



Social, Moral, Spiritual and Cultural (SMSC) Policy

SEPTEMBER 2020

Oasis Academy Putney Primary School

SMSC Policy

This policy is carried out within the context and spirit of the school's vision for excellence. It supports and reinforces the aims of Oasis Academy Putney, valuing all pupils equally and as individuals. All staff work together to create a happy, challenging, stimulating and caring environment in which pupils can enjoy their time at school and celebrate their achievement.

The school strives to build a community which encourages all its members to develop a healthy respect for each other. In addition, we provide a happy, stimulating and caring environment where there are opportunities, encouragement and stimuli to develop each pupils to their full potential.

This policy relates to the whole life of the school and its role in promoting spiritual, moral, social and cultural development (SMSC) by the example set by adults in the school and the quality of relationships they adopt.

Vision statement

Building on a foundation Academy's Vision "**Together we learn, grow and achieve**", we inspire and equip our children to acquire confidence, encouraging a thirst for lifelong learning.

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1. Values Education

We believe that values education has a crucial role in education. We believe that if the values education underpins everything we do, then it will not only enhance the quality of teaching and learning, but will support the pupils to make a positive contribution to the development of a fair, just and civil society.

Our school has chosen 9 Habits "as a statement of who we are, and it is an expression of our character."

- compassionate
- honest
- self-controlled
- hopeful
- considerate
- humble
- patient
- forgiving
- joyful

We actively teach and promote by:

- staff modelling the values through their own behaviour;
- our school actively encouraging parents to promote the value (through e.g. newsletters);
- the discreet teaching of the meaning of the value during RE lessons and assemblies.

2. British Values

The DfE has reinforced the need “to create and enforce a clear and rigorous expectation on all schools to 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.”

Democracy

What we teach:

- Britain is a democracy – this means that the people in Britain vote for the people who make the laws and decide how the country is run.
- If we did not have a democracy, just one person might be able to make all the laws and that would not be fair.
- We encourage respect for democracy and support in the democratic processes, including respect for the law in England.
- Pupils are taught to understand how citizens can influence decision-making through the democratic process.
- The concept of freedom of speech and the rights and responsibilities this entails.

Democracy @ Oasis Academy Putney

- Members of our Pupil Parliament are voted for by their class peers. Through our school parliament and pupil interviews Pupils have many opportunities for their voices to be heard.
- They shares in pupil parliament meetings as well, and votes on important decisions for our school. This ensures that pupils’ voices are heard in our school.

The Rule of Law

What we teach:

- In Britain we have a police force who make sure people do not do the wrong thing and break the law – this means that we are safe.
- Respect the basis on which the law is made and applied.
- Support for equality of opportunity for all.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Enable pupils to gain a broad general knowledge for public institutions and services in England.
- How the law protects individual citizens and is essential for their wellbeing and safety

The Rule of Law @ Oasis Academy Putney

- Ethos supporting pupils to make the ‘right’ choices consistently reinforced throughout regular school days.
- Through our value education, the pupils are taught the reasons behind laws - that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.
- Pupils are encouraged to demonstrate positive behaviour and attitudes to learning by our school promoting a growth mindset, rewarding positive behaviour and celebrating what they are doing well.
- We encourage intrinsic rewards, where pupils do not need to be motivated by stickers and prizes, but by a desire to make the ‘right’ choices.
- Our school has a good partnership with the local police and there have been occasions to bring in police to point out how a particular behaviour could be viewed by the law. We also encourage visits from and to police, fire brigade, medical centres and visits to museums in London.

Individual Liberty

What we teach:

- In Britain, as long as we do not break the law, we can live as we choose to and have our own opinions about things.
- Liberty does not extend to the point of infringing on someone else's freedoms or putting their life at risk.
- The freedom to choose and hold other faiths and beliefs is protected in law.

