



South Bersted CE Primary Spiritual, Moral, Social and Cultural Development Policy

Web and/or Internal	Web & Internal
This policy should be reviewed every	Every three years
Policy approved by Governors	Spring 2022
Date of Review	Spring 2025
Member of staff responsible	Headteacher
Policy created by	Headteacher
Signed by Chair of Governors and/or Headteacher	

At South Bersted CE Primary School, 'Life in all its fullness' (John 10:10), underpins our school vision. Therefore, provision for childrens' SMSCD is supported by the school's Christian values, which are at the heart of the policies, curriculum, worship and community life together. Promoting children's SMSCD is a statutory responsibility of everyone at the school.

At South Bersted CE Primary School we aim to provide a balanced and broad curriculum that ensures the four dimensions underpin all the experiences that individuals have within school.

Definitions:

Spiritual

I have come in order that they might have life – life in all its fullness. John 10:10

Spiritual development is about helping children to know who they are, to develop a sense of identity and self worth, to recognise their own inner selves and to reflect on their beliefs, values and feelings. This is about the development of the imagination and the appreciation of higher values including truth, beauty, love, compassion, justice and freedom and is not confined to a religious context.

Religious faith is an expression of spirituality; the two are not synonymous. It is understood in its broadest context, nurturing the spirit, recognising the uniqueness of the individual and his or her humanity and potential. Consequently, spiritual development goes further than what the child knows, understands and can do, to what that child is and is becoming.

Aims

In order to foster spiritual development, the school aims to provide children with opportunities to:

- Develop an appreciation of their uniqueness and value as a child made in the image of God;
- Develop an understanding of the distinctive ethos of this church school as well as the context, language and symbolism of the Christian faith;
- Develop knowledge and understanding of the school's core Christian values and the Biblical teaching that underpins them;
- Develop an appreciation of what it means to be a part of a community (e.g. using their gifts and abilities in the service of others);
- Develop the skills and language required to enable them to reflect upon the big questions and mysteries of life;
- Develop an awareness that experiences of disappointment, failure and loss may be occasions for spiritual growth;
- Understand the value of difference and diversity through involvement with others.

Teaching and learning

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

- The curriculum and all areas of our community life will be explicitly rooted in Christian values, such as **friendship, hope, koinonia, endurance, justice and reverence.**
- Opportunities for spiritual development will be pro-actively planned into the curriculum and actively encouraged in all areas of school life;
- Collective worship will celebrate the love of God for every individual and provide opportunities for children to respond to this;
- The school building and outdoor environment will provide appropriate spaces for silence, stillness and prayer (e.g. in reflection areas, indoor and outdoor prayer spaces);
- That children's spiritual capacities such as imagination, empathy and insight will be fostered through the creative arts and interactive multi-sensory teaching strategies;
- That children's moral development will be linked to their spiritual development;
- That the RE curriculum will deliver knowledge and understanding about a range of perspectives relating to spirituality linked to the Big Questions posed by the Understanding Christianity approach;
- That children 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;
- That children have the opportunity to discuss and question global and topical issues through weekly Philosophy for Children lessons.

Moral

Love must be sincere. Hate is evil; cling to what is good.

Be devoted to one another in love.

Honour one another above yourselves. Romans 12: 9-10

And what does the Lord require of you?

To act justly, to love mercy and to walk humbly with your God. Micah 6:8

Moral development is about helping pupils understand the balance between rights and responsibilities, the importance of valuing others and their property, and the benefits of working for the common good, whilst understanding moral dilemmas and recognising the reality of moral conflict.

Aims

To foster moral development, the school aims to provide children with opportunities to:

- Recognise the difference between right and wrong and begin to understand how Christian values 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, the school pursues these aims by ensuring that:

- The curriculum and all areas of our community life are explicitly rooted in Christian values;
- Opportunities for moral development will be pro-actively planned into the curriculum and actively encouraged in all areas of school life;
- Our Christian values are shared with members of our school community through our website and school documentation as well as through colourful images; posters, classroom displays;
- Collective worship and assemblies celebrate practical demonstrations of Christian values lived out in the life of the school, local, and wider community (e.g. displays, stickers and certificates, the Red Book and newsletters);
- 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 attendance at class Collective Worship, our website and via other documentation, of our school's expectations regarding behaviour, as well as the rewards and sanctions that we operate;
- Children gain skills in conflict resolution through peer mediation training and problem solving strategies;
- Children are made aware of moral and ethical issues in the national and international context through, representatives from charities being invited into school to talk about their work and the school's approach to Philosophy for Children;
- Pupils are fully involved, alongside teachers, senior leaders and governors in reviewing the impact of our Christian values on through our Heard, Heart and Feet approach;
- Bi weekly, whole school Philosophy for Children sessions, provide pupils with the opportunity to discuss and national and global issues.

