



Spiritual, Moral, Social and Cultural Education Policy

Date: January 2024

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“The roots to grow, the path to follow and the wings to fly.”

Respect	Wonder
Optimism	Individuality
Originality	Nurturing
Trust	Generosity
Spirituality	Success

Introduction

Our vision

To provide opportunities for children, of all religious and non-religious beliefs, to be the best that they can be, in an environment where everyone is valued, respected and challenged. In our school, individuals are supported in their personal journey of learning, growth, and development with an ethos of nurture, encouragement and love.

“So then, just as you received Christ Jesus as Lord, continue to live your lives in Him, rooted and built up in him, strengthened in the faith as you were taught, and overflowing with thankfulness.”

(NIV, Colossians 2:6-7)

Our Ethos

To recognise its' historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Churches at a parish and diocesan level. The school will promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs. We aim to serve our community by providing an education of the highest quality for all religious and non-religious beliefs, developing children's character, core skills, creativity and sense of community within a compassionate and

caring environment. Our vision statement and the related acronym ROOTS and WINGS, known by all staff and pupils, details values and traits we uphold at Pathfinder C of E School as we work together to achieve our common goals and school vision.

Our Rules

Rather than an explicit list of rules, we ensure consistency by following our Behaviour, Routines and Expectations (The Pathfinder Way) document, which outlines clearly how pupils and all school adults are expected to behave. Alongside this, we use two main acronyms to support with day-to-day classroom behaviours:

SHINE in general classroom behaviours:

S – **Sit up** and listen

H – Keep **hands still**

I – Be **involved** in the lesson

N – Have a **neat** learning space

E - Keep **eyes** on the speaker

STEPS in interactions with others:

S – **Speak calmly**

T – **Thank you**

E – **Excuse me**

P – **Please**

S – **Smile**

Our Curriculum Intent:

Our curriculum endeavours to develop our children's character, core skills, creativity and sense of community. It encourages children to develop a curiosity about the world around them. Our curriculum extends beyond the academic and supports pupils to develop in many diverse aspects of life, focusing on spiritual, moral, social and cultural development as well as academic achievement.

For the purpose of this policy and our provision, we define these elements below:

Spiritual Development:

The spiritual development of pupils is shown by their ability to be reflective about their own beliefs and their knowledge of and respect for different people's faiths, feelings and values. Children experience a sense of awe and wonder in the world around them and are encouraged to think creatively and reflect on their experiences.

Moral Development:

The moral development of pupils is shown by their ability to recognise the difference between right and wrong and to understand the consequences of their actions. Children are encouraged to reflect on their behaviour choices and to solve differences of opinion using the principles of restorative practice.

Social Development:

The social development of pupils is shown by their ability to socialise and cooperate with others. Children accept and engage with values of democracy, the rule of law, and are respectful and tolerant of those with different faiths and beliefs.

Cultural Development:

The cultural development of pupils is shown in their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. Children are encouraged to think about the kind of world they aspire to create and who they aspire to be.

Our Curriculum

Our curriculum is knowledge-rich, carefully sequenced and taught to be remembered. It provides children with firm foundations, equipping them with the core skills they need to succeed in their next stage of education and later in life. Lessons across the curriculum are designed to develop vocabulary and support children in the retention and application of learning, whilst also fostering curiosity, creativity and an awareness of the world in which we live and their impact on it.

We are aspirational in our curriculum choices, where opportunities for spiritual, moral and social development are woven throughout. In RE, units of learning are framed by 'big questions' to promote children's enquiries and reflections. Children are introduced to a wide range of themes and encouraged to think as global citizens. Lessons are supported by a careful selection of high-quality texts which introduce new cultures and broaden children's horizons.

Reading and aspirations

At Pathfinder C of E School we believe that reading takes children places: imaginatively; in the acquisition of knowledge; and in building life-long learners who go on to pursue broadening aspirations and ambitions because of their education with us. We have an inspirational reading canon within our English curriculum and pupils take home a wide selection of books which offer a multitude of opportunities to develop their spiritual, moral and social development (character) as well as their understanding and appreciation of culture, historic and modern day.

Whilst careers are often a feature of secondary education, we feel that it is never too soon to inspire young minds to think big and aim high, for themselves, each other and the world around them. However, to do this, we believe our children should be surrounded by positive role models and stories of inspirational people and workers who have overcome adversity; changed the world in which we live; or excel within the creative arts. To do this, we ensure pupils are able to freely engage in our class libraries and encounter key figures through our ambitious curriculum, e.g. Jane Goodall in Science.

