



Our Vision and Values

The Christian values of love and compassion for others, kindness, tolerance and respect are at the heart of our learning journey together as the Unity Federation.

We believe that learning should be creative, innovative, inspiring and irresistible.

Staff, parents, governors, children and the local community all play their part in our learning and in achieving excellence in everything we do.

Spiritual Moral Social and Cultural Policy

Introduction

The Unity Federation of Church of England Primary Academies promotes a Christian ethos, following and promoting the teachings of Jesus, whilst recognising that not all of its members will be practising Christians. We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the creative curriculum.

The integrity and spirituality of pupils from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views. All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families promoting our Federation vision that we 'all play their part in our learning and in achieving excellence in everything we do'.

The school community will be a place where pupils can find acceptance for themselves as unique individuals, 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. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide 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.

Aims

- to ensure that everyone connected with the school is aware of our values and principles
- 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:

- sustain their self-esteem in 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
- recognise and reflect on Christian approaches to Spiritual Development.

Moral development

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

- recognise the unique value of each individual
- recognise the challenge of Jesus' teaching
- 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
- distinguish between right and wrong
- show respect for the environment
- make informed and independent judgments.

Social Development

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

- develop an understanding of their individual and group identity
- learn about service in the school and wider community
- begin to understand the Christian imperative for social justice and a concern for the disadvantaged.

Cultural Development

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

- recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society

- recognise Christianity as a world faith
- 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 across all curriculum areas, within activities that encourage pupils to recognise the spiritual, moral, social and cultural dimensions 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.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions and circle time will give pupils opportunities to:

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

All curriculum areas provide opportunities to:

- listen and talk to each other
- learn an awareness of treating all as equals
- agree and disagree
- take turns and share equipment
- work cooperatively and collaboratively.

Links with the wider community

- visitors are welcomed into school
- links with the Church are fostered through strong links with the local churches and the Diocesan Board of Education through the Federation's Diocesan Schools Support Officer
- the development of a strong home-school link is regarded as very important, enabling parents/carers and teachers to work in an effective partnership to support the pupil
- pupils will be taught to appreciate their local and global environment and to develop a sense of responsibility

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

- the Executive Head Teacher undertaking an SMSC review with a lead governor each year (see website for reviews).

- Heads of School collating SMSC / Ethos Folders to record examples – these are monitored as part of our annual cycle by the governors.
- the policy will be reviewed every two years by the Full Governing Body

The Federation SMSC policy (above) fully supports and implements the 'Fundamental British Values' described by the Department for Education (November 2014) in that ' Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs' *and that* our policy also demonstrates 'how (we) are meeting the requirements of section 78 of the Education Act 2002, in (our) provision of SMSC'.

Agreed on 30th August 2017

A handwritten signature in black ink that reads "Clive G. Wyke". The signature is written in a cursive style with a horizontal line underneath the name.

Review date: August 2017

