

Spiritual, Moral, Social and Cultural Education (S.M.S.C.) Policy

This is a non-statutory policy.

Date of last policy review: January 2019

Next review date: January 2022

Our vision is to inspire and celebrate learning, achievement, faith and fun.

Ours is a school that works in partnership with the community to enable and equip each child to live life to the full, reflecting the Christian values of our foundation.

We will realise our Vision by:

- demonstrating, as a Church school, our Christian values in action
- providing a happy, healthy and secure environment where all are respected, valued and encouraged to contribute
- encouraging participation and a love of learning by offering experiences full of opportunity and creativity
- pursuing excellence in every aspect of school life, supporting one another and celebrating the achievements of all

This policy supports the implementation and development of our school vision by setting out the context in which our children will thrive. At North Nibley C of E Primary School, we hold the Christian belief that human beings are created in the image of God, and that each shares in God's purposes to bring life and allow creation to flourish. Our Christian values are integrally spiritual, and when lived out in community (school and the wider world) they support the social, moral and cultural development of us all. The school takes an active approach in the development of Spiritual Moral, Social and Cultural education. We shape our curriculum so that children experience 'Wow' moments and have opportunities to respond co-operatively and creatively. As they mature they are asked to consider deeper questions. "Who was really to blame for the sinking of the Titanic? The look-out? The captain? The boat builders?" They encounter mystery and consider issues of morality. They are active fundraisers for vulnerable groups. As well as being taught right from wrong, they know that some questions cannot be answered. Topics are supported by visits out (including the London residential) and visitors in school. The teaching of British values enables children to grasp the fundamentals of our culture. As the Year 6 take their turns at being Buddies, supporting the Reception children, the impact of our work on respect and value come into its own and enriches our school community.

This policy is reinforced by many of our other policies, particularly those concerned with Behaviour, Equal Opportunities and Personal, Social Health and Citizenship Education.

Definitions:

Spiritual development – Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in 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.

Spiritual Development is not synonymous with Religious Education, although Religious Education and Collective Worship are a major vehicle for the delivery of spiritual matters. The School has a Spiritual Development Policy, which should also be read.

Moral development – Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, 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.

Social development – Pupils' social development is shown by 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 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 develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural development – Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- 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, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Aims

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor must be valued as individuals in their own right. The Head Teacher and all staff must consciously exemplify the values of respect and responsibility, acting as role models for the behaviours we wish to see.

Through planned opportunities, and over time, we aim to develop in each and every child:

- a sense of self-worth and deep feelings of what is felt to be ultimately important.
- a sense of being in relationship with others and a growing understanding of what it means to belong to a community
- a growing involvement with others in the wider world and an appreciation of similarities, difference and diversity
- a response to the distinctive ethos of a Church school and the content, language and symbolism of the Christian Faith as a way of understanding our meaning and purpose in life through prayer and worship and in daily life

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- an improving willingness to explore the Christian beliefs and values of the school community as a foundation for life and through them to be able to help them to counter negative forces in human experience
- an increasing ability to reflect upon experiences such as awe, compassion and beauty
- the growing understanding that experiences of disappointment, failure and loss may be occasions for spiritual growth and development
- a maturing ability to explore the ultimate questions and mysteries of life
- an age-appropriate ability to develop a moral code of their own that is socially acceptable and in keeping with the Christian foundation of the school
- an awareness of the diversity of other cultures both within modern Britain and throughout the world.

Approaches

In our school we seek to find ways in which all areas of the curriculum can contribute to children's spiritual, moral, social and cultural development and to highlight opportunities for these in our planning for the curriculum and all aspects of school life. Planned opportunities are also reinforced by the experiences that can be found in the day-to-day running of the school.

The school values: <ul style="list-style-type: none">• Service• Compassion• Perseverance• Friendship• Forgiveness• Hope• Respect• Responsibility and Social Justice• Thankfulness and Generosity	And we reject: <ul style="list-style-type: none">• Bullying• Cheating• Deceit• Cruelty• Irresponsibility• Dishonesty• Disrespect
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Spiritual development

For children's spirituality to develop and flourish, there must be trust; trust in a God who loves them and trust that school is a safe place where their doubts, fears and questions will be listened to. In Collective Worship, children are given the opportunity to praise God for the wonders of the world, to give thanks for God's limitless love and to learn about and celebrate the shared Christian values which unite them as a school family. The gospel stories and other Biblical teaching will therefore be seen as the root of the Christian values that shape the school's life, values such as respect and thankfulness, friendship and forgiveness. This means that Collective Worship will be the life-giving thread weaving through all aspects of the community life.

