

*'...those who hope in the LORD will renew their strength.
They will soar on wings like eagles; they will run and not grow weary,
they will walk and not be faint.'* Isaiah 40:31



SMSC Development Policy

St Laurence in Thanet Church of England Junior Academy

(Multi Academy Trust Policy)



Our school offers a supportive, inclusive, nurturing and inspiring learning environment where each member is known by God, loved and empowered to reach their full potential. Children are encouraged through an aspirational and engaging curriculum to develop their knowledge, skills and character so that they can truly flourish, both now and into the future.

This set of values is reflected in all our policies.

Joy **Hope** Forgiveness **Love** Resilience

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Approved by: S Graham

Date: 26.5.22

connect | nurture | aspire | learn | excel | hope

Introduction

At St Laurence Church of England Junior Academy, we strive to create a learning environment which promotes respect, diversity and self-awareness and helps our children to be successful, confident learners and responsible citizens. We recognise the importance of both academic and personal development and our duty to provide a range of support for children to develop these skills. This includes allowing and supporting pupils in their Spiritual, Moral, Social and Cultural development (SMSC). SMSC challenges us as a school to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide.

Spiritual Development

Spirituality concerns a person's awareness and relationship with themselves, with others, with God (or the transcendent), and with nature and the environment. These four elements form the basis of our work with children in developing a strong sense of spirituality.

Our pupils show their spiritual development by:

- experiences of awe and wonder in all that is around them
- when they engage in building positive relationships with others
- in their care for living things and natural around them
- their ability to be reflective and explain their thoughts, beliefs and perspective to others regardless of differences
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of creativity of their imagination in their learning and play

At St Laurence C of E Junior Academy, we promote spiritual development through our curriculum and environment by:

- Have a wide range of experiences through their learning, including creative arts such as music and drama.
- Use role play and restorative justice to reflect on the situations of others
- Reflect on the wonders of the world around them and be curious about their surroundings
- Experience a love of learning through our curriculum and extra opportunities such as trips, clubs and visitors into school
- Have time and space to reflect daily (through acts of worship, prayer corners in classrooms and our Peace Garden).
- Develop a strong sense of self, allowing the children to think about who they want to be, what they want to achieve and what they need to do to meet their goals.
- Begin to develop their own belief system, religious or not and to being to express and compare those beliefs.
- Be guided by our school Christian values.

We are committed to:

- Developing our pupils awe and wonder and promoting curiosity, imagination and creativity,
- Helping everyone in our school community to celebrated ourselves as individuals and foster common human values.
- Celebrating religious and non-religious beliefs and values that we value as part of our identify and to encourage respect for others beliefs.

Moral Development

Moral development refers to the ways we distinguish right from wrong as we grow and mature.

Our pupils show their moral development by:

- Understanding the consequences of their behaviours, actions and choices.
- Recognising right and wrong and to apply that knowledge in their own lives
- Their ability to understand and accept the viewpoints of others on moral and ethical issues

At St Laurence C of E Junior Academy, we promote moral development through our curriculum and environment by:

- Having a clear school behaviour policy with our 3 simple rules – be safe, be ready, be respectful.
- Having clear and consistent rewards and sanctions that the children understand and feel are fair.
- Modelling our school values of joy, love, hope, forgiveness and resilience.
- Helping the children to develop their own moral compass by learning about different faiths, including Christianity.
- Using bible stories and parables – such as our school parable of the lost sheep- to explore moral issues.

We are committed to:

- Solving our differences in calm non-violent ways
- Helping others whenever we can – rejecting bullying, dishonesty, violence and discrimination.
- Respecting the rights, beliefs, opinions and property of others, even when they differ from ours.
- Being truthful and honest

Social Development

Social development is about improving the well-being of every individual in a community so they can reach their full potential, working effectively together as a whole. The success of any community is linked to the well-being of each and every pupil.

