



## Policy for:

# Spiritual, Moral, Social & Cultural Development

		Date	Change Log	
<b>Reviewed by:</b>	Staff & SLT	November 2024		
<b>Authorised by:</b>	C&P			
<b>Date for next review:</b> (or earlier should legislation require it)	October 2026			



## Our Christian Vision & Values

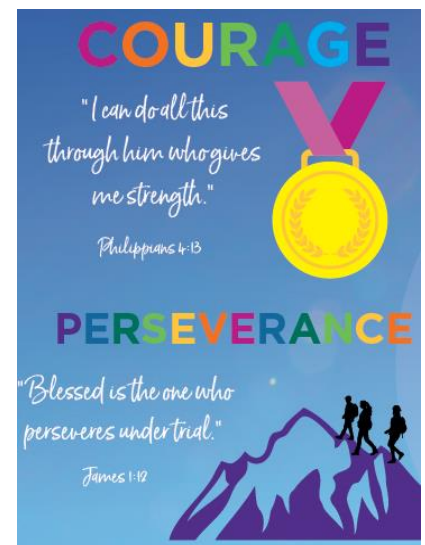
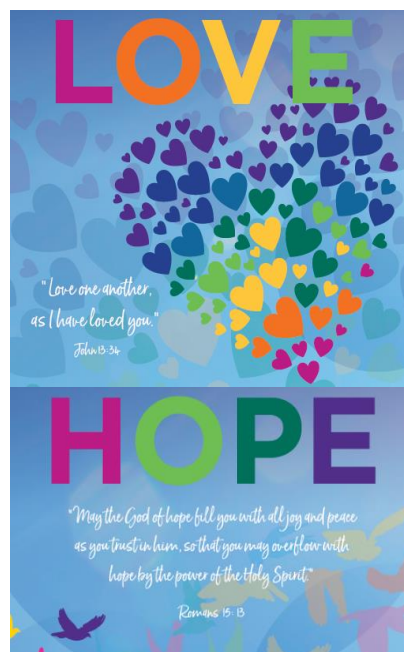


### Our Christian vision states that we:

Clear a path for a lifelong journey of exploration and growth, through an innovative and challenging curriculum, inspiring all in our community to be courageous advocates and global citizens. Everyone can find their light and shine it brightly. Hand in hand, we love, learn and flourish together.

*'In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.'* *'Let your light shine'* Matthew 5:16

### Our core Christian values allow us to deliver the Christian vision:





## Spiritual, Moral, Social & Cultural Development (SMSC)

### The National Curriculum states that...



Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

### Statement of Intent

All maintained schools have a duty to 'actively promote' the spiritual, moral, social and cultural (SMSC) development of our pupils and this runs in-line with our commitment to fostering fundamental British values.

Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways we ensure pupils' SMSC development. These values are taught explicitly through the RE, RSHE and Personal Development curriculum, and are further nurtured through the school's ethos, wider curriculum and promotion of spiritual, moral, social and cultural (SMSC) understanding. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos, curriculum and teaching support the rule of English civil and criminal law.

### Introduction

At Woodstock CE Primary School we see Spiritual, Moral, Social and Cultural (SMSC) education as being about the development of the whole person. Our Christian vision, ethos, and values are central to this and reflect our distinctiveness as a church school.

### Our Christian Vision

Clear a path for a lifelong journey of exploration and growth, through an innovative and challenging curriculum, inspiring all in our community to be courageous advocates and global citizens. Everyone can find their light and shine it brightly. ***Hand in hand, we love, learn and flourish together.***

*'In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.'* **'Let your light shine'** Matthew 5:16

### Our Values

Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values, to become aware of, and involved in the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens. Our values are the tools that allow us to deliver the school's Christian Vision.

**At Woodstock CE Primary School our Core Values are:**



Value	Bible Reference
Love	“Love one another, as I have loved you.” John 13:34
Hope	“May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit.” Romans 15:13
Courage	“I can do all this through him who gives me strength.” Philippians 4:13
Respect	“So, in everything, do to others what you would have them do to you.” Matthew 7:12
Honesty	“Let us not love with words or speech but with actions and in truth.” 1 John 3:18
Perseverance	“Blessed is the one who perseveres under trial.” James 1:12

**Our Aims**

Aims reflect our beliefs and values and represent what we want to achieve as a school community. Our aims are translated into priorities to move the school forward and meet the challenges of an ever-changing world.

**CELEBRATE SUCCESS**

Nurture self-esteem through the celebration of children’s achievements.

**FAITH CENTRED**

Promote Christian values, and foster positive attitudes to all people, races, religions and ways of life.

**DYNAMIC & INNOVATIVE**

Deliver a dynamic and innovative curriculum that challenges, excites and inspires children to achieve their best.

**ACCOUNTABLE AT ALL LEVELS**

Ensure that everyone understands their role in contributing to sustained school improvement and moving the school forward for the benefit of pupils.

