

Spiritual, Social, Moral & Cultural Policy



St. Andrew's

Church of England Primary School

ENRICHING LIVES

Our Vision.....

We believe that every person in our school community should flourish and broaden their horizons. Therefore, it is the element of 'enrichment' that defines our school; we are a church school that endeavours to provide the widest of opportunities for all.

Within our caring and nurturing environment and guided by our shared Christian values, we aim to ensure that all voices in our school family can be heard and all are engaged in learning that develops and challenges them, excites their imagination and provides an opportunity to achieve their full potential.

We see everyone and everything as valued in the eyes of God and recognise that all the members of our family are individuals as we work together towards a society of mutual respect, compassion and justice.

Even the smallest person can change the course of the future."

..... JRR Tolkien

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Valuing everyone, broadening horizons and providing the widest of opportunities for all

A Theological Underpinning

A.1 The parable of the Mustard Seed underpins our vision and drivers; it is a powerful reminder that incredible things come from the smallest of beginnings, but it also illustrates the abundant life-giving nature of God's kingdom for all who seek it.

A.2 Matthew 13:31-32

“He told them another parable: “The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.”

A.3 Several years ago, our older pupils were discussing how Christians believe that every person is important in God's eyes and that each of us has a purpose. This reminded them of a quotation from one of their favourite authors, JRR Tolkien:

“Even the smallest person can change the course of the future.” JRR Tolkien.

A.4 Tolkien was a practising Christian and, in a letter to a friend written in 1953, described *The Lord of the Rings* as a “fundamentally religious and Catholic work”. We recognise in this quotation Tolkien's Christian beliefs and we also affirm the importance of each member of our school community to creating a future of justice, peace and kindness. Every child and adult associated with the school is not just important because they are members of the school, but because they are seen as unique individuals within God's creation. This quote reminds us that no matter how small we feel, God can still use us for His Glory. We place great importance on every child who belongs to our school and endeavour to plant the seeds to encourage them to show their uniqueness and to reach their full potential.

B Spiritual Development

B.1 As a school that ‘values everyone’ and seeks the ‘flourishing’ of all, we place high regard on spirituality and spiritual development. We recognise that as well as academic and emotional intelligence, human beings also have spiritual intelligence, and as such, these spiritual aspects of life will be recognised and nurtured alongside the academic and emotional needs of all, so that all can achieve their ‘full potential’. One way in which we seek to do this is through our twelve Christian values, which are woven through all aspects of the life of our school (see *below*). Although these values are rooted in and draw from Christian tradition,

they are also values that can be shared by all. Our school is a place that welcomes those of all faiths and none, honouring the diverse worldviews that make up the community. Our school is also a place where challenge through questioning is encouraged as through this we can encourage all to make sense of the world, the gift of life and the purpose of our own lives.

C Diversity, Equity, Inclusion and Justice

C.1 In our school, we value everyone and actively seek to broaden our pupils' horizons. It is really important to us that every voice is heard and feels it is heard. It is only through this, we believe, that we can fulfil our potential and flourish as a community. For our school, the sentiment of Liz Fosslien is a meaningful reminder of how important it is that we strive to accomplish our vision and it is not merely an exercise that can be readily accomplished:

"Diversity is having a seat at the table, inclusion is having a voice, and belonging is having that voice be heard."

C.2 At St Andrew's, every child has a unique song to sing and we must encourage them to sing it.

C.3 The symbol widely used by our school is the tree. We believe that our school is like that tree, whose branches will not only sustain those who live within, but will also reach out to our community, providing shade, shelter and life for the community of Woodhall Spa.

C.4 This tree, our school, is home to not just the children, but to the parents, staff and member of our wider community. All can be nurtured in and by our school, allowing all to flourish.

D How Will We Realise our Vision?

D.1 To achieve our vision, we aim to nurture and support each member of our school family to:

- be part of a caring community that is rooted in Christianity and that teaches and promotes Christian values and welcomes everyone, including those with different faiths and beliefs, and those with non-religious worldviews;
- ensure our school is a safe and happy place where everyone is valued and achievements are celebrated;
- encourage our children to ask questions, seek the answers and develop a love for learning;
- experience and enjoy a diverse and enriching range of opportunities;
- promote a healthy lifestyle both mentally and physically;

- reach the highest standards of academic achievement and fulfil individual goals;
- use their imagination freely and creatively, and enjoy music and the arts;
- work collaboratively with the Church, and both the local and global community to care for the school and the world in which they live and seek to make it a better place.

