



### **Our approach to SMSC:**

At Frimley Church of England School, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The school will help the pupil to develop an inner discipline and will encourage pupils to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and believing in the choices that they have made. They will want to be honest with themselves. When planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PSHE, RE and Circle Time activities.

*'Spiritual, moral, social and cultural opportunities are strong.'* SIAMS 2016

The 6 values at Frimley underpin everything at Frimley, including our approach to SMSC; these are the values we promote and encourage children to live by. Through both our 6 values and the promotion of British Values, children at Frimley are able to explore their own beliefs and to develop in their own understanding of SMSC.

*'Pupils have a genuine understanding of the school's values and know how these help them to develop their personal skills as well as their learning skills.'* Ofsted 2018

*'The school's core values are well embedded into the life of the school. They make a significant contribution to the high quality of relationships throughout the school community and a positive impact on the children's learning. Children are clear that the values have a central place in the life of the school.'* SIAMS 2016.

### **Jigsaw- PSHE approach**

The approach we use for PSHE teaching, Jigsaw, 'provides a structured programme of personal development to nurture the 'whole child' and increase learning capacity, underpinned by mindfulness philosophy and practice. Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's spiritual, moral, social and cultural (SMSC) development and this is clearly mapped and balanced across each year group.' SMSC and Emotional Literacy domains in Jigsaw 2<sup>nd</sup> Edition document.

### **Pupil Voice**

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school.

*'Pupils love their school. They particularly like the broad range of opportunities they have to make their opinions known through the various pupil committees that exist.'* Ofsted 2018

Our school council system is made up of; a head boy and head girl, ambassadors, a learning team, a well-being team, a sports team, a worship team, digital leaders and an environmental team. Within these teams children have a chance to monitor what is going on in school and to have their say in how to improve Frimley.

## **Spiritual Development**

We have a shared definition of spirituality:

Spirituality is being able to reflect on what we believe and experience, and to consider how this affects our lives.

Children are encouraged to develop their own spirituality throughout the curriculum. This is through the use of Windows, Mirrors and Doors:



Windows- giving children opportunities to become *aware* of the world in new ways; to **wonder** about life's 'Wows' (things that are amazing). In this children are learning *about* life in all its fullness.



Mirrors- giving children opportunities to *reflect* on their experiences; to **meditate** on life's big questions and to consider some possible answers.



Doors- giving children opportunities to *respond* to all of this; to **do** something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to *live* by putting into action what they are coming to believe and value.

Planned opportunities for spiritual development in all subjects can be seen across the school and children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

These can occur during any part of the school day, eg. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

## **Moral Development**

At Frimley Church of England School we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

### **Our school develops pupil moral development by:**

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

Teachers always discuss with their classes a charter for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through Collective Worship, Religious Education, nurture sessions and PSHE sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers, Star of the Week and other means that highlight both academic and social achievements (please refer to our Behaviour Policy).

### **Social Development**

At Frimley Church of England School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

### **Our school develops pupil social development by:**

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, enrichment days, values days, school council team meetings and events, residential experiences, school productions and many other opportunities.
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community

### **Cultural Development**

Children are made aware of the diversity of other cultures both within modern Britain and throughout the world. This is done through music, PE, art and many other curriculum areas and is shown in our planning. Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

### **Our school develops pupils' cultural development by:**

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc.