work.</i></p> <p><i>By developing qualities of self-discipline, commitment and perseverance</i></p> <p><i>By developing positive sporting behaviour</i></p>	<p><i>By developing a sense of belonging and self-esteem through team work</i></p> <p><i>By developing a sense of community identity through taking part in inter school events</i></p>	<p><i>By learning about the history of sport, and where they originate from</i></p> <p><i>By making links with national and global sporting events such as the World Cup and the Olympics</i></p> <p><i>By exploring rituals surrounding sporting activities</i></p>

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