Our pupils show their social development by:

- Utilising a range of social skills in different contexts i.e. working with children from other backgrounds and faiths.
- Participating in range of social settings, cooperating and working well with others, resolving conflict if and when they arise.
- Engaging with fundamental British values - democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

At St Laurence C of E Junior Academy, we promote social development through our curriculum and environment by:

- All staff modelling positive social behavior
- Outdoor learning opportunities – Forest School, Outdoor learning day, Gardening Club, Fieldwork week
- Explicitly modelling the school values – joy, hope, forgiveness, love and resilience.
- Offering a wide range of afterschool clubs, sports competitions and other opportunities
- Good classroom practice – talk partners, shared group work, turn taking and team building activities.
- Working with other communities – Aquila networks, BRESIC, feeder infant schools.

We are committed to:

- Fostering team building skills and qualities in our pupils, helping them to develop their own self-confidence, co-operation, sensitivity and reliability to others.
- Teaching the pupils to take responsibilities for themselves, others in school and our wider community.

Cultural Development

Cultural development enables our pupils to develop an understanding 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 cultural diversity.

Our pupils show their cultural development by:

- Willingness to participate in school opportunities – artistic, sporting and cultural
- An understanding of different cultures in the school community and larger afield
- Understanding and appreciating a wide range of cultural influences that shape us
- Having knowledge of democracy and our British democratic system

At St Laurence C of E Junior Academy, we promote cultural development through our curriculum and environment by:

- Challenging stereotypes when learning about historical concepts and using historical texts
- Ensuring our resources reflect a broad range of cultures, nationalities and skin tones.

- Teaching the pupils to understand different lifestyle and culture choices
- Immersing ourselves in a range of stories, lifestyles, customs for different cultures
- Inviting visitors from different communities into school
- Theological discussion in RE and collective worship, promoting a deep understanding and tolerance of other faiths and cultures within our school community
- Celebrating the richness of culture and tradition

We are committed to:

- Promoting an understanding and appreciation of our own cultural heritages and encouraging sharing and appreciation of other people's cultural traditions.
- celebrating the richness of culture and tradition

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- The planning and coordination of SMSC are the joint responsibility of SLT, the leader for Collective Worship and the leader for RE.
- SMSC is monitored by our church representative and Governor. Analysis of this information identifies strength in practice and next steps for improvement.
- This policy will be reviewed every three years and monitored by the Governing Body.
- Audit of policies and Schemes of Work.
- Pupil voice and School Council
- Sharing of classroom work and practice.
- Audit of Collective Worship policy and practice.
- Regular inclusion on School Improvement Plan.

Mathematics			
We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
<p>By making connections between pupils' mathematical skills and real life; for example, Census day.</p> <p>By considering pattern, order, symmetry and scale in both the manmade and 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, Fairtrade fortnight</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. data from Census day looking at the differences in housing status</p>	<p>By asking questions about the history of maths; for example, 'what did the Greeks discover that we still use in maths today?</p>
English			
We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
<p>'How would you feel if you were the person in the story?'</p> <p>'Where have you met these ideas before?'</p> <p>By appreciating the beauty of language.</p> <p>Through drama, allowing for insight, self-expression, and the chance to walk in someone else's shoes e.g. different characters from fairy tales, soldiers from the trenches.</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 expressing what it feels like to be wronged and what remedies might make things better for the injured e.g. during Anti-Bullying Week.</p>	<p>By supporting conceptual and language development through an understanding of and debates about social issues e.g. the use of social media.</p> <p>By providing opportunities for talk in a range of settings, especially through the 'Talk partners approach and sharing work.'</p> <p>By exploring similarities and differences and how respect for others can be expressed.</p> <p>By building self-esteem and encouraging self-worth.</p> <p>Performances such as nativity plays, Easter play and end of Year celebrations.</p>	<p>By providing opportunities for pupils to engage with texts from different cultures e.g. creation stories from around the world, myths and legends, poems from other cultures etc.</p> <p>By taking different roles from other backgrounds.</p> <p>By using different dramatic conventions to encourage empathy.</p>