Individual Liberty @ Oasis Academy Putney

- By providing safe boundaries we want pupils to know, understand and exercise their rights and personal freedoms and therefore we give them many opportunities to make choices safely.
- Some examples of choices are - exercising safe choices when using computers; voting for a member of Pupil Parliament, choosing challenging but appropriate books to read in the reading for pleasure time; having the freedom to sign up to the extra-curricular clubs that they would like to participate in.
- Encourage pupils to accept responsibility for their behaviour, show initiative, and understand their rights.

Mutual Respect and Acceptance of those of different faiths and beliefs

What we teach:

- In Britain we respect that other people might have different beliefs than ours and they may follow different religions.
- Even if it does not match our own beliefs, we show respect for other peoples' thoughts and feelings and we can expect other people to show us respect.
- We also actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.
- We teach pupils to accept responsibility for their behaviour, show initiative, and show how they can contribute positively to the lives of others in the local community and society more widely

Mutual respect @ Oasis Academy Putney

- Our school ethos is underpinned by our 9 Habits, and these habits determine how we live as a community at Oasis academy Putney.
- PSED sessions and RE lessons are valued opportunities to explore the meaning of our core values.
- It is also central to a positive promotion of different beliefs.

3. SMSC

The description of spiritual, moral, social and cultural development (SMSC) as four aspects of human development continues to be widely used in schools and education, following legislation in 1944, 1988 and subsequently. This continues, for some, to be controversial, particularly in relation to the concept of the spiritual. The Oasis Programme of Study for RE does not attempt any final definitions of these terms, but concentrates on using some descriptions of personal development that are alert to plurality in ways that intend to be practical.

Spiritual Development @ Oasis Academy Putney

As a school, our definition of spirituality is:

“Spirituality is not something we can see; it is something we feel inside ourselves. It is about awe and wonder, asking questions, inspiration and being aware of something ‘bigger’ outside of ourselves.”

An Ofsted perspective on Spiritual Development

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform spiritual development;
- perspective on life and their interest in and respect for different people's feelings and values;
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible;
- use of imagination and creativity in their learning;
- willingness to reflect on their experiences.

Aims

It is vital that all of the adults in school also see the need to develop their own spirituality for their own wellbeing, and so that they can effectively support and help our children and each other.

Self (awe and wonder / questioning / something bigger)

- Awareness of feelings; ability to reflect and express,
- Awareness of our uniqueness; happiness with who we are,
- Gratitude for the things we have and the person we are,
- Exploration of personal faith,
- Development of imagination and creativity.

Others (awe and wonder / questioning / something bigger)

- Empathy and understanding; respect, tolerance/acceptance
- To love and be loved (loving your neighbour)
- Making a difference; duty

Transcendence (Beyond) (awe and wonder / questioning / something bigger)

- Encountering/experiencing God (having a sense of what lies beyond the material/physical),
- Ability to formulate and discuss the 'Big Questions' (e.g. about life, death, suffering),
- Making sense of the world.

Beauty

- Developing a sense of awe and wonder,
- Enjoying the miracles of everyday life,
- Taking time for what really matters,
- Appreciating beauty in art, music, nature.

How we aim to develop a strong sense of spirituality

- Have regular time in the day for quiet and reflection. This might be listening to a story, going for a walk,
- Provide many opportunities for creativity and using the imagination,
- Valuing play opportunities,
- Singing often, especially with others,
- Provide frequent opportunities for children to explore, express and share feelings,
- Constantly reaffirm the importance of relationships,
- How we talk to and relate with each other is fundamental,
- Provide opportunities to express awe and wonder, appreciate beauty in all its forms, and appreciate the connections and unity in the world,
- Encourage each other to admit mistakes and to say sorry,

- Recognising and owning up to faults is an important healing and redemptive process,
- Encourage children to show kindness, caring and compassion, and to express these in practical ways. (e.g. how we treat each other every day; charitable works; looking after pets)
- Explore the 'Big Questions' – particularly through our RE programme.
- Read often to children and give them opportunities to discuss and reflect.

Structures to support and develop spirituality:

- Opportunities are planned across our curriculum,
- Our reflective journals are used regularly as a focal point for reflection and include RE and PSHE,
- We have a planned assembly programme across the school. This maps out themes across the year, based on our 9 Habits,
- There is a daily act of collective worship taking different forms and involving children,
- Displays and pictures around the school continually celebrate and encourage reflection and spirituality,
- Our RE curriculum is inspiring and motivating,
- Visits and visitors support all our work.