**LEARNING CENTRED**

Create an inclusive learning culture where children and others within the school community are challenged in their thinking, strive for continuous improvement and are committed to life-long learning.

**COMMUNITY ORIENTATED**

Help children develop an understanding of citizenship and empower them to make valuable contributions locally and globally.

Engage with the school and wider community to enrich and enhance children's achievement and personal development.

#### HIGH EXPECTATIONS

Set high expectations to enable pupils to become effective, enthusiastic, independent learners.

#### CARING AND SUPPORTIVE

Create a happy, caring and supportive environment based on a spirit of co-operation between the school, the Church and the local community.

Ensure the safety of every child and promote opportunities to adopt a healthy and active lifestyle.

#### INCLUSION

Treat children and others fairly, equitably, and with dignity and respect, to maintain an inclusive school culture.

### Defining Spiritual, Moral, Social and Cultural Development

We recognise that the spiritual, moral, social and cultural elements of pupils' development are inter-related. However, for the purpose of analysis and school self-improvement it can be useful to disaggregate them. We are aware there is much overlap between them, not least in respect of spirituality and its links to pupils' attitudes, morals, behaviour in society and cultural understanding.

There could be many discussions around defining spiritual, moral, social and cultural development; however these discussions are not easy to turn into practical teaching strategies with clear, educational outcomes. Schools and teachers need to understand clearly what they are seeking to achieve. In evaluating our school's success, we recognise the need to clarify how and what should be monitored and judged.

As a school community we have created our own definition for each aspect of SMSC development with the support of our Rector, whilst recognising the need to be mindful of Ofsted's criteria for the effectiveness of SMSC.

At Woodstock CE Primary we define **spiritual development** as *nurturing the inner life of an individual*.

Ofsted's criterion for the spiritual development of pupils 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, including the intangible.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

We define **moral development** as *the process through which children develop positive attitudes and behaviours toward other people in society, based on social and cultural norms, rules, and laws*.

Ofsted's criterion for the moral development of pupils 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 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.

We define **social development** as *learning ways of dealing with others that create healthy and positive interactions*.

Pupils' social development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively.
- Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

We define **cultural development** as *the process of supporting children to make meaning of the world through an understanding of the set of attitudes, values and behaviour shared by a group of people, communicated from one generation to next.*

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 to, for example, 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.

### **Spiritual, Moral, Social and Cultural Provision**

The school's vision and ethos underpin the promotion of SMSC with Religious Education, Collective Worship, Assemblies of Celebration, and PSHE making a significant contribution to children's development in this area. The school promotes opportunities to reflect on learning and development in these areas and provides a Prayer and Reflection room.

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

When planning delivery of the curriculum, teachers consider and plan opportunities to promote aspects of social, moral, social and cultural development.

The school's work undertaken to become an Eco School, on Global Citizenship and achieving the Gold Rights Respecting Schools Award, further supports SMSC development. Children also experience a democratic voting system each year when voting for Pupil Parliament and committees.

### **Teaching and Organisation**

Development in SMSC takes place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Where political issues are brought to the attention of pupils, staff must make every effort to ensure that a balanced presentation of opposing views is evident at all times.

### **Class discussions and circle times will give pupils opportunities to:**

- Talk about personal experiences and feelings
- Develop and express their own sense and understanding of spirituality
- Explore and express their spiritual growth
- Express and clarify their own ideas and beliefs
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people
- Explore relationships with friends/family/others
- Consider others' needs and behaviour
- Show empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging
- Articulate their feelings and justify them through discussion and debate
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc

### **Many curriculum areas provide opportunities to:**

- Listen and talk to each other
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different
- Agree and disagree
- Take turns and share equipment
- Work co-operatively and collaboratively

### **Links with the wider community:**

- Visitors are welcomed into school, including those from public institutions and services in Britain. We have strong links with the Church. Clergy make weekly visits to lead collective worship, and we frequently visit the church for services and as part of learning about Christianity. Visits are made to other places of worship.
- The development of a strong home-school link is regarded as very important, enabling parents / carers and teachers to work in an effective partnership to support the pupil.
- Pupils are taught to appreciate their local environment (both indoors and in the outdoor environment) and to develop a sense of responsibility to it; Forest Schools is delivered in the Early Years and as an after-school activity for older children.
- The talents and expertise of professional artists, musicians, performers, sports people, historians etc. are drawn upon to enhance curriculum provision.
- Pupils connect with the wider world through our international links and charity events such as Children in Need, Fair Trade Fortnight, Food Bank work and Reverse Advent calendars.

### **Monitoring and Evaluation**

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of planning, and teaching and learning by senior, middle leaders & governors
- Regular discussion at staff and governors' meetings
- Audit of policies and Schemes of Work
- Sharing of classroom work and practice
- Audit of Collective Worship Policy and practice
- Scrutiny of pupils' work
- School evaluation processes