Social

The human body has many parts, but the many parts make up one whole body. So it is with the body of Christ. 1 Corinthians 12:12

Social development is about living successfully in community and for Christians, community and relationships underpin life.

Social development concerns pupil's growing ability to relate to other people, peers and adults and to see themselves making a contribution to the communities to which they belong. It is about the capacity to collaborate and support each other. Citizenship is to do with responsibility for pupils' own and others' well being and more specifically, preparation

for participation in democratic processes, which sits within, although it is not confined by, social development.

Aims

To foster social development, the school aims to provide opportunities for children to:

- Build relationships founded upon the Christian values;
- Gain a clear understanding of the place of the church school within the wider Christian community including local, national and worldwide;
- Access pastoral support from school staff, local clergy and parish team members;
- 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 the school and their membership of it.
- Have a clear focus on being part of a wider team, through the school's House System

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 Christian values;
- Opportunities for social development will be explicitly planned into the curriculum and in all areas of school life;
- Collective worship and assemblies will celebrate and reward practical demonstrations of our Christian values such as, service to the community, and acts of friendship and generosity, particularly shown towards children facing difficulties or challenges (e.g. through the Red Book and newsletters);
- Strong mutually supportive links will be maintained and developed with the local and national church and the worldwide Anglican communion through regular worship in the parish church, participation in parish events, and church members supporting the school through prayer, Cathedral Leavers' Service, etc.
- An appropriately trained teaching assistance will provide pastoral support in a nurture group to children or family members facing challenges, in consultation with the InCo
- Our school community strives to be fully inclusive (e.g. by modifying our school building to ensure access for all);
- The Senior Leadership Team prioritises support and engagement with networks (e.g. cluster meetings, school partnerships and attending Headteacher conferences run by the Diocese);
- There is active engagement with parents and carers through the 'open door policy' and active support of PTA activities.

Cultural

After this I looked and there before me was a great multitude that no-one could count, from every nation, tribe, people, and language, standing before the throne.
Revelation 7:9a

Cultural development has two principal dimensions. Firstly it concerns pupils' appreciation of the culture with which they are familiar and secondly it addresses their understanding of the diversity of cultures through experiences of a range of unfamiliar cultural expressions, including those of a religious dimension.

Consequently, at the heart of cultural development, therefore, is the capacity, not only to understand and appreciate the elements that have shaped one's own life, but also to open to people from very different backgrounds, and learn how to celebrate their story.

Aims

To foster social development, the school aims to provide children 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 of the local Christian heritage, particularly through "Experience Church", visits to local churches and the Cathedral, and to explore their relationship to it
- Develop a knowledge and understanding of the cultural diversity of Christianity through RE, collective worship and events in school;
- Understand the relationship between religious belief and culture through a creative, challenging and interactive RE curriculum;
- Explore what it means to be a child made in the image of a Creator God;
- 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 Christian values, such as friendship, generosity, and creativity;
- 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 children about Christian heritage and tradition, and also the heritages and traditions of other faiths;
- Children are given opportunities to take part in and respond to cultural and artistic enterprises (e.g. community arts initiatives, as well as workshops with professional artists, poets, authors, dancers, etc);
- Children explore current affairs and different interpretations of events by the media;
- Children 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 our Diocese teach children that as a church school, we are a part of the World Wide Anglican Communion which comprises a rich cultural diversity of Christian traditions and practices.

Context

SMSCD covers all areas of school life and opportunities occur within many contexts to further children's development. It is up to the school community to provide for this development, making use of planned situations and acting upon spur of the moment occasions in order for all to move forward in this area.

Opportunities for promoting SMSCD

Ethos

The ethos of South Bersted CE Primary School reflects its attitudes and values, and is evident throughout all aspects of school life. The school has high expectations of all and all are equally valued with emphasis on strong relationships between individuals, groups and the school community.

Teaching and Learning Styles

The teaching and learning strategies aim to support SMSCD and take place individually, in small groups and as a whole class situation. Children are encouraged to take responsibility for their own learning, to make choices and to take initiative. They are given opportunities to think creatively, critically and to solve problems and in doing so have the freedom to respond personally to a range of experiences and ideas as well as experiencing challenge and stimulation.