Teaching and learning

Through teaching and learning, our school pursues these aims by ensuring:

- The curriculum and all areas of our community life will be explicitly rooted in our 9 Habits, such as forgiving, hopeful and honesty, as documented in all school policies,
- Opportunities for spiritual development will be pro-actively planned into the curriculum and actively encouraged in all areas of school life,
- Our school building and outdoor environment will provide appropriate spaces for silence, stillness,
- That pupils’s spiritual capacities such as imagination, empathy and insight will be fostered through the creative arts and interactive multi-sensory teaching strategies,
- That the outstanding RE curriculum will deliver knowledge and understanding about a range of faith perspectives relating to spirituality,
- That pupils will be given as many opportunities as possible to explore the wonder of the natural world and to develop an understanding of the Christian belief that creation is a gift from God to be enjoyed, cherished and protected.

Outcomes

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| Description: Spiritual development enables people to look within themselves, at their human relationships, at the wider world and at their vision of the divine or the ultimate reality with characteristics such as courage, hope, acceptance, strength, and love, so that they can better face the sufferings, challenges and opportunities of human life in all its fullness. | | |
| Spiritual Development includes | At the end of the day / year / key stage / time at our Academy, did some / many / most / all pupils have the chance to develop... | Religious Education Examples |
| <ul style="list-style-type: none"> • vision • inner and outer awareness • hope • courage • holistic outlook • acceptance • energy | <ul style="list-style-type: none"> • the ability to see what is good, and to pursue it • a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible • the use of imagination and creativity in their learning | <ul style="list-style-type: none"> • Exploring the notion of thankfulness through the biblical and Jewish concept of blessing prayers used throughout the day. Pupils encounter and respond to the story of the ten lepers (Luke 17) and write thankful poems |

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| <ul style="list-style-type: none"> • gentleness • detachment • love • appreciation / thankfulness • being integrated • broadmindedness • alertness to mystery • perseverance | <ul style="list-style-type: none"> • some insight into experience that looks for more than meets the eye, both their own experience and regarding the wider world • a positive outlook on the possibilities life presents • a spirited approach to life which is open and responsive to challenges, not afraid or fearful • awareness of the interdependence of people on each other, and the interconnectedness of life • attitudes which accept the 'slings and arrows of outrageous fortune', for some this includes submission to the will of God with grace • abilities to carry through tasks or pursue ends with vigour and enthusiasm, even if it's a struggle • thoughtful, sensitive, caring approaches to other people and the environment; • the ability to stand apart from immediate personal concerns, see the whole picture or the needs of others, and respond, caring beyond themselves • true concern for others in relationships • an integrated approach to life and behaviour, being one in body mind and spirit, avoiding hypocrisy • the ability to see things in perspective, and to take account of the range of perspectives of others • awareness that knowledge is bounded by mystery, and keenness to pursue what we cannot explain, in the open search for wisdom and truth. | <ul style="list-style-type: none"> • Examining codes for living, from Christianity and Sikhism, for example. Pupils explore the similarities and explain differences. They consider the impact of following these codes on believers and the wider community, and reflect on the relevance of the values and virtues for themselves. • Each year the school and a local church collaborate to create an Easter labyrinth experience for Key Stage 2. This series of reflective activities gives the opportunity for pupils to learn about and from the events of Holy Week and their significance for Christians today. • Using case studies to demonstrate how faith can inspire individuals to live for others. For example, how key ideas such as agape love, submission to Allah and ideas of justice (tzedek) affect the lives of a Christian, a Muslim and a Jewish person in the UK today. • Exploration of Buddhist notions of interdependence offers a starting-point to look at how humans depend on each other and on our environment. Looking at the consequences of harmful and harmless living on others and the natural world might lead to some action, where pupils look at how they can respond to some situations where people are suffering as a result of harmful actions, e.g. child labour or poverty. • Encouraging pupils to ask philosophical and practical questions about what it is to be human, such as 'Is this life all there is?' thus enabling pupils to develop their ability to enquire into these questions by developing their skills of interpretation, analysis, synthesis and evaluation, including the implications for their own personal ways of living and being. |
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Ofsted perspective on moral development

Pupils' moral development is shown by their:

- Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives,
- Understanding of the consequences of their actions,
- Interest in investigation, and offering views about, moral and ethical issues.

