

St Mary's Church of England Primary School and Little Oaks Nursery



Enjoy · Learn · Grow
Together

Spiritual, Moral, Social & Cultural Development

Status	Non-Statutory
Responsible Person	Tracey Gill
Responsible Governor	Rev Suse Osmond
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St. Mary's CEVC Primary School

Spiritual, Moral, Social and Cultural Development Policy

Introduction

As a church school, our vision at St Mary's CEVC Primary School, is for each child to flourish and become compassionate, independent, respectful and enthusiastic learners, who endeavour to be the best that they can be.

"You are the light of the world...let your light shine." Matthew 5:14

The children and their learning are at the very heart of every decision made. We aim to ENJOY, LEARN AND GROW TOGETHER, whilst providing a welcoming, caring, stimulating and secure environment, which encourages development in all aspects of children's growth, and celebrates all achievement.

We are proud to be a Church school and are guided by our Christian vision and values.

We aim to provide an environment that:

- Enables children to learn and develop to their full potential
- Ensures respect, forgiveness, empathy for others and acceptance of differences
- Encourages independence, resilience, cooperation and collaborative working
- Ensures pupils develop self-discipline and take responsibility for their actions.

In order to facilitate and achieve this, we will provide a curriculum that:

- engages, excites, is meaningful and rigorous
- stimulates questioning and challenge
- is aspirational, creative, flexible and responsive
- prioritises spiritual, moral, social, cultural intellectual and physical development
- educates citizens for today and beyond

PLANNING FOR SPIRITUAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC)

The curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use their imagination in their learning. Activities are planned that require pupils to reflect and empathise with others, as well as giving them the confidence to share their opinions and develop their own viewpoints.

We recognise the importance of our collective worship programme in supporting and encouraging SMSC development. We use 'Roots and Fruits' as a programme.

Teachers are aware of the need to plan opportunities to develop SMSC within the curriculum. A vast majority will be delivered through cross-curricular activities, as well as specific PSHE, RE and/or Circle Time activities. We recognise that there is a great deal of overlap between the four areas.

SPIRITUAL DEVELOPMENT

Spirituality is... 'The development of the awareness that there is something more to life than meets the eye, something more than the material, something more than the obvious, something to wonder at, something to respond to.' (Terence Copley)

The Church of England's Vision for Education states a core desire that children will experience life in all its fullness (John 10:10).

We define Spirituality as an ongoing, reflective journey; it is concerned with developing the non-material aspects, focusing on personal insight, values, meaning and purpose. At St. Mary's, we explore with the pupils what their light is and how they can let it shine. We want our pupils to know that we are all unique; God has given us all strengths that we can nurture to help us achieve our potential.

Our learning environment and curriculum

The classroom environment and curriculum promotes spiritual development through:

- Prayer and Christian Worship
- Celebration of Christian festivals and learning about those of other faiths
- Reflecting on the 'big questions'
- Encouraging children to be curious and to expressing feelings of delight and wonder, (scientific investigations, new life, the global landscape)
- Empathising and considering the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in familiar stories)
- Considering how a belief can change people's lifestyles, (R.E, investigating communities and faiths, historical case studies)

MORAL DEVELOPMENT

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

Our learning environment and curriculum

The classroom environment and curriculum promotes moral development through:

- Whole school and class rules, agreed with children and displayed in the classroom
- Clear and consistent rewards and consequences that children understand and believe to be fair.
- Restorative conversations
- Class and school assemblies/worships that discuss moral values and cite expectations.
- Activities that enable pupils to give opinions and show their values.
- Discussing the choices made by the pupils and others and the resulting outcomes, (character studies, studies of historical figures).
- Gold Awards, Shining Light (nominated by the children)

SOCIAL DEVELOPMENT

Social development involves learners working effectively together and participating successfully in the school community as a whole. It also includes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs Through social development, children gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

Our learning environment and curriculum

At St. Mary's Primary School, social skills are developed through:

- Modelling of positive social behaviour by all staff
- After school clubs
- Sporting activities
- Playground leaders leading team games and activities at lunch times
- Turn taking and team building activities
- Pair and small group work within the classroom
- Working with others across the local community (local care home, cluster schools, local sports partnership, local churches)

CULTURAL DEVELOPMENT

Cultural development enables learners to develop an understanding of their own culture and of other cultures locally, nationally and internationally. Pupils develop the fundamental British Value of exploring, understanding and tolerance regarding the diversity of cultural traditions and beliefs of others.

Our learning environment and curriculum

Pupils are introduced to a regional and global perspective in life through:

- Links with local and international schools
- Stories from different cultures
- Pupils sharing their culture with their peers
- First hand experiences through local visits, theatre, art and artists
- Visitors from the local community
- Being part of fund-raising events
- Studies of a different lifestyle including different food, dress, festivals and places of worship.
- Learning about other cultures when raising money for charity
- Pupils are taught to understand the lifestyles and choices made by the variety of different cultures and faiths that exist within the school.