Curriculum

Sound provision for SMSCD has a significant impact on an individual's ability to learn and achieve. All National Curriculum subjects and RE allow for consideration of attitudes and values, as well as development of skills and knowledge in a rich variety of contexts. The curriculum aims to give children the chance to develop appreciation and respect for environments, make decisions, take responsibility, consider rights and raise self-esteem and to make and keep rewarding relationships in many differing situations.

Collective Worship

The purpose of Collective Worship is educational and it must offer something to the development of the children in order for it to be worthwhile. It provides an important opportunity for SMSCD. Collective Worship is planned using the School's Values, in conjunction with Philosophy for Children, and includes the Red Book celebration time every Friday. Collective Worship supports and reflects the aims of the school. Through a wise range of materials and contexts, children are challenged to think and reflect at an individual, school, wider community and world level.

Extra curricular activities

At South Bersted CE Primary School a range of activities are provided for children to participate in as extras to the experiences presented within taught lessons. These activities allow the children to develop their interests further, experience and cope with success and disappointment, as well as engage in teamwork.

Behaviour and discipline

The school recognises that the use of rewards and sanctions has an effect on SMSCD. The systems in place reflect and re-inforce the aims and values of the school and aim to be consistently and fairly applied. Self discipline is encouraged with all types of success being recognised and rewarded. All pupils are treated equally.

Environment

The school environment, grounds and displays play an important role in SMSCD. The children's work is valued and displayed around the school for others to appreciate their achievements. Displays should be interactive and include questions to develop curiosity and imagination and allow for reflection. A diversity of cultures should be in evidence. Specific opportunities to promote developments in each of these contexts are identified in the following table (Appendix 1) and in each of the curriculum areas (Appendix 2).