Aims

To foster moral development, our school aims to provide pupils with opportunities to:

- Recognise the difference between right and wrong and begin to understand how Our 9 Habits inform a particular perspective on moral choices,
- Understand how our moral choices can affect the lives of others,
- Be able to work together to agree codes of behaviour that are appropriate for our school community,
- Understand the centrality of forgiveness and reconciliation in the life and culture of our school,
- Begin to engage with big questions concerning morality and ethical issues in the wider community and in the world, and to realise that each of us has a responsibility to work for justice.

Teaching and learning

Through teaching and learning, our school pursues these aims by ensuring that:

- The curriculum and all areas of our community life are explicitly rooted in our 9 Habits, such as forgiving, compassionate and honesty, as documented in all school policies;
- Opportunities for moral development will be pro-actively planned into the curriculum and actively encouraged in all areas of school life,
- Our 9 Habits are shared with members of our school community through our website and school documentation as well as through colourful images; posters, classroom displays, around our school building,
- Assemblies celebrate practical demonstrations of our 9 Habits and how they are lived out in the life of our school, local, and wider community,
- Our behaviour policy makes clear that every child is treated fairly and is always offered the opportunity for a fresh start,
- Parents and carers are made aware, through our website and other documentation, of our school's expectations regarding behaviour, as well as the rewards and sanctions that we operate,
- Pupils gain skills in conflict resolution through peer mediation training and problem solving strategies;
- Pupils are made aware of moral and ethical issues in the national and international context through, for example, representatives from charities being invited into school to talk about their work,
- Our Pupil Parliament is fully involved, alongside teachers and senior leaders in reviewing the impact of our 9 Habits on the behaviour, culture and ethos of our school.

Outcomes

Description: Moral development enables pupils to take an increasingly thoughtful view of what is right and wrong, to recognise the needs and interests of others as well as themselves and develop characteristics such as truthfulness, kindness, unselfishness, and commitments to virtues such as integrity, justice and the will to do what is right, so that they can live in ways which respect the well-being and rights of each person.

| Moral Development includes | At the end of the day / year / key stage / time at our Academy, did some / many / most / all students have the chance to develop... | Religious Education Examples |
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| <ul style="list-style-type: none"> • understanding of right and wrong • virtue • honesty • discernment • responsibility • unselfishness • debate about goodness • self- expression • willingness to challenge injustice <ul style="list-style-type: none"> • reflectiveness • commitment • examining evil • independence • interdependence | <ul style="list-style-type: none"> • a deepening knowledge and sensitivity to right and wrong • recognition of the value of honesty and truthfulness for themselves and others • alertness to motives and consequences of decisions, actions and words <ul style="list-style-type: none"> • willingness to take responsibility for themselves and their words and actions • acceptance of the equal value of each person and the value of the natural world <ul style="list-style-type: none"> • the skills to understand and discuss moral conflict • the skills to explain their own position on a moral issue with integrity • bravery in the face of injustice • the capacity to think deeply about what is good and promotes well-being • commitment to do and be good in the face of temptation or outside pressure, including e.g. peer pressure • insight and understanding into the nature of evil, within themselves, in the human race, and beyond • the willingness to stand alone for good, to go against the flow if necessary. | <ul style="list-style-type: none"> • Exploring Christian prayer such as the prayer of St Francis of Assisi, identifying Christian values and exploring the sort of world following these values might create. Write an appropriate values prayer or reflection to be used in the school or local church • Share two value texts from the New Testament; the account of love for the neighbour that introduces the story of the Good Samaritan (Luke 10:25-37) and the account of the crucifixion, in which Jesus prays for forgiveness for those who killed him (Luke 23:32-35) • Pupils can discuss what kinds of values Jesus wanted people to follow, and how he ‘showed a path’ (as Christians believe). Help the pupils understand that the values of Christianity include love, forgiveness, peace between people and God, honesty, prayer, worship and fellowship. How do they see those acted on or ignored in the world and in your Academy community. • Dilemmas allow pupils to put themselves in the place of others facing challenging ethical decisions. Pupils offer ideas about how individuals from a range of faith and belief traditions may respond, in the light of their beliefs. They reflect on their own responses, justifying their ideas and explaining what motivates and guides them in their decision-making process. • Comparing two stories that reveal religious understandings of flawed human nature as a cause of suffering and evil. “The Fall” in Genesis 2 and the story of the “Man in the Well” from the Mahabharata offer contrasting ideas. Pupils can examine the diagnosis of the human condition and consider the extent to which these explanations satisfy human behaviour. |