We provide opportunities for all children to be included.

We seek to foster spiritual capacities, e.g. imagination, insight and empathy.

We allow all children an equal opportunity to explore and express feelings and emotions.

We provide opportunities for silence, stillness and prayer.

We share feelings and experiences that foster hope and joy, reassurance and encouragement.

We encourage children to develop relationships based on the Christian values of love, forgiveness and service to others.

We endeavour to link the Christian Faith with the life of the school and wider community.

We seek to challenge children to reflect upon the significance of their learning.

Moral/ Social development

For Christians, morality is not just about good behaviour, it is about shared values that are rooted in Christian belief. Forgiveness, love, justice are central values to good moral development. We have a simple agreed code of Behaviour throughout the school and Class teachers develop their own Class Code of Conduct, based upon the general school rules. We teach the children to be aware of their own actions, take responsibility for their own bodies, recognise interdependency in our world and encourage independence where appropriate. We help children to identify their own feelings and think these through so that they are expressed in behaviour that is socially acceptable. Praise, stickers and our reward system (Class Dojo) highlight both academic and social achievements. (See Behaviour policy).

Cultural development

At the heart of cultural development is the capacity, not only to understand and appreciate those elements that have shaped one's own life, but also to be open to people from very different backgrounds, and learn how to celebrate their story. We will help children develop a knowledge of the local Christian heritage, particularly through "Experience Church" programme, visits to local churches and the Cathedral, and to explore their relationship to it. Children will develop a knowledge and understanding of the cultural diversity of Christianity through links overseas, RE, Collective Worship and events in school. We will recognise our own traditions and beliefs and value the diverse family units that the children come from. As teachers of young children in a relatively mono-cultural environment, we feel it imperative that we introduce other beliefs and cultures so that these can be respected and valued.

Monitoring and Evaluation

Opportunities offered to children for Spiritual, Moral, Social and Cultural Development will be monitored and evaluated in the following ways:

- by monitoring of lesson plans and teaching and learning by the subject leaders and governors
- by audit of policies and schemes of work
- through regular discussion at staff and governor meetings particularly using the audit of spirituality document that has been developed in the school to focus the development of spirituality across all subjects in the curriculum
- by sharing of classroom work and practice
- through evidence from pupils' work,
- by regular inclusion on School Improvement Plan

APPENDIX: Where can we find evidence of S.M.S.C. in curriculum subjects? Some examples

Subject	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
English and Literacy	<p>In responding to a poem, story or text; pupils can be asked 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?'</p> <p>By appreciating the beauty of language</p>	<p>By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills.</p> <p>By considering different perspectives.</p>	<p>By supporting conceptual and language development through an understanding of and debates about social issues</p> <p>By providing opportunities for talk in a range of settings</p>	<p>By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell'</p> <p>By providing opportunities for pupils to engage with texts from different cultures</p>
R.E.	<p>By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews</p> <p>By asking and responding to questions of meaning and purpose</p> <p>By considering questions about God and evaluating truth claims</p> <p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life</p> <p>By exploring William Tyndale's ability to take several foreign languages and translate them into inspiring English verse, which ordinary people could use to steer their lives.</p>	<p>By exploring morality including rules, teachings and commands such as The Golden Rule, the ten commandments, the sayings (hadith) of Muhammad,</p> <p>By investigating the importance of service to others in Sikhism, Hinduism and Buddhism</p> <p>By exploring religious perspectives and responses to evil and suffering in the world</p> <p>By asking questions about the purpose and meaning of reconciliation and salvation e.g. exploring Yom Kippur, Christian salvation story</p> <p>By using the Eco RE enquiries</p> <p>By exploring Tyndale's belief that everyone should understand the words they were using in worship. His moral courage to stand up and do something about it</p>	<p>By exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence</p> <p>By asking questions about the social impact of religion</p> <p>By appreciating Tyndale's shaping of the worship used in Britain to this day, including the Lord's Prayer in English.</p>	<p>By exploring similarities and differences between faiths and cultures</p> <p>By considering in particular different cultural expressions of Christianity; for example, using the Ngarra crosses resource (St Edmundsbury and Ipswich Diocese),</p> <p>By learning about UK saints and those after which nearby churches might be named</p> <p>By engaging with text, artefacts and other sources from different cultures and religious backgrounds</p> <p>By appreciating Tyndale's use of English, which stands alongside Shakespeare and Chaucer in shaping the development of the English language.</p>

