



“Show me your way, Lord teach me your paths.” Psalms (25.4)

POLICY STATEMENT **SPIRITUAL MORAL SOCIAL AND CULTURAL DEVELOPMENT**

The Christian belief that human beings are created in the image of God, and that each shares in God’s purpose to bring life and allow creation to flourish, reinforces the work and nature of the school, and is underpinned by our own vision and the vision of the Church of England of ‘Life in all its fullness’.

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 curriculum.

Christian spirituality and Christian values and principles will be explored in all curriculum areas, especially in RE/collective worship, but 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.

The school community will be a place where pupils can find acceptance for themselves as unique individuals, and where forgiveness and the opportunity to reconcile is fundamental to the ethos of the school. This gives a sense of equal opportunities for all children regardless of their background, gender, orientation, ability or disability.

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 pupil’s 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.

General 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. This will include asking 'big questions' and discovering life in all its fullness.

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.
- Learn about all people and their right to be treated equally regardless of who they are, where they come from and what they can do.
- Begin to understanding the Christian imperative for social justice and a concern for the disadvantaged. This will be seen through the pupils' work on courageous advocacy.

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-wide 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 dimension 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, eg 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 – eg empathy, respect, open mindedness, sensitivity, critical awareness, tolerance, giving equal opportunity, etc.
- Links to the Disability and Gender Equality Schemes and the messages these send to the children.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Links to British Values and PREVENT

The school fully endorses and incorporates the fundamental British Values and PREVENT agenda from the DFE. British Values are taught and embraced in many different ways both within the curriculum through PSHE, collective worship (we have linked our Values for Life and British Values and go through these in class worship sessions), visits and visitors and many other aspects. All staff are aware of these and how they can be immersed in all aspects of school life. All staff have had training on PREVENT and are aware of how to ensure pupils are aware of the issues of extremism.

Links with the wider community

- Visitors are welcomed into school.
- Links with the Church are fostered through links with the local church, visitors from our local religious community and the Diocesan Board of Education.
- The development of a strong home/school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Monitoring and Evaluation

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

- Monitoring of lesson plans and teaching and learning, by the RE leader, Headteacher and Foundation Governors.
- Regular discussion at staff and governors' meetings.
- Audit of policies and Schemes of Work, including RE, PSHE and RSE.
- Sharing classroom work and practice.

- Audit of Collective Worship policy and practice.
- Collation of evidence in pupils' work in school portfolio.
- Regular inclusion on SDP.

Conclusion

High standards in the area of SMSC development will be sought and maintained by making explicit the school's values expressed in the Mission Statement, and by establishing the clear principles and values evident in the Biblical concept of loving each other as Jesus loved us. This policy should be read in conjunction with:

Religious Education	Collective Worship
Equal Opportunities	Child Protection
Parents as Co-educators	Behaviour
Personal, Social and Health Education	Caring
Education for Citizenship	RSE
Drugs Education	Equalities Policy and Plan

Reviewed May 2022