



'cherish everyone, flourish together, serve others'

"And now these three remain: faith, hope and love.

But the greatest of these is love."

1 Corinthians 13:13

SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY

**Policy Lead
Committee:**

Local Academy Committee

In consultation with: L James

Approved by:

Date: 09.04.2024

Policy Date: 11.04.2024

Review Date: Spring 2027

Review Frequency: three years

The mission of Newnham St Peter's C of E Primary School is to "cherish everyone, flourish together and serve others." We recognise the crucial role of pupils' personal development in their learning and achievements, encompassing spiritual, moral, social, and cultural (SMSC) aspects. SMSC integration is integral to creating a curriculum that is engaging, dynamic, and enjoyable, enhancing

Newnham St Peter's Church of England Primary School

SMSC Policy

Spring 2 2024

Severn Federation Academy Trust (Co. No. 13034661)



'cherish everyone, flourish together, serve others'

the overall school experience. Embracing a holistic educational approach that values SMSC enriches every subject, fostering school success and nurturing our pupils into responsible citizens.

OFSTED and The Statutory Inspection of Anglican and Methodist Schools will judge the school's SMSC development within its inspection framework.

As Church of England schools, our SMSC is further developed through the Christian vision, values and ethos that drive our Trust.

1. Definitions

Spiritual development

This can be defined as personal development relating to the spirit or soul and the intangible. It does not necessarily relate to physical nature or matter and is not synonymous with religious education- although religious education and collective worship can be a major vehicle for the delivery of spiritual matters. The spirituality we promote is Christian in nature.

Moral development

This can be defined as personal development relating to human behaviour, especially the distinction between good and bad, right and wrong.

Social development

This can be defined as personal development concerned with living in a community rather than alone.

Cultural development

This can be defined as personal development concerned with the total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action.

2. Spiritual Development

Opportunities for spiritual development will be actively planned into all aspects of the curriculum. Spiritual capacities such as imagination, empathy, and insight will be modelled in different ways by staff and also encouraged and celebrated in children.

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 that;



'cherish everyone, flourish together, serve others'

- The curriculum and all areas of our community life will be explicitly rooted in Christian values, such as forgiveness, respect, truthfulness, courage, friendship and trust, as documented in all school policies.
- 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 and interactive prayer stations).
- 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 spiritual development through strategies such as reflection journals.
- That the outstanding RE curriculum will deliver knowledge and understanding about a range of faith perspectives relating to spirituality.
- 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.

3. Moral Development

Morality is not just about good behaviour, it is about shared values that are rooted in Christian belief. These include forgiveness, justice truth and integrity. These beliefs shape the values that lie at the heart of a church school and will characterise its approach to moral development.

Aims

In order 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, such as respect, trust, friendship, forgiveness, courage and truthfulness, as documented in all school policies.
- 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, screen savers and exhibitions around the school building.



'cherish everyone, flourish together, serve others'

- Collective Worship and assemblies celebrate practical demonstrations of Christian values lived out in the life of the school, local and wider community (e.g. 'Value Award' and 'Star of the Week' celebration awards).
- 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 our website and 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, for example, representatives from charities and other organisations being invited into the school to talk about their work.
- The School Council is fully involved, alongside teachers, senior leaders and Local Authority Committee in reviewing the impact of our Christian values on the behaviour, culture and ethos of our school.

4. Social Development

Social development is about living successfully in the community. Although some members of the church school may not be part of the local church community, there will nonetheless be an expectation that all relationships will be informed by Christian values. These values will be modelled by staff and governors and encouraged and celebrated in children. The Bible stories that underpin the school's values will be explored and creatively expressed so that they become familiar and inspirational to us all.

Aims

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

- Build relationships founded upon the Christian values (e.g. joy, hope, forgiveness, friendship, resilience and service).
- 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.
- Develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Teaching and Learning

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

- The curriculum and all areas of our community life will be explicitly rooted in Christian values, such as joy, hope, forgiveness, friendship, resilience and service, as documented in all school policies.
- Opportunities for social development will be explicitly planned into the curriculum and in all areas of school life.



'cherish everyone, flourish together, serve others'

- 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 forgiveness, particularly shown towards children facing difficulties or challenges.
- Strong mutually supportive links will be maintained and developed with our local community through participation in charity events and acts of service.
- 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, the input of the church family worker, Cathedral Leavers' Service, etc.
- An appropriately trained adult will provide pastoral support to children or family members facing challenges.
- Our school community strives to be fully inclusive (e.g. by modifying our school building to ensure access for all, using pre-verbal communication tools).
- The School Council is trained and supported to play an active part with staff and governors in monitoring and evaluating the social cohesiveness of the school community.
- The Leadership 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 PTFA activities.

5. 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.

Aims

In order to foster cultural 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 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 community characterised by openness, hospitality and eagerness to lean from one another.
- Explore, understand and showing respect for cultural diversity.

Teaching and Learning

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

- The curriculum and all areas of our community life will be explicitly rooted in Christian values, such as friendship, resilience, and joy, as documented in all school policies.
- The curriculum will be delivered using creative and imaginative teaching strategies which allow individual gifts and talents to flourish.



'cherish everyone, flourish together, serve others'

- 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.
- 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 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 and dioceses overseas 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.

6. Monitoring and Evaluation

SMSC is the responsibility of **all** staff and Trustees, as it will have a fundamental impact on the quality and nature of the education offered by our school. However, there will be a named member of staff and a named Local Academy Committee member with responsibility for SMSC who will work with the Headteacher, the Local Academy Committee and the School Council to monitor and evaluate the impact of opportunities for SMSCD across the curriculum.

Monitoring and Evaluation may include;

- Auditing curriculum policies and schemes of work to ensure that the school's values are the starting point for curriculum design.
- Monitoring of lesson plans and the quality of teaching and learning.
- Evaluating impact of SMSC provision through work scrutiny, reflection journals, and pupil conferencing.
- Input at staff meetings, Local Academy Committee members' meetings and parents' forum to maintain the profile of SMSC in the school.
- Sharing good practice from within our school with other schools where appropriate.
- Ensuring that SMSC development is a priority on the School Improvement Plan.

7. Links to Other Policies

- Anti-Bullying
- Behaviour
- Exclusions
- Preventing Extremism

This policy is considered in the forming of our curriculum policies.

8. Relevant Legislation

Education Reform Act of 1988 (provides the legislative basis of SMSC).

9. Other Sources of Information



'cherish everyone, flourish together, serve others'

- "Promoting fundamental British values as part of SMSC in schools" *Department for Education*, November 2014
- "Guidance for Church of England schools in the Diocese of Gloucester to support Spiritual, Moral, Social and Cultural Development (SMSCD)" *Diocese of Gloucester*, December 2014
- School Inspection Handbook, *Ofsted*
- SIAMS Evaluation Schedule, *Church of England*

10. Appendices

This policy has no appendices.

This policy will be available in the [green non-statutory](#) policy folder and on the school website.