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Maths and Numeracy	<p>By making connections between pupils' numeracy skills and real life; for example, pie charts could compare how a child in Africa spends her day with how children in the UK spend their time.</p> <p>By considering pattern, order, symmetry and scale both man made and in the natural world</p>	<p>By engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people?</p> <p>By reflecting on data that has moral and ethical implications; for example pupils might consider the difference in amounts of money spent on non-essentials compared with food aid/water aid</p>	<p>By the sharing of resources within the classroom, the negotiating of responses and group problem solving</p> <p>By analysing social data e.g. on health care, poverty, bullying</p>	<p>By asking questions about the history of maths: for example, 'What do the Egyptians, Greeks and Indians discover that we still use in maths today?'</p>
Science	<p>By demonstrating openness to the fact that some answers cannot be provided by Science.</p> <p>By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.</p> <p>By using tools such as Star Walk which allow pupils to plot the stars in relation to their location and open up questions about the size of the universe and how it might have been formed</p>	<p>By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place.</p> <p>By considering that not all developments have been good because they have caused harm to the environment and to people.</p> <p>By encouraging pupils to speculate about how science can be used both for good and evil.</p>	<p>By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable young person.</p> <p>By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes</p>	<p>By asking questions about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions</p>
Design and Technology	<p>By enjoying and celebrating personal creativity</p> <p>By reviewing and evaluating created things</p>	<p>By raising questions about the effect of technological change on human life and the world around them</p>	<p>By exploring dilemmas that individuals may face and developing practical solutions to these problems</p>	<p>By considering cultural influences on design</p> <p>By asking questions about functionality v aesthetics</p>

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History	<p>By considering how things would be different if the course of events had been different; for example, what difference would it have made if the Normans had not been successful in 1066?</p> <p>By looking at local history and investigating the reasons why there is a landmark, building or museum.</p> <p>By speculating about how we mark important events from history and the people who shaped them.</p>	<p>By exploring the results of right and wrong behaviour in the past</p> <p>By considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice? Are there examples from their own local area?</p> <p>By going beyond the facts and asking pupils to make hypotheses and pose questions such as ‘what if...?’ ‘what would have turned a tragedy into a triumph?’</p>	<p>By giving the trigger for discussions about how groups and communities organised themselves in the past.</p> <p>By considering questions about social structure in the past.; for example, What might pupils say about the rights of children in earlier times? Is it important that society looks after young children? Are there people who still don’t get a fair deal?</p> <p>By encouraging pupils to talk to their parents and grandparents; for example, when learning about World War Two</p>	<p>By exploring local history and under researched history and history around us</p> <p>By investigating how culture is shaped by history, exploring the ‘cultural heritage’ and in particular the Christian influence on British culture.</p> <p>By taking pupils on visits to heritage sites Knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values</p>
Geography	<p>By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world.</p> <p>By making links with history when exploring the environment and speculating on why the landscape is as it is.</p> <p>By comparing their lives with pupils living in other countries or other part of the UK, possibly through a schools linking programme www.schoolslinkingnetwork.org.uk or www.epals.com or through contacts with a different Diocese.</p>	<p>By considering how people treat the environment; posing questions such as, ‘How are we changing our surroundings – are some things for the better and others for the worse?’ Who benefits and who suffers? What should be our personal response to these? Who should look after our environment?</p> <p>By working towards an Eco School status</p>	<p>By providing positive and effective links with the wider community, both locally and through linking with other schools with different demographics both in the UK and globally</p> <p>By considering social responsibility e.g. care for the environment, impact of traffic on the local area, tourism</p>	<p>By making links with other countries through schools linking and cultural theme days.</p> <p>By exploring links through the British Council and European Union.</p> <p>By exploring cultures that have had, and still have an impact on the local area.</p>

