



# *Barrowby Church of England Primary School*

## **Spiritual, Moral, Social and Cultural Development Policy**

### **1. Vision**

- 1.1 Central to Barrowby Church of England Primary School's ethos is our vision;

*As a Church school family, we strive for excellence, ensuring that we all feel happy, valued and loved. We aim to provide an exciting, innovative, and relevant curriculum that enables all to 'shine' and develop as creative, respectful and independent citizens. We seek to promote equal opportunities for all so that each individual is encouraged to achieve their full potential and become lifelong learners who can make a positive contribution to society.*

This is deeply rooted and underpinned by Matthew 5:16: ***Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.***

- 1.2 As a community, we promote a caring, friendly atmosphere of mutual respect and co-operation, within our Christian foundation, and based on Christian values. We encourage honesty, understanding, tolerance, sensitivity, perseverance, independence and autonomy, and set high standards of behaviour, and good manners.

We value the strengths and experiences of individuals, and aim to provide positive and rewarding experiences, and equal opportunity for all children, irrespective of age, gender, race, culture, religion, ability or disability.

We aim to provide the highest standards of education for our pupils, and have high expectations in all respects. We encourage creativity, self-confidence, enterprise and an excitement in learning, and support children in fulfilling their potential. We celebrate their achievements and encourage and challenge our children to learn from a broad based, relevant and stimulating curriculum, through the Foundation Stage, the National Curriculum and extended school activities.

We encourage children to take an active part in the learning process and to become independent learners, within a learning environment in which children can foster pride in their own achievements, and those of others, and to appreciate the wider world.

The school prides itself on providing a consistently safe, caring and happy environment where all individuals feel 'happy, valued and loved' and enables all to 'shine' and develop as creative, respectful, and independent citizens.

## **2. Statement of Intent**

2.1 Barrowby Church of England Primary School takes its duty to promote the spiritual, moral, social and cultural (SMSC) development of pupils seriously, including the duty to promote British Values and the Protected Characteristics. We recognise that the personal development of children spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides children with opportunities to explore and develop:

- their own values and beliefs
- spiritual awareness
- high standards of personal behaviour
- a positive, caring attitude towards other people
- an appreciation of the diversity and richness of the cultures
- an understanding of their social and cultural traditions
- the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

2.2 In contrast to the policies for specific curriculum subjects, our SMSC policy relates to the holistic life of the school. The spiritual, moral, social and cultural (SMSC) education of our pupils is implemented throughout the curriculum and school life; it is not limited to specific SMSC lessons.

## **3. Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002 (section 78)
- DfE (2014) Promoting fundamental British Values as part of SMSC in schools'
- DfE (2014) 'National curriculum in England framework for key stages 1 to 4
- Ofsted (2023) 'School inspection handbook'
- Religious Education and Collective Worship (1994)

This policy operates in conjunction with the following school policies, which all contribute to our provision of SMSC. They can be found on our school website:

Safeguarding and Child Protection Policy

- Anti – Bullying Policy
- Behaviour Policy
- Health and Safety Policy
- Equality Objectives
- Equal Opportunities Policy
- Equality and Diversity Policy
- Collective Worship Policy
- Religious Education Policy
- PSHE Policy
- RSE Policy
- Cultural Policy
- Teaching Policy
- Learning Policy

## 4. Definitions

For the purposes of this document the following key terms are defined:

- 4.1 ***Spiritual development*** relates to the quest for 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. The term 'spiritual' need not be synonymous with 'religious.' Pupils are encouraged to be reflective about their beliefs and experiences and show an interest and respect towards others faiths, feelings and values.

***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
- the non-material element of a human being, which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die
- a sense of identity, self-worth, personal insight, meaning and purpose
- a pupil's 'spirit'
- Some people may call it the development of a pupil's 'soul'; others the development of 'personality' or 'character'
- 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

- 4.2 ***Moral development*** is concerned with pupils' ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. The system of rules and codes of behaviour established in our 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. Moral development should enable pupils to become increasingly responsible for their own actions and behaviour.

***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,
- ability to recognise legal boundaries and, in so doing, respect the civil and criminal law of England,
- understanding 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,
- understanding of society's shared and agreed values
- ability to challenge stereotypes and promote racial, religious and other forms of equality
- moral decision making

- 4.3 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. 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.

***The cultural development of pupils 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.

- 4.4 **Social development** refers to the development of abilities and qualities that students need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects. The school, but in particular the classroom, provides a suitable 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 co-operatively.

***The social development of pupils is shown by their:***

- developing inter-personal skills that are necessary for successful relationships working,
- willingness to participate in a variety of communities and social settings,
- capacity to co - operate well with others and their ability to resolve conflicts effectively,
- acceptance and engagement with the fundamental British values of democracy, the rule of law,
- ability to display the skills and attitudes that will allow them to participate fully in, and contribute positively to life in modern Britain, such as demonstrating mutual respect and tolerance of those with different faiths and beliefs and functioning effectively in a multi-racial, multi-cultural society
- growth in knowledge and understanding of society in all its aspects.
- Identifying key values and principles on which school and community life is based

## **5. A whole school approach to Spiritual, Moral, Social and Cultural Development**

5.1 Spiritual, Moral, Social and Cultural Development is crucial for individual pupils and important for society as a whole, therefore SMSC education is embedded across the whole school curriculum.