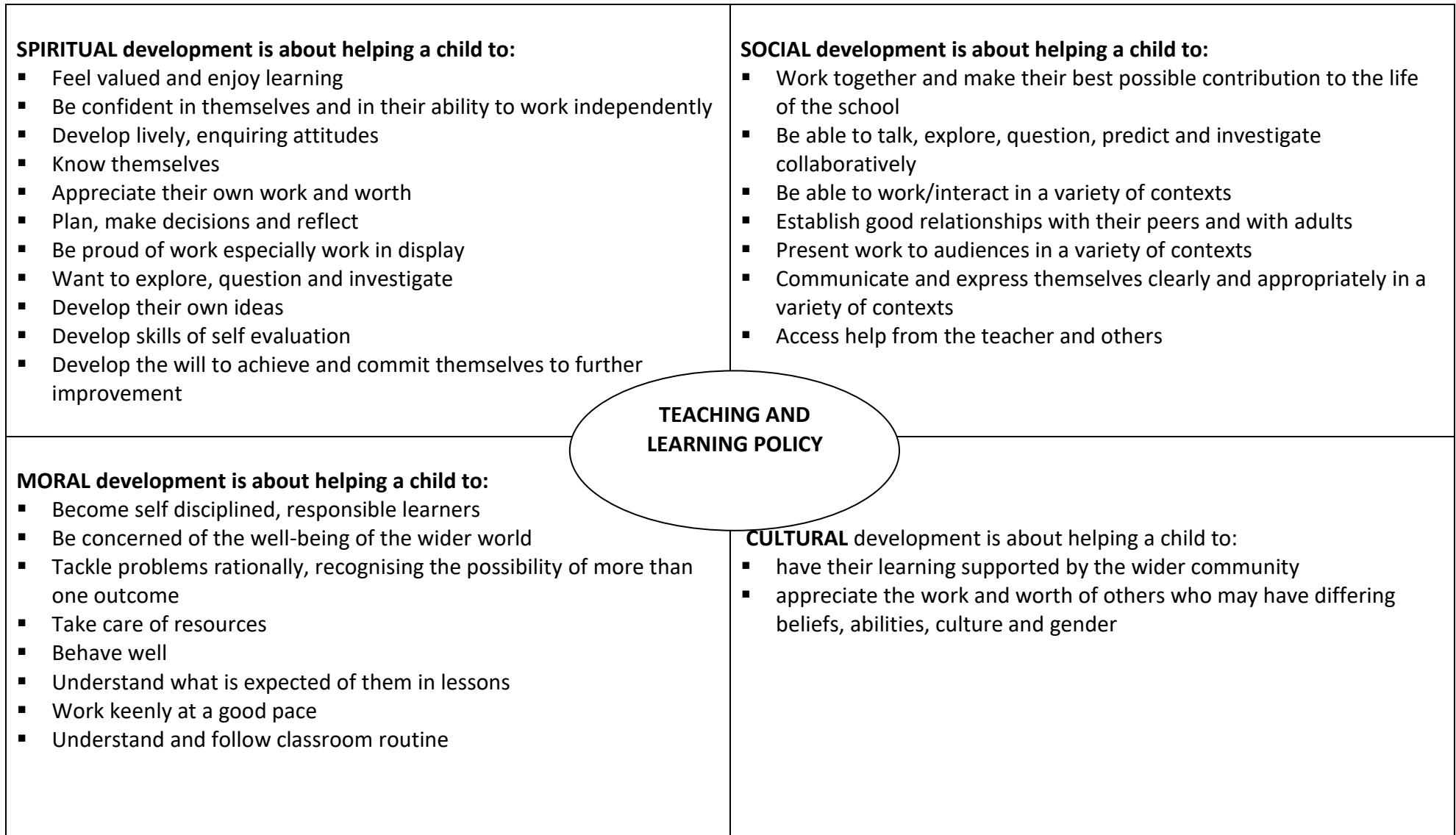
MONITORING AND EVALUATION

SMSCD is the responsibility of **all** staff and governors, 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 SMSCD is the Headteacher;
2. The SMSCD leader will ensure that our current policy is regularly reviewed, up to date, and a true reflection of practise in this school;
3. The SMSCD leader has the responsibility for ensuring that all staff, parents and governors understand how the school interprets SMSCD and to ensure that regular, appropriate professional development is provided;
4. The SMSCD lead teacher will liaise with the SLT, the Governing Body, and the Children's Cabinet and the School Council to monitor and evaluate the impact of opportunities for SMSCD across the curriculum.

This will be achieved by:

- a) Auditing curriculum policies and schemes of work to ensure that the school's values are the starting point for curriculum design;
- b) Monitoring of lesson plans and the quality of teaching and learning;
- c) Evaluating the impact of SMSCD provision through work scrutiny, learning walks and pupil interviews;
- d) Input at staff meetings, school governors' meetings and parents' forum to maintain the profile of SMSCD in the school;
- e) Sharing good practise from within our school with other schools where appropriate;
- f) Ensuring that SMSCD is a priority on the Raising Attainment Plan (RAP).



SPIRITUAL, MORAL, SOCIAL and CULTURAL DEVELOPMENT (SMSCD)

The teaching of **English** develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

The teaching of **Maths** supports the social development of our children through the way we expect them to work with each other in lessons. We group children so that they work together and we give them the chance to discuss their ideas and results.

Science teaching offers children many opportunities to examine some of the fundamental questions in life, for example, the evolution of living things and how the world was created. Through many of the amazing processes that affect living things, children develop a sense of awe and wonder regarding the nature of our world. Science raises many social and moral questions. Through the teaching of science, children have the opportunity to discuss, for example, the effects of smoking and the moral questions involved in this issue. Children are given opportunities to reflect on the way people care for the planet and how science can contribute to the way we manage the earth's resources. Science teaches children about the reasons why people are different and by developing the children's knowledge and understanding of physical and environmental factors, it promotes respect for other people.

The teaching of **Art and Design** offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Group work allows children to work together and gives them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect and work with each other and with adults, thus developing a better understanding of themselves. The children also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

The teaching of **Design Technology** offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Group work allows children to work together and gives them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and co-operative work across a range of activities and experiences in design and technology, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

Children in our school are offered many opportunities to examine the fundamental questions in life through the medium of **Geography**. For example, their work on the changing landscape and environmental issues leads children to ask questions about the impact of mankind on our world. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of

different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

When teaching **History** we contribute to the children's spiritual development where possible. We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as child labour in Victorian Britain. Children learn about the role of the church in Tudor times and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Listening, creating or performing **Music** can sometimes be a moving and even spiritual experience. Children are encouraged to reflect on the important effect that music has on people's moods, senses and quality of life. Children at South Bersted CE Primary School have the opportunity to encounter music from many cultures and through their growing knowledge and understanding of the music; they develop more positive attitudes towards other cultures and societies.

The teaching of **PE** offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children the opportunity to work together and for them to have the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

Through **Religious Education** children are provided with opportunities for spiritual development by considering, reflecting on and responding to questions concerning the meaning and purpose of life. Children are helped to recognise the difference between right and wrong through the study of moral and ethical questions and their social development is enhanced by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in doing so; they develop their knowledge and understanding of the cultural context of their own lives.