School Community and Collective Worship

Our Christian ethos and our rules of respect and safety help to create a strong sense of community and belonging in our school.

Our uniquely planned Collective Worship Timetable draws on a wealth of resources, aiming to guide pupils' spiritual and moral development through the use of stories, poems and art all sequenced and shared within one of our school values, for the children to reflect upon and consider how it could be applied in their everyday lives.

Weekly celebration assemblies are used to celebrate success in all forms; pupils are recognised for acts of kindness, their work in the local community, musical and sporting achievements, and for 'living' our school values.

Members of our school council and other leadership roles, including House Captains, Picture News Champions and Worship Gang are supported to advocate on behalf of their peers. The council are responsible for organising charity events, developing their awareness of our community and the wider world.

Representatives are elected through a formal process, developing pupils' understanding of democracy.

Extra Curriculum Opportunities

Our program of extra-curricular activities support children's spiritual and social wellbeing. After school clubs offer a range of sports, where the emphasis is on cooperation and teamwork, contributing to the social and moral development of our pupils. Our music offer provides opportunities for musical and spiritual enrichment. Furthermore, we recognise the diverse nature of both our community as well as the wealth of opportunities available to them for further education and careers. We therefore aspire for our extra-curricular provision to be as broad and balanced as our core curriculum.

Educational visits

Our curriculum is further complemented by our schedule of educational visits. Educational trips and visitors are carefully selected to:

- Inspire curriculum learning to come, where children are immersed in an experience, learning new information and vocabulary and/or
- Provide an opportunity to apply and extend new learning in real life contexts and/or
- Develop children's character, creativity and sense of community and therefore build cultural capital across our school population *"the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement."*

It is for this reason that we make a clear distinction between our school's enrichment and extra-curricular offer, which is extended to all pupils, but taken up by many, and our core Personal Development Program which ALL pupils at our school will experience. This program evolves to meet the needs of our cohort and to reflect our changing world but is carefully considered and selected to be broad and balanced and to meet the aims of our school vision and intent.

Inclusivity

Whole school provision mapping allows us to identify children who may need additional help to learn and develop to their full potential. We work with children and parents to agree a package of support focussed not only on academic outcomes but also on social and emotional development, supported by our classroom-based staff as well as our experienced inclusion and pastoral team.

At Pathfinder C of E school, our vision is to provide opportunities for all children. We therefore ensure all pupils have equal access to extra-curricular opportunities, employing our pupil premium grant to support financially and our office and pastoral staff to assist with administration.

All children with additional needs are supported to join in with wider school life and we ensure that our provision detailed above and in our appendices is inclusive and accessible to all, with the exception being where a pupil's behaviour may pose a risk to themselves or others. At this stage a collaborative risk

assessment process is undertaken with individual families to ascertain barriers to participation or an alternative experience where safety concerns are not able to be overcome at the point in time.

Impact and Monitoring

The policy is monitored by the Head Teacher who reports to governors about the effectiveness of the policy on request.

The quality of the provision stated in this policy is evaluated by its breadth and fulfilment of our school vision and curriculum intent.

The impact of the policy and provision is measured through several methods, some of which include:

- Pupil participation analysis
- Pupil voice / curriculum conversations / pupil surveys which help to monitor to what extent the school 'lives out' its values and asks for suggestions to strengthen our school community.
- Collective Worship feedback forms which are completed by pupils and staff. Pupils are encouraged to feedback on whether Collective Worship provides sufficient opportunities to reflect on spiritual and moral issues. This feedback is shared with the governing body.
- Parent surveys

Links With Other Policies

RE Policy

Collective Worship Policy

Reading Policy

Behaviour, Routines and Expectations

Antibullying Policy

Educational Visits Policy

Appendix 1: How does Pathfinder C of E School promote British Values?

British Values are defined as:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British Values:

- An understanding of how citizens can influence decision-making through the democratic process.
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- An understanding of the importance of identifying and combatting discrimination.