Social Development @ Oasis Academy Putney

Ofsted perspective on social development

Pupils’ social development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds,

- Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively,
- Interest in, and understanding of, the way communities and societies function at a variety of levels.

Aims

To foster social development, our school aims to provide opportunities for pupils to:

- Build relationships founded upon the 9 Habits (e.g. honesty, forgiving and compassionate),
- Access pastoral support from school staff and local clergy,
- Be equipped to become responsible citizens who recognise the importance of service and working for the 'common good',
- Feel a sense of genuine pride in our school and their membership of it.

Teaching and learning

Through teaching and learning, we pursue these aims by ensuring:

- The curriculum and all areas of our community life will be explicitly rooted in our 9 Habits, such as joyful, hopeful and compassionate, as documented in all school policies,
- Opportunities for social development will be planned into the curriculum and in all areas of school life,
- Assemblies will celebrate and reward practical demonstrations of our 9 Habits such as, service to the community, and acts of friendship and generosity, particularly shown towards pupils facing difficulties or challenges,
- Strong mutually supportive links will be maintained and developed with our local community through participation in charity events and acts of service,
- Our school community strives to be fully inclusive (e.g. ensuring our school building to ensure access for all),
- Our Pupil Paliament is trained and supported to play an active part with staff in monitoring and evaluating the social cohesiveness of our school community,
- The Senior Leadership Team prioritises support and engagement with networks (e.g. cluster meetings, academy partnerships and attending conferences),
- There is active engagement with parents and carers through the 'open door policy' and active support of Class Reps meetings.

Outcomes

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| <p>Description: Social development enables pupils to relate to others successfully through an understanding of the responsibilities and rights of being a member of various family, local, national and global communities. It enables them to develop social skills, qualities, attitudes and characteristics such as respectfulness, tolerance, a willingness to get involved, so that they can play a full and fulfilling part in their community and society as, for example, family members, citizens, learners and workers.</p> | | |
| <p>Social Development includes</p> | <p>At the end of the day / year / key stage / time at our Academy, did some / many / most / all students have the chance to develop...</p> | <p>Religious Education Examples</p> |
| <ul style="list-style-type: none"> • identity • confidence • independence • interdependence • security • relationships • sensitivity • respect • tolerance | <ul style="list-style-type: none"> • a sense of their own place in the communities they are part of, historically and in terms of belief, values, commitments • attitudes which enable them to face life without undue fear or anxiety • willingness to tackle life for themselves, without undue dependence on others | <ul style="list-style-type: none"> • Pupils reflect on their hopes for society – what kind of world would they like to pass on to their children? They research the diversity of their own class/school/local community in terms of beliefs, compare this with a community in another part of the UK – e.g. comparing rural with urban, and consider similarities and differences |

