

St. John's Church of England Infant and Nursery School



Spiritual, Moral, Social and Cultural Policy

Statement of Intent

As a church school everything we do is rooted in our Christian values.

At St. John's we teach the children about these core values:

Love, respect, honesty, forgiveness, friendship, courage, cooperation, peace, perseverance, trust, patience and understanding.

This is reflected in all our relationships between staff, children, parents, governors and the local community. It is reflected in how we teach, what and how our pupils learn within and beyond the classroom.

These values are fundamental in the implementation of this policy to ensure that we maintain our distinctive Christian character of which we are proud.

SMSC Policy	
Written by:	Deborah Griffin
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Approved by:	Full Governing Body
Date:	04/07/2019
Review frequency:	Every three years
Target Audience:	All Stakeholders

The governing body shall conduct the school with a view to promoting high standards of educational achievement. St John's CE Nursery and Infant School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

Aim

At St John's Infant and Nursery School 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
- their own spiritual awareness
- their own standards of personal behaviour
- a positive, caring attitude towards other people
- an appreciation of the diversity and richness of their cultures.

This policy relates to the whole life of the school. All National Curriculum subjects provide opportunities to promote pupils spiritual, moral, social and cultural development. Explicit opportunities to promote pupils' development in these areas are provided in Religious Education and through school worship, our Values education and PSHE. Children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives.

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

Moral development

Pupils' **moral development** is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives 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 being able to understand and appreciate the viewpoints of others on these issues.

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, based on Christian principles and evident in our Values, should enable pupils to become increasingly responsible for their own actions and behaviour.

Social development

Pupils' **social development** is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and social-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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

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 Christian Values, which are central to school life at St John's, contribute to social development.

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 that 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, 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.

Christian Distinctiveness

In our school the Christian distinctiveness will permeate the four definitions of spiritual, moral, social and cultural development and the objectives of all other policies. The distinctiveness is a natural extension of the school's vision and aims and is reflected in our Values Education.

Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Listen, be still and encourage reflection
- Develop respect for each individual's spiritual journey
- Foster empathy for others as feeling, thinking individuals
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Discuss their beliefs, feelings, values and responses to personal experiences
- Develop a sense of meaning, purpose and direction in life
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life
- Encourage imagination, creativity and a sense that there is 'more to life than meets the eye'
- Recognise and reflect on Christian approaches and those of other religions to Spiritual Development.

Moral Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value and rights of each individual
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong and in so doing respect the civil and criminal law of England
- Show respect for the environment
- Make informed and independent judgments
- Understand the principles lying behind decisions and actions.

The school sets high expectations through the curriculum, collective worship and our Values which will lead to raised awareness of high moral standards inside and outside the classroom. We encourage children to move gradually from a 'taught morality' to taking responsibility for their own moral decisions.

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity
- Learn about how people and organisations can support others in the school and wider community
- Relate positively to others
- Participate fully and take responsibility in the classroom and in the school
- Use appropriate behaviour, according to situations
- Engage successfully in partnership with others
- Exercise personal responsibility and initiative
- Understand that, as individuals, we depend on family, school and society
- Develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern accepting and engaging 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

Cultural Development

As a school, we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Recognise Christianity as a world faith in the context of other faiths
- Develop a sense of belonging to pupils' own culture and being proud of their cultural background
- Share different cultural experiences
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions

SCHOOL ASSEMBLIES AND COLLECTIVE WORSHIP

These will:

- Be broadly Christian in nature
- Promote the schools' culture, values and expectations
- Develop a community spirit (through visitors and teaching)
- Explore important moral and social themes
- Promote care for the planet
- Celebrate children's successes and achievements both in and out of the school (Star of the Week and House Points)
- Share and celebrate world cultures, religions and festivals
- Promote racial harmony and respect for all.

CURRICULUM

Through classroom discussions and teaching we will give the children opportunities to:

- talk about personal experiences and feelings
- express and clarify their own ideas and beliefs
- speak about difficult events such as bullying or bereavement
- share thoughts and feelings with other people
- explore relationships with friends/family/others
- consider the needs and behaviour of others
- show empathy
- develop self-esteem and a respect for others
- develop a sense of belonging
- develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally such as empathy, respect, open-mindedness, sensitivity and critical awareness etc

Curriculum areas provide opportunities to:

- listen and talk to each other
- learn an awareness of treating all as equals, accepting people who are different.
- agree and disagree
- experience good role models
- take turns and share equipment
- work co-operatively and collaboratively.

Practical activities to develop SMSC will include:

- taking responsibility eg school council
- encouraging teamwork in PE and games
- appreciation of and respect for the work and performance of **all** children
- hearing music from different composers, cultures and genres
- meeting people from different cultures and countries
- participating in a variety of different educational visits
- use of worship themes to explore important aspects of our heritage and other cultures, eg festival days, the patron saints and national celebrations
- opportunities in music to learn songs from different cultures.
- following school rules and taking responsibility for own behaviour
- studying the contributions to society that certain famous people have made
- encouraging the children to behave appropriately at meal time

LINKS WITH THE WIDER COMMUNITY

- Visitors are welcomed into our school.
- Links with the local churches are fostered.
- Visits to places of worship of other faiths will be arranged to support the understanding of different cultures.

- The school supports the work of a variety of charities (Red Nose Day and Children In Need)
- The development of a strong home-school relationship 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 Fair Field to support the primary curriculum and effective transition, takes place.