5.2 SMSC education will take place across all curriculum areas. SMSC has particularly strong links to RE, PSHCE, RSE, History and Geography. All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible. All staff will be expected to foster an open environment in school in which respect, tolerance for different values, opinions and backgrounds, and team work are encouraged.

5.3 Many areas across the curriculum provide opportunities for pupils to:

- Talk about their experiences, thoughts and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g. bullying and death (age appropriate).
- Explore their relationships with friends, family and others.
- Consider, and show empathy towards, the needs and experiences of others.
- Develop self-esteem and personal confidence.
- Develop a sense of belonging,
- Develop their compassion, respect, open-mindedness, sensitivity and critical awareness
- Listen and talk to each other
- Learn to treat one another as equals regardless of protected characteristics and/or background and accepting people who are physically or mentally different.
- Recognise and celebrate the differences and similarities between themselves and others
- Agree and disagree with people respectfully
- Work co-operatively and collaboratively
- Express and clarify their own ideas and beliefs.
- Understand how the different parts of society work together to form a whole.
- Understand the value of and the organic nature of culture and identity.
- Share their achievements and successes with others
- Develop self-confidence, self-esteem and a respect for others.
- Develop a sense of belonging.

5.4 Practical activities to develop SMSC will include:

- Encouraging teamwork in all group activities, in different groupings and situations
- Encouraging the children to behave appropriately at all times
- Taking responsibility for their own learning and roles in school, such as, in school council, as sports leaders
- Showing appreciation of the performances of other pupils, regardless of ability
- Meeting people from different cultures and countries
- Participation in a variety of different educational visits
- Opportunities for pupils to hear, see and participate in live performance
- Use of Collective Worship themes to explore important aspects of our heritage and other cultures e.g. festival days, national celebrations, religious themes
- Opportunities to make and evaluate food from other countries
- Studying influential cultures and the contributions to society that certain famous, historical and influential people have made.
- Rewarding expressions of moral insights and good behaviour
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong

- Providing models of moral virtue through literature, humanities, sciences, arts and Collective Worship;

## **6. Community Links**

- 6.1 The school recognises that an important part of SMSC development is enabling pupils to become active participants in their local community and, as such, will continue to foster strong links with the wider community. These links will be formed through a variety of activities, including:
- Community fundraising activities.
  - Hosting school events to which community members are invited as participants or audience members.
  - Questionnaires sent to parents and other members of the community to gather opinions, e.g. on school initiatives or practices.
  - Welcoming visitors into our school
  - The development of a strong home-school agreement is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.
  - Children will be taught to appreciate and take responsibility for their local environment.
  - Liaison with local secondary schools to support the primary curriculum and effective transition, takes place.
  - The school will engage parents and members of the wider community in the educational life of pupils, ensuring that the diversity and varying experiences of the local community are reflected in the way in which pupils are educated.
  - The school have strong links with Barrowby All Saints Church.

## **7. Promoting fundamental British Values**

- 7.1 The school will use SMSC education to promote fundamental British values by:
- Including, in suitable parts of the curriculum, age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries.
  - Representing the cultures of all our pupils within the curriculum.
  - Listening to the voices of all pupils and promoting active participation in democratic processes, e.g. through a school council.
  - Using democratic opportunities in the wider community, e.g. general and local elections, to provide pupils with the opportunity to learn how to argue and defend points of view.
  - Using teaching resources from a wide variety of sources to help pupils learn about and understand a range of faiths.
  - Using extra-curricular activities to promote fundamental British values.
- 7.2 By promoting fundamental British values through SMSC education, where appropriate we will provide pupils with:
- An understanding of how they can influence decision making through the democratic process.
  - An appreciation that living under the rule of law protects them and is essential for their wellbeing and safety.
  - An understanding that their freedom to choose and hold faiths and beliefs is Protected by law.
  - An acceptance that people of different faiths and beliefs to themselves (and Those with no faiths or beliefs) should be accepted and tolerated, and should not be subject to prejudicial or discriminatory behaviour.
  - An understanding of the importance of identifying and combatting discrimination.

## **8. Monitoring and Review**

8.1 SMSC provision is reviewed on a regular basis in the following ways:

- The monitoring of teaching and learning and work scrutiny by the Subject Leaders, SLT and governors as part of our general monitoring.
- Regular discussions at staff and governors' meetings.
- Regular policy audits.
- The development of RE, PSHE and collective worship to reflect the diversity of both our school and society.

## **9 Spiritual, Moral, Social and Cultural Development Policy Review**

This policy is reviewed by the Head teacher, staff and Governors in accordance with Barrowby School's Policy and Review Cycle for approval by the Full Governing Body, every 3 years.

Last reviewed: November 2023

Next review: November 2026