



St Barnabas Church of England Primary Academy

Spiritual, Moral, Social and Cultural (SMSC) Policy



Mission Statement

*Achieving great things through learning and growing together
in a love-filled Christian family.*

Aims:

At St Barnabas Primary school, the children and their learning are at the very heart of every decision made. We promise to provide a high quality caring, inclusive education built on Christian values.

Through our teaching and learning, and through the way we model behaviour to the pupils we aim for them to demonstrate their spiritual, moral, social and cultural development in the following ways:

The Spiritual Development of children is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings, values and faiths.
- 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.

The Moral Development of children is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives.
- respect for the civil and criminal law of England.
- understanding of the consequences of their behaviour.
- interest in investigating, and offering reasoned views about, moral and ethical issues.
- ability to accept, respect and appreciate that others may have a different viewpoint.

The Social Development of children 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 socio-economic backgrounds.
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- willingness to volunteer.
- interest in, and understanding of, the way communities and societies function at a variety of levels.
- acceptance and engagement with the fundamental British Values (see the school teaching British Values Policy statement) of democracy, the rule of law, respect and tolerance of those with differing faiths and

beliefs. Their attitudes towards these British values allows the children to participate fully in and contribute positively to life in modern Britain.

The Cultural Development of children is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- understanding and appreciation of the wide range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- interest in exploring, understanding of, and respect for cultural diversity.
- understanding, acceptance, respect and celebration of diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Planning

In planning lessons, teachers provide opportunities to develop a wide variety of spiritual, moral, social and cultural needs. This is delivered through cross-curricular activities as well as specific PSHE, SRE, RE and Circle Time activities.

Provision for children’s Spiritual, Moral, Social and Cultural development

Spiritual Development

Provision	Evidence
Religious Education curriculum	RE curriculum plans, include a multi-faith approach based upon the Blackburn Diocesan syllabus
Worship – in all its forms	
Opportunities for quiet reflection	Whole school, key stage and class worship, daily morning, lunchtime and evening prayers, Prayer areas in classrooms and prayer places around school
Outdoor education and off-site visits	Visiting places of worship
Whole school values and values based themes	Whole school assemblies and celebrations
	Outdoor learning Forest School activities
	Residential visits
	Christmas, Eid and major faith celebrations
	Visits from faith/humanist groups
	Time to reflect upon learning and wider experiences

Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and questions
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school has developed a climate within which all children can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

Moral Development

Provision	Evidence
School behaviour Policy and Home-school agreement	Regular reviews of Behaviour
Clubs code of conduct	Celebration of children’s good choices
Anti-bullying policy and teaching of anti-bullying strategies	Anti-bullying activities
Religious Education curriculum	E-Safety teaching
Pupil Voice – School council	Whole school assemblies and the explicit discussion of school values linked integrally to the teachings of Jesus
Class led worship	Worship planning
PSHE and SRE curriculum	Circle times
Debating topics	Child participation in a range of pupil groups:
Creative curriculum	School Council, Play-leaders,
Earth Stewards	Buddies
Rotakids	Rotakids school, local, national and global projects
Worship group (WOW)	Worship group meeting minutes

We support children to:

- Distinguish right from wrong
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience.

Our school develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.
- Promoting racial, religious and other forms of equality.
- 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.
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour
- Providing models of moral virtue through literature, humanities, sciences, arts and Worship; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways the success of what is provided.

Social Development

Provision	Evidence
PSHE and SRE Curriculum	Pupil Groups including: School Council, Study
Working together in teams	and playground buddies
Pupil Voice - School council	Residential visits in year 6
	Y6 visit to London and the Houses of Parliament
Extra-curricular enrichment clubs and activities	Educational visits
The Arts Curriculum – performances	After School clubs including:
Outdoor Education	Participation in sporting and music events
PE curriculum	Forest School

Cross phase working	
Learning partners	
Self and Peer review of learning	

At St Barnabas Primary School, we recognise that pupils who are becoming socially aware are developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour.
- Relate well to other people's social skills and personal qualities.
- Work successfully, as a member of a group or team.
- Share views and opinions with others.
- Resolve conflicts maturely and appropriately.
- Reflect on their own contribution to society.
- Show respect for people, living things, property and the environment.
- Exercise responsibility.
- Understand the notion of interdependence in an increasingly complex society.

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based.
- Fostering a sense of community, with common, inclusive values.
- Promoting racial, religious and other forms of equality.
- Enabling pupils to work co-operatively.
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community –for example, through assemblies, team building activities, residential experiences, and school productions.
- Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, and respect for difference, moral principles, independence, interdependence, self-respect and awareness of others' needs.
- Providing opportunities for engaging in the democratic process and participating in community life.
- Providing opportunities for pupils to exercise leadership and responsibility.
- Providing positive and effective links with the world of work and the wider community.

Cultural Development

Provision	Evidence
Participation in the Performance Arts	School visits to museums,
Arts and music curriculum	London visit – Houses of Parliament, London museums
MFL	Theatre visits
Participation in cultural events in the local community – Remembrance Day, Queen's Birthday	Visiting theatre workshops

Enrichment clubs	Meeting authors/poets
School Choir	Meeting our local MP
Recognition of key international cultural events	Dance workshops
	Opportunities to take part in school productions
	Class and opportunities for individual
	Visits from people of different cultures and faiths

Cultural Development

Children learn about and experience the diversity of other cultures both within modern Britain and throughout the world.

Children who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment.

Our school encourages cultural development by:

- Extending pupils' knowledge and use of cultural imagery.
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc., as well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits.

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