D.2 Fundamental to the school are our Christian values, which provide guidance, support and encouragement to all members of the school community. These are:

- Generosity
- Compassion
- Courage
- Forgiveness
- Friendship
- Respect & Humility
- Thankfulness
- Trust
- Perseverance & Hope
- Justice
- Service & Responsibility
- Truthfulness

D.3 While all the values underpin and are woven through our school life, each term, the school focuses on one specific value. Exploring these values empowers our pupils to understand why it is important to value everyone, how broadening our horizons and engaging with perspectives, practices and beliefs other than our own can help us flourish together and what it might look like to realise our potential and make the world a better place.

We explore our Christian values in depth through daily collective worship; this is also a space in which we explore the British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. Through collective worship, we also ensure that we reflect the festivals and events of the Christian calendar. Collective worship is an important time for us to come together as a school community and to focus on our individual and collective spiritual development. It is inclusive and invitational, and it inspires us to grow into people who can change the course of

This Policy identifies within the context of the school's vision statement and supports and reinforces the importance at St Andrew's C.E Primary School in valuing all children equally and as individuals and the importance of each child valuing their peers.

JRR Tolkien.....

[“Even the smallest person can change the course of the future.”](#)

Matthew 22:37 – 39.....

Jesus said to him, “You shall love the LORD your God with all your heart , with all your soul and with all your mind. This is the first and great commandment. And the second is like it, You shall love your neighbour as yourself.”

1. Introduction

1.1 While many of our curriculum policies refer to specific curriculum areas, this policy, stressing its importance, relates to the whole life of the school.

1.2 At St Andrew’s C.E. Primary School the promotion of pupils’ spiritual, moral, social and cultural development is considered to have a ‘whole school’ focus.

1.3 Spiritual, moral, social and cultural development should be promoted not only through all of the curriculum subjects but also through the ‘hidden curriculum’, the ethos of the school and be implicit through collective worship.

1.4 The development of positive values and attitudes is considered to be intrinsically linked with spiritual, moral, social and cultural development.

1.5 The provision of SMSC will be inspected by both OFSTED and the church school (Section 48) inspection teams. The SMSC aspects of education concentrate on the development of the pupil as an individual and as a personality, aiming to enrich and extend the human existence of each child in relation to the values, attitudes, beliefs and consequent behaviour acquired during school years.

1.6 We provide a daily act of Collective Worship for all pupils in order for them to access diverse and broad experiences within which they can develop a sense of self belonging in relation to the immediate community and the wider world.

2. Spiritual development

2.1 Provision for ‘**spiritual** development’ includes developing the children’s 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 and a willingness to reflect on their experiences.

(Ofsted School Inspection Handbook 2019).

2.2 This relates to the promotion of an individual identity and the search for meaning and purpose in our existence. It is associated with a dimension of life, which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions, and attitudes and beliefs.

2.3 The term 'spiritual' need not be synonymous with 'religious.' Within spiritual development, understanding of self and others is at its heart and is not linked solely to a particular doctrine or faith. Spiritual development is therefore, accessible to everyone.

2.4 All areas of the curriculum should contribute to pupils' spiritual development.

2.5 As a church school, we place an emphasis on the specific teaching and beliefs of the Christian faith, both within the daily life of the school and through the wider curriculum.

3. Key features for Spiritual Development

- To develop the skill of being physically still, yet alert.
- To develop the skill of being mentally still, concentrating on the present moment.
- To develop the ability to use all our senses.
- To promote an awareness of and enjoyment in using one's imagination.
- To encourage quiet reflection during a lesson, assembly, Worship or play time.
- To develop individual self-confidence in expressing inner thoughts in a variety of ways.
- To consider the mystery of God and the wonder of His world.
- To find an inner confidence and peace.
- We use 'reflection time' during PSHE and other lessons to develop these skills.