Science			
We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
<p>By demonstrating openness to the fact that some answers cannot be provided by Science.</p> <p>By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.</p>	<p>By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place.</p> <p>By considering that not all developments have been good because they have caused harm to the environment and to people.</p>	<p>By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable young person.</p> <p>By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes.</p>	<p>By asking questions about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Christian, Egyptian and Muslim traditions.</p>
French			
We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
<p>By exploring the beauty of languages from around the world.</p> <p>By exploring the way language is constructed.</p>	<p>By helping pupils to have an accurate and truthful understanding of the French culture.</p>	<p>By learning the skill of communicating in different ways.</p> <p>By exploring different social conventions e.g. forms of address</p>	<p>By appreciating the language and customs of others.</p> <p>By exploring the literature and culture of other countries.</p> <p>By taking part in cultural occasions.</p>
History			
We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
<p>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 Romans had not invaded Britain or if the Normans had not been successful in 1066?</p>	<p>By exploring the results of right and wrong behaviour in the past</p> <p>By considering some of the characteristics of people who have had a bad influence and caused suffering to others. By going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if...?'</p>	<p>By giving the trigger for discussions about how groups and communities organised them-selves in the past e.g. Romans.</p> <p>By considering questions about social structure in the past. For example: What might pupils say about the rights of children in Sparta?</p> <p>By encouraging pupils to talk to their parents and grandparents.</p>	<p>By exploring the history of Kent and history around us in Ramsgate.</p> <p>By investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian influence on British culture.</p> <p>By taking pupils on visits to heritage sites e.g., Dover Castle.</p>

Geography			
We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
<p>By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world.</p> <p>By making links with history when exploring the environment and speculating on why the landscape is as it is i.e. in the local area study.</p> <p>By comparing their lives with pupils living in other countries or other parts of the UK.</p>	<p>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?</p>	<p>By providing positive and effective links with the community.</p> <p>By considering social responsibility e.g. care for the environment.</p>	<p>By making links with other countries through schools linking and cultural themes.</p> <p>By exploring cultures that have had and still have an impact on the local area.</p>
R.E.			
We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
<p>By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and world views.</p> <p>By asking and responding to questions of meaning and purpose.</p> <p>By considering ‘big questions’ about God, Identity and Community</p> <p>Through engaging in theological and philosophical debate</p>	<p>By exploring morality including rules, teachings and commands.</p> <p>By investigating the importance of service to others.</p> <p>By exploring religious perspectives and responses to evil and suffering in the world and through asking philosophical questions.</p> <p>By asking questions about the purpose and meaning of reconciliation and salvation e.g. exploring Yom Kippur.</p> <p>Through thinking about the impact of religion on individuals.</p>	<p>By exploring the qualities which are valued by our school through our core values joy, love, hope, forgiveness, resilience.</p> <p>Through thinking about the impact of religion on communities.</p> <p>By asking questions about the social impact of religion at an age appropriate level.</p>	<p>By exploring similarities and differences between faiths and cultures – Christianity, Judaism, Islam, Sikhi, Hinduism and non-faith</p> <p>By considering in particular different cultural expressions</p> <p>By learning about UK Saints, especially through celebration of these in worship.</p> <p>By engaging with text, artefacts and other sources from different cultures and religious back-grounds.</p> <p>Through thinking about the impact of religion on communities</p>