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| <ul style="list-style-type: none"> • awareness of institutions • critical awareness • citizenship skills • initiative • balance • team-work • inclusion • equality | <ul style="list-style-type: none"> • approaches to life which reflect a feeling of safety, and ability to cope (including the sense that help is available) • willingness to allow relationships (family, friends, co-workers etc) to provide happiness and satisfaction • alertness to the needs, interests and viewpoints of others • attitudes which give equal value to other persons <ul style="list-style-type: none"> • acceptance of differences of belief, behaviour, culture, with affirmation and warmth • knowledge and understanding of the institutions which shape our lives, locally, nationally and internationally • questioning approaches to the way life is: awareness that the evil, or unsatisfactory can be challenged or changed • understanding of what it means to belong to society, and to be an active citizen • the willingness to lead, to take action, to initiate in pursuit of the good of society of the group • the ability to balance for one's well-being aspects of social life, relationships, work, and learning | <p>between their own hopes and the hopes of different communities. They might link the idea of 'telos' – vision being a desire for the 'not yet', which awakens a commitment to transformation in the 'now' and the teaching of Jesus with regard to the Kingdom of God</p> <ul style="list-style-type: none"> • Make a study of the celebration of harvest in different rural and urban communities. Enquire into why harvest is celebrated in the way it is. How do communities decide where their harvest donations should go? Why do religious and non-religious communities choose to give support to people in need? <ul style="list-style-type: none"> • Pupils can examine the role and impact of religious communities on their locality. E.g. they may look at ways in which local churches seek to support people around them, identifying how these activities reflect the teachings of Jesus and Paul; they may look at the work of the local Gurdwara in meeting the needs of the poor. What do pupils think they might do to develop ways of supporting others in their class/Academy/ local/global community? • Imagine the world is a village of just 100 people. Explore the diversity of the world at this scale, and find out about matters of justice: how many of the 100 would be hungry, educated, poor? What do religions say about how we should live in a world of difference? What should we do about injustice? |
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Cultural Development @ Oasis Academy Putney

Ofsted perspective on cultural development

Pupils' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage,
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities,
- Interest in exploring, understanding and showing respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Aims

To foster social development, our school aims to provide pupils with opportunities to:

- Gain a knowledge and understanding of the values from their own culture, heritage, traditions and an appreciation of how they have evolved and developed over time,

- Develop knowledge, understanding and appreciation of the cultures of those with whom they interact day by day, as well as other cultures represented in the UK,
- Develop a knowledge and understanding of the cultural diversity of Christianity through links overseas, RE, assemblies and events in school,
- Understand the relationship between religious belief and culture through a creative, challenging and interactive RE curriculum
- Understand what it means to be part of a community characterised by openness, hospitality and an eagerness to learn from one another

Teaching and learning

Through teaching and learning, we pursue our aims by ensuring:

- The curriculum and all areas of our community life will be explicitly rooted in our 9 Habits, such as hopeful, compassionate, and honesty, as documented in all school policies,
- The curriculum will be delivered using creative and imaginative teaching strategies which allow individual gifts and talents to flourish,
- A range of art forms will be used to teach pupils about Christian heritage and tradition, and also the heritages and traditions of other faiths,
- Pupils are given opportunities to take part in and respond to cultural and artistic enterprises (e.g. Community art initiatives, as well as workshops with professional artists, filmmakers, poets, authors, dancers, etc),
- Pupils explore current affairs and different interpretations of events by the media,
- Pupils explore the ways in which cultural, racial, and religious prejudice can take root and learn how to recognise this and other forms of discrimination as well as ways to counter it,
- Whole school projects which celebrate diversity within the local and wider community feature in our curriculum,
- Links with Oasis Community Learning overseas teaches pupils that we are a part of a community which comprises a rich cultural diversity of traditions and practices.