4. Provision for Spiritual Development

4.1 At St Andrew's' our pupils are given regular opportunities to reflect on our Christian faith and learn about the values and beliefs of other faiths. These opportunities are provided in Religious Education (RE) lessons, collective worship, visits to places of worship and through participation in the study of other faiths. Prayer and worship play a key part in our pupils' Christian education and we aim to provide a range of opportunities to promote curiosity, mystery, awe and wonder. Our pupils enjoy learning about themselves, others and the world around them. This happens in RE, Personal, Social and Health Education (PSHE) lessons,

Geography lessons and through school celebrations such as Spirituality Week and Remembrance Day. Our pupils are given the opportunity to understand human feelings and emotions, and how they impact on people. This underpins our Behaviour Policy and our expectations for how our children care, respect and value each other. Our pupils continually use their imagination and creativity in their learning in all subjects and are given regular opportunities to reflect on their experiences e.g. through pupil voice opportunities such as the School Council and end of year questionnaires.

5. Outcomes in Spiritual Development

- To become aware of God in one's own life and in the life of others.
- To become aware of and reflecting on experience.
- To develop personal views.
- To acquire a sense of empathy with others, concern and compassion.

6. Moral development

6.1 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.

(Ofsted School Inspection Handbook 2019).

6.2 It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. It is the basis upon which the pupils may develop the ability to make judgements about how to behave and it is the standpoint from which to consider the behaviour of others in school and society in general.

6.3 The system of rules and codes of behaviour established in St Andrew's C.E. Primary school is an important early introduction to issues of fairness for all and to the consequences of operating outside the accepted rule system. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of consequences or sanctions.

6.4 Moral development, based on Christian principles, should enable pupils to become increasingly responsible for their own actions and behaviour.

7. Key Features for Moral Development

- To tell the truth.
- To respect the rights and property of others.
- To act considerately and compassionately towards others.
- To take responsibility for one's own actions.
- To exercise self-discipline.
- To develop high expectations.
- To develop positive attitudes.
- To conform to rules and regulations.
- To help those less fortunate than ourselves.

8. Provision for Moral Development

8.1 At St Andrew's' our pupils have an excellent understanding of the difference between right and wrong. We teach and expect every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply our behaviour policy in a consistent way whilst allowing for the differing needs of individual children. This is designed to promote positive pro-social behaviour, rather than merely deter anti-social behaviour.

8.2 We have established a whole School Charter which is also reviewed and personalized by each class at the start of each academic year. This allows each class to 'own' their own code of behavior. to re displayed in each class These show the pro-social behaviours we encourage children to display. In this way, every child knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher may discuss these with the individuals concerned or the whole class during 'circle time', PSHE, Class Assemblies and Collective Worship

8.3 Pro-social behaviour is acknowledged and praised in a variety of ways.

8.4 At St Andrew's C.E. Primary School, we also fully embrace the concept of having a Growth Mindset. We understand that intelligence is something that can be developed through dedication, hard work and effort. At St Andrew's, we are teaching our children that

they can achieve anything they want if they fully immerse themselves in: being challenged and motivated; making an effort; being resilient; accepting feedback and criticism; having a love of learning; striving to improve and being successful/ feeling happy.

9. Outcomes in Moral Development

- An understanding of moral principles, which allow them to tell right from wrong.
- A respect for other people, truth, justice and property.
- An ability to stand moral ground in the face of peer pressure.
- Assessment in our PSHE curriculum.
- Pupils should move gradually from a 'taught morality' to taking responsibility for their own moral decisions.

10. Social development

10.1 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; a 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. Children will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

(Ofsted School Inspection Handbook 2019)

10.2 It also relates to the growth of knowledge and understanding of society in all its aspects.

10.3 Development in this area enables pupils to become conscientious participants in firstly, the society of the family and then, progressively, the class, the school and the wider community. Provision for social development should balance the positive, satisfying elements of belonging to a group or society with the demands and obligations such membership requires.

10.4 St. Andrew's C.E. Primary School provides an environment for promoting social development within a Christian context. Pupils learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when children work cooperatively.

11. Key Features for Social Development

- To share such emotions as love, joy, hope, anguish, fear and reverence.
- To show sensitivity to the needs and feelings of others.
- To work as part of a group, team or family.
- To interact positively with others through contacts outside school, eg. Sport activities, educational visits, church services, music festivals etc.
- To develop an understanding of citizenship and to experience being part of a whole community.
- To show care and consideration for others by sharing and taking turns.