CONSIDER	EVIDENCE
How do we promote the values of democracy in lessons and wider school life?	• PSHE Rights and Responsibilities Units • School Council • Picture News Champions • Pupil Surveys and Pupil Voice • Curriculum Units
How do we promote the importance of identifying and combating discrimination?	• School Values (Originality and Individuality) • SHINE • Difference course • Responding to Prejudice Related Incidents Policy and protocol • Class libraries and school library book choices • Collective Worship Content and Themes – see long term plan
Do pupils understand that the freedom to choose and hold other faiths and beliefs is protected in law?	• RE curriculum • Families can opt out of Collective Worship • Authorised absence for religious observance • Aspirational stories shared in Picture News and Collective Worships
How do we promote tolerance between different cultural traditions by enabling pupils to acquire an appreciation of their own and other cultures?	• RE curriculum is taught progressively – see annual RE overview • National Celebrations • Calendar of religious festivals • Curriculum Units • Family invitations to speak to classes • Charity support • See SMSC policy

Do pupils understand that there is a separation of power between the executive (the government) and the judiciary (the courts)?	• In school systems: Staff, SLT, Student Body etc • Visiting professionals
Are pupils made aware of the difference between the law of the land (all the laws in force in a country) and religious law?	• Visiting professionals • Learning about the Queen, King, their reigns and jubilees • History units
How do we challenge opinions or behaviours that are fundamental to British Values?	• Responding to Prejudice Related Incidents Policy • Anti-bullying policy • School Values: (respect, trust, nurturing) • CPOMs records, data trends • Collective Worship program • Pupil involvement in leadership of Collective Worship – pupils applying messages and themes into everyday lives • Curriculum units • PSHE curriculum e.g. Diversity and Community unit. This includes looking at peoples' identities, origins, religious beliefs, national identities and cultural traditions both locally and in the UK • Book and text choices • Class Worship (Picture News)

Appendix 2: Spiritual, Moral, Social & Cultural Development Within the Curriculum

	<u>Spiritual</u>	<u>Moral</u>	<u>Social</u>	<u>Cultural</u>
Maths			Exposure to real-life maths examples e.g. timetables, money, time, percentage etc.	Other culture number systems, e.g. Roman and Chinese
English	Myths, legends and fables.	Debates and discussions. Stories with moral dilemmas. Myths, legends and fables.	Shared reading. Author visits. Wide range of text genres covering a range of social topics: mental health, young carers, politics etc.	Stories and poems from other cultures and periods of history.
Science	Y6: Evolution Y6: Reproduction	Y1: Animals and their needs Y1: Taking care of the earth Y4: Ecology Y6: Evolution		
RE	Visitors – impact of religion on their life. Y5: What does it mean if God is holy and loving? Y6: How do people express faith through the arts? Y6: What is my personal faith (including Humanism)?	Living our Christian value. Y1: Why does Christmas matter to Christians? Y6: Creation and Science: conflicting or complementary? Y6: People of faith: Courage and commitment	EYFS: Special people: Our families, our communities and ourselves: Where do we belong? EYFS: Special places: Why is a place of worship special? Y2: Christianity, Islam, Judaism: How can I make a difference in the world? Y3: The Pathfinder: What difference does belonging to a faith make to a family and community? Y5: Islam: How do Ramadan and Eird al-Fitr give Muslims a sense of belonging to a community and to a faith?	Visits to places of worship. EYFS: Special books: Y1: Festival of Light: How is light important in other religions? Y1: Sikhism: What makes a naming ceremony important? Y1: Judaism: Why do people give gifts at Purim? Y2: Islam: Why do Muslims visit a Mosque? Y2: Hinduism: Why might Hindus see God as Mother? Y3: Buddhism: Who is Buddha and what did he believe in?

				Y4: Sikhism: How did Guru Nanak show the importance of equality and fairness? Y4: Judaism: Why is rest important during Shabbat? Y5: Hinduism: Why is the Ganges important to Hindu's faith? Y6: Buddhism: Why is change so important to Buddhists?
PSHE	Myself and my relationships	Drug education Anti-bullying	Building strong relationships with others. Building resilience. Citizenship. Economic wellbeing. Personal safety. Managing change.	Rights, rules and responsibilities. Celebrating diversity.
Computing		Data information Databases Data logging Spreadsheets Photo editing	Internet Safety – social media and use of mobile phones.	Photo editing Digital writing Digital music Animations Programming
PE	Yoga Dance	Play leaders	Play leaders Inter school competitions Team building Sports day	Yoga Football Sports Day Fitness
History	Y2: The Tudors Y3: Ancient Egypt Y3: Anglo-Saxons, Scots & Vikings Y3: Law and Power Y4: Ancient Greece Y4: The Rise and Fall of Rome	Y2: Powerful Voices Y3: Anglo-Saxons, Scots & Vikings Y3: Law and Power Y4: The Stuarts Y5: The Early British Empire Y5: The French Revolution	Y1: Parliament and Prime Ministers Y2: Powerful Voices Y3: Law and Power Y4: The Stuarts Y5: Baghdad c.900CE Y5: The Early British Empire	Y1: Parliament and Prime Ministers Y2: Powerful Voices Y3: Law and Power Y4: The Stuarts Y5: Baghdad c.900CE Y5: The Early British Empire

