

St John's Church of England Primary School

Spiritual, Moral, Social and Cultural (SMSC) Education and promoting fundamental British Values.



Reviewed	3 yearly
This Version Dated	Sept 2023
Next Review Due	Sept 2026

Love – "...that you love one another as I have loved you...." John 13:34

Respect - "...however you want people to treat you, so treat them,.....s" Matthew 7:12

Truth - "I am the way, the truth and the life. No one comes to the Father except through me" John 14:16.

*Learning, loving and Laughing is at the heart of all we do at St John's. Through our core Christian Values of **Love, Truth and Respect** and our inter disciplinary St John's curriculum, we want children to have an excellent education to enable them to believe in themselves and achieve their potential while being equipped to become global citizens who show respect and compassion for everything in God's world*

Introduction

At St John's C of E (Aided) Primary School, we want our pupils to be successful, confident learners and responsible, global citizens. Guided by our vision and our values, we are committed to providing an environment that:

- Enables children to learn and develop to their full potential
- Ensures respect, forgiveness, empathy for others and acceptance of differences
- Encourages independence and collaboration
- Equips children to be adaptable and resilient in an ever changing world
- Ensures pupils develop self- discipline and take responsibility for themselves and their behaviour towards others
- Prioritises spiritual, moral, social and cultural intellectual and physical development

In order to facilitate and achieves this, we will provide a curriculum that aims to develop learners who:

- **Know themselves** and confidently express and articulate their feelings and views in a range of ways;
- **Are aware of others** showing compassion and support as well as demonstrating respect for different faiths, beliefs and cultures and valuing the opinions of others
- **Are global citizens** for today and beyond and show respect for everything in God's world
- **Possess a body of knowledge** that supports them to successfully access the next stages of their education as well as develop their personal strengths and interests
- **Are personally empowered to learn** developing a passion for learning and understanding that they hold the key to their own success.

We recognise the importance of the academic, personal development and well-being of every child in our school. This includes recognising the importance of providing a range of opportunities for our pupils to respond to, that supports their spiritual, moral, social and cultural development with an understanding and an overview of teaching the Equality Act (2010) and including global education themes.

Spiritual, Moral, Social and Cultural development (SMSC)

(NB whilst each dimension is outlined separately there is a great deal of overlap between the four areas).

Spiritual development

Spiritual development is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose. It is about awe and wonder, asking question, self-reflection, inspiration and being aware of 'something greater' than ourselves. Beliefs that help provide perspective on life may be rooted in a religion, but equally may not.

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The Spiritual development of all our children is addressed through our Christian vision and values. As a church school, we address spiritual development through prayer, Christian worship, celebration of Christian festivals and learning about those of other faiths, reading and reflection on the Bible within Collective Worship, RE and across the wider curriculum.

We are committed to providing the right environment to enable the spiritual development of all pupils through supporting them to:

- Developing 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 awareness of and respect for other people's beliefs and faiths and the ability to articulate their own;
- 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 strategies to build good mental health (see mental health policy);
- Foster self-awareness and encourage pupils to make informed decisions;
- Develop the skills and language required to enable them to reflect upon the big questions and mysteries of life;
- Begin to understand and make sense of their own feelings and emotions around certain encounters and events that occur in their 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;
- Encourage curiosity, creativity and imagination;
- Develop the ability to reflect upon experiences of awe, compassion, beauty etc
- Develop a capacity to value the natural world, a sense of awe and wonder and a commitment to care for creation.

These will enable the pupils to have a quality of life that encompasses respect, awareness, compassion, curiosity, understanding and relationships that reflect order, reason, balance and integrity within the context of Christian faith.

Through teaching and learning, we will pursue these by:

- Ensuring that the curriculum and all areas of community life are driven by the school's Christian vision statement and associated values
- Providing opportunities for spiritual development within the planned curriculum and encouraged in all areas of school life
- Recognising, acknowledging and/or celebrating, unplanned and spontaneous spiritual opportunities
- Ensuring that collective worship celebrates the love of God for every individual and provides opportunities for children to respond and reflect on this;
- Developing within the children a solid understanding of the Christian concept of God as Father, Son and Holy Spirit; of prayer and of the Bible is nurtured and developed;
- Ensuring that the school building and outdoor environment provides appropriate spaces for silence, stillness and prayer including whole school and class prayer spaces and our sensory garden.

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- Ensuring that children’s spiritual capacities such as imagination, empathy and insight are fostered through the creative arts and interactive multi-sensory teaching strategies making use of the outdoor environment and relevant educational visits;
- Ensuring there are opportunities to listen attentively and observe carefully, listening with discernment, valuing what is good and worthwhile and making judgements through discussion and exchange of views and ideas;
- Support our pupils to learn how to live with success and failure for themselves and with others;
- Ensuring that moral development is linked to spiritual development through strategies such as ‘windows, mirrors and doors’;
- Ensuring that our RE curriculum delivers knowledge and understanding of spirituality from a number of world faith and world view perspectives;
- Ensuring that children are 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;

Moral development

Moral development is about knowing what is right and wrong and acting on it accordingly. Moral development is about personal and societal values, understanding the reasons for them and airing and understanding disagreements.

We are committed to supporting our children to:

- Distinguish right from wrong, developing their own ‘moral compass’ to help them stand up for the truth and be honest with themselves and others
- Apply their moral understanding to their own lives
- Develop an ability to think through the consequences of their own and others’ actions
- Respect the rights and property of others, their opinions and customs, even when they are different from our own
- Show love for one another through their actions, without an expectation of a reward
- Solve differences of opinion in non-violent ways using the principles of restorative practice
- Develop reasoned views and opinion about moral and ethical issues, understanding the need to review and re-assess their values, moral code and principle in the light of experience

We will pursue these by:

- Providing a school agreement that is underpinned by clear moral values, promoted consistently across the school and is the basis of our Positive Relationships and Behaviour for Learning Policy
- Providing the opportunity for all pupils to contribute to their class agreement which is based on our school agreement
- Promoting racial, religious, gender, sexuality and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values
- Developing an open and safe learning environment in which pupils can express their views
- Rewarding expressions of moral insight and good behaviour
- Encouraging pupils to take responsibility for their actions

Social Development

Social development shows pupils working together effectively, relating well to adults and participating in the local community. It also includes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

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We are committed to:

- Fostering the skill and qualities of team building through the development of self-confidence, cooperation, sensitivity to others, reliability, initiative and understanding
- Providing an environment where pupils can take responsibility for themselves and others in school and the wider society
- Teaching the Equalities Act throughout our curriculum.

We will pursue these by:

- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious, and other forms of equality
- Encouraging pupils to work collaboratively and co-operatively;
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our school values as a school community.
- Providing opportunities for the children to engage in the democratic process and participate in community life
- Provide opportunities for pupils to exercise leadership and responsibility
- Provide positive and effective links with the world of work and the wider community

Cultural development

Cultural development shows pupils understanding and feeling comfortable in a variety of cultures and experiencing a range of cultural activities. Children develop the fundamental British Value of exploring, understanding and tolerance regarding the diversity of cultural traditions and beliefs of others. We value and celebrate the cultural diversity of our school, our society and the world by:

- Promoting an appreciation of our own cultural tradition/s and encouraging an appreciation of other peoples' cultural traditions
- Celebrating the richness of culture and tradition.
- Weaving global education themes through our curriculum.

Monitoring Processes

This policy is monitored on a day-to-day basis by the Head teacher, who reports to governors about the effectiveness of the policy on request.

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