Outcomes

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| <p>Description: Moral development enables pupils to take an increasingly thoughtful view of what is right and wrong, to recognise the needs and interests of others as well as themselves and develop characteristics such as truthfulness, kindness, unselfishness, and commitments to virtues such as integrity, justice and the will to do what is right, so that they can live in ways which respect the well-being and rights of each person.</p> | | |
| <p>Cultural Development includes</p> | <p>At the end of the day / year / key stage / time at our Academy, did some / many / most / all students have the chance to develop...</p> | <p>Religious Education Examples</p> |
| <ul style="list-style-type: none"> • identity • creativity • openness • security • appreciation of diversity • challenging xenophobia • expressive arts • reflection • self- expression • the power of culture • popular and high culture | <ul style="list-style-type: none"> • a sense of personal identity, informed by ‘the times and places in which I live and the ways my cultures help me to see who I am’ • their talents to create to the full, whether linguistic, musical, artistic, sporting or in dance, drama and other ways • willingness to explore cultural territory with an attitude that expects to be enlightened • a sense that their own background, family life and culture are of intrinsic value, to be celebrated and accepted, and a source of identity, growth and well-being; | <ul style="list-style-type: none"> • Create opportunities to visit sacred spaces beyond those available in the immediate locality. Ensure pupils have the opportunity to understand diversity within Christianity with visits (real or virtual) to more than one place of Christian worship. Also ensure pupils have the opportunity to encounter people and places of worship from faiths other than Christianity. • Looking at a theme such as celebration or forgiveness or worship, students explore ways in which these themes are expressed in different religions through art, music, theatre, |

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| <ul style="list-style-type: none"> • valuing culture • spontaneity | <ul style="list-style-type: none"> • attitudes which value difference and variety as sources of interest and wellbeing for humanity • readiness to reject narrow, bigoted or prejudiced views, wherever they are found, including racism, sexism etc • willingness to pursue the equal value of all • their appreciation of the expressive arts in film, paint, drama, poetry, literature, music and other ways • skills of reflecting on culture and its expression, value and diversity • their capacities to participate in the expressive arts and in a wide cultural life • awareness of the symbols humans create, and their power to move and influence us • understanding of the relative values of popular and 'high' culture, the importance of the culture of the past in the present, and the debates around these issues • willingness to be touched and moved by culture, and to value the vision and skill of those who create and shape our cultures • spontaneity to create, express and form ideas, symbols and visions for themselves. | <p>poetry, ritual, actions etc. Noting similarities and differences, pupils might be encouraged to express their own responses in creative forms. Hold a 'Spirited Arts' art, poetry or music competition, with a gallery created in the community.</p> <ul style="list-style-type: none"> • Explore key Christian concepts through art, such as ideas of God, creation, sin, sacrifice, and salvation. Examine how calligraphy in Islam conveys truths about God and humanity. Explore ways in which the senses are involved in Hindu worship. How do all of these expressions show what matters to believers? • Experience listening to great music at a concert, such as Bach's St. Matthew's Passion or Handel's Messiah, Mozart's Requiem or Walton's Belshazzar's Feast. Talk about the impact of beauty on the spiritual. • Exploring the questions "who am I?" and "who am I becoming?" pupils consider the influences on their own lives and identity. In the light of ideas from Christianity, Judaism and Hinduism, they reflect on the values that underpin how they live, comparing them with others in their class and wider communities. • Examine ways in which religions and beliefs are influenced by culture, by exploring worldwide Christianity or Islam. What are the differences and why? |
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MONITORING AND EVALUATION OF SMSC @ OASIS ACADEMY PUTNEY

SMSC is the responsibility of all staff as it will have a fundamental impact on the quality and nature of the education offered by our school.

1. The lead teacher with responsibility for evaluating the effectiveness of SMSC is Paul Thomas;
2. The SMSC lead teacher will ensure that our current policy is regularly reviewed, up to date, and a true reflection of practise in this school;
3. The SMSC lead teacher has responsibility for ensuring that all staff and parents understand how our school interprets SMSC and to ensure that regular, appropriate professional development is provided;
4. The SMSC lead teacher will liaise with the SLT and our Pupil Parliament to monitor and evaluate the impact of opportunities for SMSC across the curriculum.

This will be achieved by:

1. Auditing curriculum policies and schemes of work to ensure that our school's 9 Habits are the starting point for curriculum design;
2. Monitoring of lesson plans and the quality of teaching and learning;

3. Evaluating impact of SMSC provision through work scrutiny, reflection journals, and pupil conferencing;
4. Input at staff meetings and parents' meetings to maintain the profile of SMSC in our school;
5. Sharing good practise from within our school with other schools where appropriate.