	Y4: The Stuarts Y5: Baghdad c.900CE Y5: The Transatlantic Slave Trade	Y5: The Transatlantic Slave Trade Y5: The Industrial Revolution Y6: World War 1 Y6: The Suffragettes Y6: World War II and the Holocaust Y6: The History of Human Rights	Y5: The French Revolution Y5: The Transatlantic Slave Trade Y5: The Industrial Revolution Y5: The Victorian Age Y6: World War I Y6: The Suffragettes Y6: World War II and the Holocaust Y6: The History of Human Rights	Y5: The Transatlantic Slave Trade Y6: World War I Y6: The Suffragettes Y6: World War II and the Holocaust Y6: The Cold War Y6: The History of Human Rights
Geography	Y3: Asia- China and India Y4: UK Geography: Northern Ireland Y4: Eastern Europe Y5: Australia Y5: New Zealand and the South Pacific Y6: South America Y: Africa	Y3: UK Geography: The South West Y6: Globalisation Y4: Eastern Europe Y4: UK Geography: Northern Ireland Y5: Australia Y5: New Zealand and the South Pacific Y5: Local Study Y6: British Geographical Issues Y6: South America Y6: Africa Y6: Globalisation	Y3: Settlements Y4: Eastern Europe Y4: UK Geography: Northern Ireland Y5: Australia Y5: New Zealand and the South Pacific Y5: Local Study Y6: British Geographical Issues Y6: Globalisation	Y1: The Seven Continents Y2: The British Isles Y2: Northern Europe Y3: Western Europe Y3: Asia: India and China Y4: Mediterranean Europe Y4: Eastern Europe Y4: Asia: Japan Y4: UK Geography: Northern Ireland Y5: Australia Y5: New Zealand and the South Pacific Y6: North and South American Geography Y6: Africa Y6: Globalisation
Art	Evaluation – pride in our own creations Y3: Art of Ancient Egypt Y3: Anglo Saxon Art	Y3: Art of Ancient Egypt Y5: Art from Western Africa	Making things to improve our school environment, e.g. wall hangings Y3: Architecture	Y5: Chinese painting and ceramics Y5: Islamic art and architecture

	Y4: Monuments of Ancient Rome Y4: Monuments of the Byzantine Empire Y5: Islamic Art and Architecture Y5: Art from Western Africa Y6: Art in the Italian Renaissance Y6: Renaissance Architecture and Sculpture		Y3: Modern Architecture Y6: Renaissance Architecture and Sculpture Y6: Victorian Art and Architecture	
Music			Choir Y5: Chinese and African inspired composition and improvisation Y6: Medieval and Renaissance inspired composition and improvisation	Music from other cultures Y5: Chinese and African inspired composition and improvisation Y6: Medieval and Renaissance inspired composition and improvisation Y5: South American, Indian and European inspired composition and improvisation
D&T	Evaluation – pride in our own creations	Using skills to make improvements Upcycled Fashion	Making things to improve our school environment, e.g. wall hangings	Architecture, local history visits. Foods from around the world: Pizza Pasta Honey cake Ratatouille Mezze Pitta bread

				Bread and butter Gingerbread Jam tarts
Languages			Conversational French	Café culture in French
Collective Worship	Liturgy Use of candle Opportunities to reflect	Explicit teaching of school values	Communal singing	
Books	Texts which promote reflection about spiritual issues. <i>See list in English Lead file and refer to reading cannon</i>	Texts with moral dilemmas. <i>See list in English Lead file and refer to reading cannon</i>	Shared reading lessons – enjoying texts together. <i>See list in English Lead file and refer to reading cannon</i>	Stories and poems from other cultures. <i>See list in English Lead file and refer to reading cannon</i>