PSHE			
We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
<p>By developing an 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 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 what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives.</p> <p>By making explicit links to the school's distinctive ethos.</p>	<p>By helping pupils to engage in a democratic process for agreeing the rules for community life e.g. creating class expectation, voting in school council and eco warriors.</p> <p>By creating opportunities for pupils to exercise leadership and responsibility through school council, Eco warriors, suggestion boxes, termly meetings, reporting to Governors.</p>	<p>By exploring how different cultures can offer great insights into how we lead our lives.</p>
Art and Design			
We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
<p>By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena.</p> <p>By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey.</p> <p>By allowing pupils to show what they know through their own expression of big ideas about life e.g. ethical issues.</p>	<p>By exploring how emotions and feelings are expressed through painting, sculpture and architecture.</p> <p>By responses to and use of visual images to evoke a range of emotions.</p>	<p>By sharing of resources.</p> <p>By exploring social conflict and resolution.</p> <p>By exploring art as a powerful social tool e.g. in advertising, in representing particular groups.</p>	<p>By experiencing a wide range of creative media from around the world.</p> <p>By developing aesthetic and critical awareness at an age appropriate level.</p>

Music			
We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
<p>By allowing pupils to show their delight and curiosity in creating their own sounds.</p> <p>By making links between their learning in R.E., Geography etc. with music being played e.g. Christmas Carol.</p> <p>By considering how music makes one feel and can 'move us' deeply.</p>	<p>By exploring how music can convey human emotions such as sadness, joy, anger, etc.</p> <p>By appreciating the self-discipline required to learn a musical instrument e.g. all learning string instruments such as the ukulele.</p>	<p>By exploring how an ensemble or orchestra works together.</p> <p>By discussing and experimenting with what would happen if musicians in a band/group didn't cooperate.</p> <p>By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax.</p> <p>Singing & music lessons. Extra-curricular Singing Club. In house musical performances</p>	<p>By giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing in each worship and for longer periods on a Tuesday each week.</p> <p>By encouraging pupils to listen and respond to traditions from around the world.</p> <p>By appreciating musical expression from different times and places.</p>
Design and Technology			
We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
<p>By enjoying and celebrating personal creativity.</p> <p>By reviewing and evaluating created things.</p>	<p>By raising questions about the effect of technological change on human life and the world around them.</p>	<p>By exploring dilemmas that individuals may face and developing practical solutions to these problems.</p>	<p>By considering cultural influences on design.</p> <p>By asking questions about functionality versus aesthetics.</p>

Computing			
We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
<p>By wondering at the power of the digital age e.g. use of the internet.</p> <p>By understanding the advantages and limitations of ICT.</p> <p>By using the internet as a gateway to big life issues.</p>	<p>By exploring the moral issues surrounding the use of data.</p> <p>By considering the benefits and potential dangers of the internet.</p> <p>By considering the vision of those involved in developing the web - Internet Safety Day</p>	<p>By links through digital media services with other schools and communities.</p> <p>By highlighting ways to stay safe when using online services and social media.</p> <p>By being prepared to work with technology to forge new relationships.</p> <p>By discussing the impact of ICT on the ways people communicate e.g. Skype, Social Media.</p>	<p>By exploring human achievements and creativity in relation to worldwide communications.</p> <p>By developing a sense of awe and wonder at human ingenuity.</p>
P.E.			
We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
<p>By delighting in movement, particularly when pupils are able to show spontaneity.</p> <p>By taking part in activities such as dance, games and gymnastics which help pupils to become more focussed, connected and creative.</p> <p>By being aware of one's own strengths and limitations through swimming lessons, participation in Sports Day.</p>	<p>By discussing fair play and the value of team work.</p> <p>By developing qualities of self-discipline, commitment and perseverance.</p> <p>By developing sportsmanship e.g. through shaking the hand of a competitor at the end of an event, regardless of the result.</p>	<p>By developing a sense of belonging and self-esteem through team work to create a dance, participate in a race etc.</p> <p>By developing a sense of community identity through taking part in inter-school events.</p> <p>By offering a variety of extra-curricular sporting activities that are cross year group, enabling pupils to work together in a variety of different groupings and contexts.</p>	<p>By learning about the history of sport and where they originate from e.g. The Olympics when studying the Greeks.</p> <p>By making links with national and global sporting events such as the World Cup and the Olympics.</p> <p>By exploring rituals surrounding sporting activities e.g. medal ceremonies, learning and singing the national anthem.</p>