

Sunfield Children’s Home and School School SMSC Policy	
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CONTENTS:

	Page
1. Our Vision	2
2. Our Values	2
3. Spiritual	2
4. Moral	3
5. Social	3
6. Cultural	3
7. MONITORING ARRANGEMENTS	4
8. LINKS WITH OTHER POLICIES AND DOCUMENTS	4

1. Our vision

That each individual has the potential to shape their own future through experiencing meaningful relationships with universe, earth and people.

2. Our values

We value inclusive learning and living activities that integrate practical activity, thinking and our emotions.

We value mutual respect and we strive to understand all people's differences and uniqueness.

We value the capacity for re-imagination present in all people, towards positive change and development.

We value openness, goodwill, tolerance and treating individuals with dignity and respect.

We provide students with holistic learning by role modelling positive relationships in the fields of crafts, the arts, commerce, agriculture, nutrition, living skills and the environment.

By immersing students within the practical, cognitive and emotional aspects of our curriculum, students learn to care for their own well-being and development and overcome their barriers to learning. This is so students learn to recognise their capabilities and positively contribute to society, which is continuously celebrated through cultural events and festivals for staff, students and the wider community.

The curriculum at the school is inspired by Aonghus Gordon using the insights of Rudolf Steiner, John Ruskin and William Morris. Ruskin Mill Trust works with hand, head, heart and place to provide students with the tools to transform material and in doing so transform themselves. In this way students come to recognise themselves and others, they develop self and social awareness and are empowered to achieve and make positive contributions to society at large, giving back in a self-directed, productive and enjoyable way.

"Fine art is that in which the head, the heart and the hand of man go together"

John Ruskin

At Sunfield Children's Home and School, we understand our statutory duty to encourage pupils' SMSC development. We recognise that every child has a valuable contribution to make to the life of our school. The spiritual, moral, social and cultural elements of our student's development are inter-related and embedded throughout our unique curriculum. Although we separate these elements for the purpose of identifying where they occur, it should not be forgotten that there is much overlap between them, not least in respect of spirituality and its links to pupils' attitudes, morals, behaviour in society and cultural understanding.

We seek to create a cohesive, compassionate community, in which children can develop relationship skills, emotional literacy, health and wellbeing.

3. Spiritual

The school will:

- ✓ give children the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives
- ✓ encourage children to explore and develop what interests themselves and others
- ✓ encourage children to reflect and learn from reflection
- ✓ encourage children to develop a coherent sense of self within time
- ✓ give children the opportunity to understand human feeling and emotions, the way they affect people and how and understanding of them can be helpful
- ✓ develop a climate or ethos within which all children can grow and flourish, respect others and be respected

- ✓ accommodate difference and respecting the integrity of individuals
- ✓ use teaching styles which *Value questions and give children space for their own thoughts, ideas and concerns*
- ✓ *enable children to make connections between aspects of their learning*
- ✓ *encourage children to relate their learning across the curriculum—asking ‘why?’, ‘how?’ and ‘where?’ as well as ‘what?’*
- ✓ Monitor the provision

4. Moral

The School will:

- ✓ provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- ✓ prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria
- ✓ give children opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, kindness, truth, justice, equality of opportunity, right and wrong
- ✓ Developing an open and safe learning environment in which children can express their views and practise moral decision-making
- ✓ model fairness, integrity, respect for people, children’s welfare, respect for minorities, resolution of conflict, keeping promises
- ✓ recognise and respecting the codes and morals of the different cultures represented in the school and wider community
- ✓ encourage children to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour
- ✓ provide models through literature, science, arts, and assemblies
- ✓ reinforce the Trusts values through images, posters, classroom displays,

5. Social

The School will:

- ✓ identify key values and principles on which school and community life is based
- ✓ foster a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish
- ✓ encourage children to work co-operatively
- ✓ encourage children to recognise and respect social differences and similarities
- ✓ provide positive whole school experiences – for example, through assemblies, productions and festivals
- ✓ help children develop personal qualities which are valued for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect
- ✓ help children to challenge, when necessary and in appropriate ways, the values of a group or wider community
- ✓ enable children, where possible, to understand and debate social issues
- ✓ provide opportunities for engaging in the democratic process and participating in community life
- ✓ provide opportunities for children to exercise leadership and responsibility
- ✓ provide positive and effective links with the world of work and the wider community

6. Cultural

The School will:

- ✓ provide opportunities for children to explore their own cultural assumptions and values
- ✓ address discrimination on the grounds of race, religion, gender, sexual orientation, disability age and other criteria and promoting racial and other forms of equality
- ✓ recognise and nurture particular gifts and talents
- ✓ provide opportunities for children to participate in festivals and cultural events and encourage children to reflect
- ✓ develop partnerships with outside agencies and individuals to extend pupils’ cultural awareness
- ✓ reinforce the school’s cultural values through displays, assemblies, drama and exhibitions etc.

- ✓ auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum

7. MONITORING ARRANGEMENTS

This policy and information report will be reviewed by the Trustees every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Executive Team.

LINKS WITH OTHER POLICIES AND DOCUMENTS

Behaviour Management Policy

PSHCE Policy

Curriculum Policy

Safeguarding Policy

SRE Policy