12. Provision for Social Development:

12.1 At St. Andrew's, our pupils develop their social skills and are given opportunities to experience roles of responsibility, including being: school councillors, house captains, Y6 reading buddies, Lunchtime Young Leaders and our 'GIFT Team (Growing in Faith Together). Some of these are elected responsibilities and others are voluntary. We also give opportunities to ensure classes spend time together completing learning activities. The older buddies also take responsibility for looking after their younger buddy at playtime.

12.2 Our pupils also take part in PE and sports activities in teams with pupils from other year groups and schools e.g. sports day, athletics tournaments, football training and matches and many more competitive activities through our membership in the local Sports Partnership.

12.3 Year 5/6 pupils go on residential trips where they experience teamwork and co-operation. They also enjoy working together as they prepare for their end of year leavers service.

12.4 Our Christian ethos and our behaviour policy ensure that our pupils are able to resolve conflicts effectively. Every class is reminded regularly about how to respond to any type of

bullying behaviour including cyber bullying, and this is supported by visiting speakers from the local authority.

13. Outcomes in Social Development

- To observe pupils' growing maturity, self-esteem and behaviour.
- To observe the development of pupil relationships.
- The importance of the link between relationships and behaviour should be emphasised at every level. The quality of relationships between teachers, pupils, support staff, parents, governors and the wider whole school community, at all levels, is crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and understand and by the valuing of pupils.

14. Cultural development

14.1 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; an ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities; a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain; a 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 and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

(Ofsted School Inspection Handbook 2019)

14.2 It is an increasing appreciation of the systems of values and attitudes, which form the basis of identity and cohesion within societies and groups.

14.3 At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions of others.

14.4 In order to make provision for cultural development, existing knowledge, interests and experiences are strengthened and then built upon further. In this way pupils gain a deeper understanding of their own culture and the factors, which influence it and gain a broader understanding of other cultures and cultural influences. All areas of the curriculum can be used to promote and develop cultural awareness.

15. Features for Cultural Development

- To develop an understanding of British cultural tradition, including Christianity.
- To appreciate the values and customs of other ethnic and faith groups which make up modern British society.
- To develop the ability to value current cultural enthusiasms, icons, music and media, critically and independently of peer pressure.

16. Provision for Cultural Development.

16.1 At St. Andrew's, our pupils understand and appreciate the cultural diversity that is represented within our school and parish community, and in Britain as a whole. Our RE programme acknowledges the importance of and understanding of people of many faiths. In nursery and reception all children learn about key festivals from across a range of traditions. As the children move through school, they learn about a range of faiths including Islam, Buddhism and Hinduism. Across the primary range, their understanding is broadened as children widen their faith perspective.

16.2 In RE as the children become older, they have to display an understanding of dilemmas and circumstance from the point of view of other Christians, non-Christians and non-believers. Developing a language to deal with discussions relating to diversity is an important skill developed throughout the school as is an understanding of what it means to be prejudiced. Each year we choose another faith to focus on as a school and endeavour to invite guest speakers in to share their experiences. When we do have members of different cultures and faiths within the school, we encourage them to share their knowledge with others to enhance learning.

16.3 Our pupils are given many opportunities to participate in artistic, sporting and cultural activities as part of their wider curriculum studies (eg art). Pupils also learn Spanish in KS2. Younger pupils are given opportunities to learn languages through cross-curricular links. We

take pride in recognising and nurturing particular gifts and talents; providing opportunities to do so.

17. Outcomes in Cultural Development

- To observe pupils response to stories, videos, artefacts.
- To use records of work, displays and photographs.
- To observe an increased participation in cultural activities, diversity awareness days etc.
- To observe attitudes expressed during cultural visits or relating to visitors.
- Assessment through PSHE lessons.

18. Responsibilities

The Governing Body is responsible for:

- Ensuring that the SMSC Development Policy promotes an ethos based on Christian principles and practice.
- Ensuring that the SMSC Development Policy is put into practice and is monitored.
- Engaging with an appropriate inspector to carry out the Section 48 Inspection of our Church School.

19. Monitoring and Evaluating

The spiritual, moral, social and cultural development is an on-going process. There are termly arrangements whereby formal discussion and evaluation may take place, ensuring that all staff participate.

This may be included in:

- Whole staff INSET
- Staff meetings
- Subject Leader meetings
- TA meetings
- Council Meetings
- PSHE assessment
- GB Meetings