FUNDAMENTAL BRITISH VALUES

As a school, we strive to promote British Values. The information below taken from "**Promoting fundamental British values as part of SMSC in schools' departmental advice for maintained schools, November 2014**" requires schools to promote fundamental British Values as part of their SMSC strategy and adhere to the guidance in the "Prevent" strategy.

- Schools should 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. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.
- Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

PROVISION AND IMPACT

	SHOWN BY PUPILS'...	WHAT WE DO IN SCHOOL	IMPACT
SPIRITUAL	beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values	RE curriculum; collective worship; study of other faiths; visits to church; PSHE discussions; awareness of & participation in world events.	Encourages children to explore and respect others' beliefs and manage own feelings & beliefs.
	sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible	Encourage self-awareness and learning about others; learning about nature; Forest School activities; school trips/visits.	Children are confident about learning about all aspects of the world and new experiences.
	use of imagination and creativity in their learning	Involvement in the performing arts and local culture; use of higher order thinking/questioning skills.	Child-led learning; choosing preferred way of presenting learning; confidence in performance/speaking.
	willingness to reflect on their experiences	Pupil voice; self-assessment; evaluating learning experiences; Buddy system; Peer Mediation; zones of regulation, emotion coaching	Children use own experiences to move forward emotionally, socially and academically.
MORAL	ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives	Children's ownership of school Behaviour Policy; Priority given to e-safety; PSHE curriculum; work on managing feelings within school and with other professionals.	Behaviour is outstanding – the vast majority of children stick to boundaries & encourage others to do so, including in terms of e-safety. Mutual respect throughout.
	understanding of the consequences of their actions	Behaviour Policy is applied fairly and consistently throughout the school and in real-life contexts; Eco Schools work – sustainability.	Children understand what will happen if they make certain decisions & can therefore develop independence/self-discipline.
	interest in investigating and offering reasoned views about moral and ethical issues	Classroom discussions on real-life and current news affairs; Children's Parliament; collective worship themes	Children are confident and enthusiastic about sharing opinions and respectful of others' opinions.
SOCIAL	use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds	Participate in a range of projects with other schools/colleges in BW and the wider area; communicate with children in different countries on Skype/FaceTime.	Children are aware that diverse backgrounds and socio-economic backgrounds exist and are able to adapt social behaviour accordingly.
	willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively	Cooperation with other children from St M's and other schools during projects; supportive behaviour; Peer Mediation; superb sportsmanship at sporting events.	St Mary's pupils have a reputation for outstanding behaviour when visiting other schools/settings; many conflicts at school are resolved without adult intervention.
	interest in, and understanding of, the way communities and societies function at a variety of levels	Participation in events such as Sport Relief, Comic Relief, Red Nose Day; RE curriculum; pupil involvement in School Travel Plan(Bridgwater Way) with local community.	Children respect and can discuss differences and similarities between cultures, communities and different societies; children understand the impact community action can have in their world.
CULTURAL	understanding and appreciation of the wide range of cultural influences that have shaped their own heritage	Participation in local cultural activities e.g. Carnival, Pantomime; Visits to local historical and geographical areas of interest e.g. Victorian Bridgwater, Somerset Rural Life, Quantock Hills	Children understand how local issues, geographical features and historical events have shaped their own heritage; appreciation of how this can shape their own future and aspirations.
	willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities	Many children participate in local sports, performing arts, local cultural events; involvement in maths, science & technological events through school.	Increased confidence and ability in their own learning and other activities at school, as a result of these experiences.
	interest in exploring, understanding of, and 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	RE and PSHE curriculum; participation in events such as Sport Relief, Comic Relief, Red Nose Day; awareness of & communication with other children from different cultures.	Celebrations of diversity wherever possible; acceptance of all cultures and faiths; acceptance of children with SEN or higher level of need.

LINKS WITH THE WIDER COMMUNITY

- Opportunities for visitors and visits are planned to support curriculum activities.
- 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 every pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

MONITORING & EVALUATION

The planning and coordination of SMSC are the responsibility of the RE and Worship subject leader, who report to the Governing Board. The RE and Worship subject leader also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC;
- Speaks to the pupils about different elements of SMSC and uses this to inform future planning.
- Uses specially allocated management time to review planning of SMSC across the curriculum, evidence of the pupil's work and to observe elements of SMSC across the school.
- Plans staff meetings to explore identified values and the SMSC links that may exist within these.

IMPLEMENTATION OF THE POLICY

The implementation of this policy and the planning and teaching of SMSC is the responsibility of **all staff**.

