

St Mary and All Saints CE Primary School

Spiritual, Moral, Social and Cultural Development Policy

Policy Date: Spring 2024 Policy Review: Spring 2027

Member of Staff Responsible: Mrs. A Philpott

Governor: Mrs C Strauzzo

Introduction

At St Mary & All Saints CE Primary School we see Spiritual, Moral, Social and Cultural (SMSC) education as being about development of the whole person. Our whole school vision and values are central to this and reflect our distinctiveness as a church school alongside our commitment to learning and the recognition of the uniqueness of individual learners. It is driven by our desire to offer the best possible education for our pupils in partnership with parents and the local community.

Our vision

VISION STATEMENT

Head, Hand, Heart

With our heads we learn • With our hands we create • With our hearts we love & care for each other

We believe in education of the whole child and through this holistic approach, and our christian ethos, when children leave SMAS they are:

- Confident, resilient learners
- Able to challenge themselves and overcome challenges
- Well-rounded young people
- Equipped for life in an ever changing world
- Global citizens, respectful of themselves & others
- Caring and thoughtful individuals

Colossians 2:2 "My goal is that they may be encouraged in heart and united in love so the they may have the full riches of complete understanding"

Our values

Our key Christian values are:

- Wisdom: *Blessed are those who find wisdom, those who gain understanding (Proverbs 3:13)*
- Creation: *This is the day, which the Lord has made. Let us rejoice in it. (Psalm 118:24)*
- Love: *Love each other as I have loved you (John 15:12)*

Defining Spiritual, Moral, Social and Cultural Development

We recognise that the spiritual, moral, social and cultural elements of pupils' development are interrelated. However, for the purpose of analysis and school self-improvement it can be useful to disaggregate them. We are aware 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. In evaluating our school's success, we need clarity of how and what should be judged. The definitions below are taken from the Ofsted handbook published in January 2024

Ofsted guidance advises that:

1. Provision for the spiritual development of pupils includes developing their:
 - ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
 - knowledge of, and respect for, different people's faiths, feelings and values
 - sense of enjoyment and fascination in learning about themselves, others and the world around them
 - use of imagination and creativity in their learning
 - willingness to reflect on their experiences
2. Provision for the moral development of pupils includes developing their:
 - ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
 - understanding of the consequences of their behaviour and actions
 - interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues
3. Provision for the social development of pupils includes developing their:
 - use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
 - willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
 - acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and

tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

4. Provision for the cultural development of pupils includes developing their:
 - understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
 - understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
 - ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
 - knowledge of Britain's democratic Parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
 - willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
 - interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Spiritual, Moral, Social and Cultural Provision

The school's vision statement underpins the promotion of SMSC with Religious Education, Collective Worship, Assemblies of Celebration, and PSHE making a significant contribution to children's development in this area. The school promotes opportunities to reflect on learning and development in these areas and provides reflection areas in every classroom for pupils to use as and when they need to.

The planned curriculum at St Mary & All Saints CE Primary (NC, wider curriculum and extra-curricular activities) promotes and sustains a thirst for knowledge and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical wellbeing, and their spiritual, moral, social and cultural development.

Teaching and Organisation

When planning the curriculum for a topic, teachers consider and plan opportunities to promote aspects of social, moral, social and cultural development. Through a variety of activities, pupils are encouraged 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.

Curriculum areas aim to seek illustrations and examples drawn from as wide a range of cultural contexts as possible. Where political issues are brought to the attention of pupils, staff make every effort to ensure that, a balanced presentation of opposing views is evident at all times.

Class discussions and circle times give pupils opportunities to:

- Talk about personal experiences and feelings
- Express and clarify their own ideas and beliefs
- Speak about difficult events, e.g. 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
- Articulate their feelings and justify them through discussion and debate
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc.

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 with the wider community:

- Visitors are welcomed into school, including those from public institutions and services in Britain. We have strong links with the Church. Clergy will visit the school to lead collective worship and we frequently visit the church for services and as part of learning about Christianity. Visits are also made to other places of worship.
- The development of a strong home-school link is regarded as very important, enabling parents / carers and teachers to work in an effective partnership to support the pupil. Pupils are taught to appreciate their local environment (both indoors and in the outdoor environment) and to develop a sense of responsibility to it.
- The talents and expertise of professional artists, musicians, performers, sports people, etc. are drawn upon to enhance curriculum provision.
- Pupils have the opportunity to link with the wider world through our international week and charity events such as Operation Christmas Child.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis through:

- Monitoring of planning and teaching and learning, by the Head teacher / Deputy Head / Assistant Head and Phase leaders.
- Regular discussion at staff and governors' meetings
- Audit of policies and Schemes of Work

- Sharing of classroom work and best practices
- Audit of Collective Worship Policy and practice
- Collation of evidence in pupil's work
- Regular evaluation for SEF