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Music	<p>By allowing pupils to show their delight and curiosity in creating their own sounds.</p> <p>By making links between their learning in literacy (or other curriculum area) with music being played as background</p> <p>By considering how music makes one feel and can 'move us' deeply</p>	<p>By exploring how music can convey human emotions such as sadness, joy, anger...</p> <p>By appreciating the self-discipline required to learn a musical instrument</p>	<p>By exploring how an orchestra works together</p> <p>By discussing What would happen if musicians in a band/group didn't cooperate</p> <p>By appreciating how music is used in different ways indifferent settings e.g. for pleasure, for worship, to help people relax</p>	<p>By giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing.</p> <p>By encouraging pupils to listen and respond to traditions from around the world.</p> <p>By appreciating musical expression from different times and places</p>
Drama	<p>By allowing for insight, self-expression and the chance to walk in someone else's shoes.</p>	<p>By expressing what it feels like to be wronged and what remedies might make things better for the injured</p>	<p>By exploring similarities and differences and how respect for others can be expressed.</p> <p>By building self- esteem and encouraging self-worth</p>	<p>By taking different roles from other backgrounds</p> <p>By using different dramatic conventions to encourage empathy</p>
Art and Design	<p>By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena e.g. Northern Lights.</p> <p>By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey.</p> <p>By allowing pupils to show what they know through their own expression of big ideas about life e.g. morality, ethical issues.</p> <p>By promoting the process of 'reviewing and evaluating'; for example, see the work of David Hockney.</p>	<p>By exploring how emotions and inner feelings are expressed though painting, sculpture and architecture.</p> <p>By responses to and use of visual images to evoke a range of emotions</p>	<p>By sharing of resources.</p> <p>By exploring social conflict and resolution.</p> <p>By exploring art as a powerful social tool e.g. in advertising, in representing particular groups</p>	<p>By experiencing a wide range of creative media from around the world.</p> <p>By working towards the 'Arts Mark' award.</p> <p>By developing aesthetic and critical awareness</p>

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MFL (Modern Languages)	<p>By exploring the beauty of languages from around the world</p> <p>By exploring the way language is constructed</p>	<p>By using the Charis materials produced by the Stapleford Centre to explore moral and ethical issues in different languages (www.staplefordcentre.org/bookshop)</p> <p>By helping pupils to have an accurate and truthful understanding of another culture</p>	<p>By learning the skill of communicating in different ways</p> <p>By exploring different social conventions e.g. forms of address</p>	<p>By appreciating the language and customs of others</p> <p>By exploring the literature and culture of other countries</p> <p>By taking part in exchange visits or cultural occasions</p>
Computing (I.C.T.)	<p>By wondering at the power of the digital age e.g. use of the internet</p> <p>By understanding the advantages and limitations of ICT</p> <p>By using the internet as a gateway to big life issues</p>	<p>By exploring the moral issues surrounding the use of data</p> <p>By considering the benefits and potential dangers of the internet – e.g. campaigns for charities and injustice as a force for good. Cyber bullying as a danger.</p> <p>By considering the vision of those involved in developing the web</p>	<p>By links through digital media services with other schools and communities</p> <p>By highlighting ways to stay safe when using on line services and social media</p> <p>By being prepared to work with technology to forge new relationships</p> <p>By discussing the impact of ICT on the ways people communicate</p>	<p>By exploring human achievements and creativity in relation to worldwide communications</p> <p>By developing a sense of awe and wonder at human ingenuity</p>
PSHE/Circle Time	<p>By developing awareness of and responding to others' needs and wants</p> <p>By exploring meaning and purpose for individuals and society</p> <p>By developing resilience and inner strength</p>	<p>By exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives.</p> <p>By making explicit links to the school's distinctive ethos as a church school.</p>	<p>By helping pupils to engage in a democratic process for agreeing the rules for community life.</p> <p>By creating opportunities for pupils to exercise leadership and responsibility; pupils might be asked 'Why do we think this important?' 'What could we do about it?' 'Who would like to take it further?'</p>	<p>By exploring how different cultures can offer great insights into how we lead our lives</p> <p>By providing pupils with opportunities to make choices about some aspects of classroom and school life</p>

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P.E.	<p>By delighting in movement, particularly when pupils are able to show spontaneity</p> <p>By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative.</p> <p>By being aware of one's own strengths and limitations</p>	<p>By discussing fair play and the value of team work.</p> <p>By developing qualities of self-discipline, commitment and perseverance</p> <p>By developing positive sporting behaviour</p>	<p>By developing a sense of belonging and self-esteem through team work</p> <p>By developing a sense of community identity through taking part in inter school events</p>	<p>By learning about the history of sport, and where they originate from</p> <p>By making links with national and global sporting events such as the World Cup and the Olympics</p> <p>By exploring rituals surrounding sporting activities</p>

With thanks to Norwich Diocese