

Spiritual, Moral, Social and Cultural (SMSC) Policy



Headteacher

November 2023

Review: November 2026

Our vision:

At Trinity St Stephen Church of England First School we aim for all within our community to, **Thrive and Achieve in a Caring Christian Community.**

Our vision influences the ethos of our school and the policies and practices within it. We believe that spiritual, moral, social and cultural development is a core thread that runs through our school and we attach great importance to it for both children's development and for the growth and well-being of all within our school community.

Legal requirements:

Section 78 of the Education Act 2002 states:

The curriculum for a maintained school or maintained nursery school satisfies the requirements of this section if it is a balanced and broadly-based curriculum which: (a) promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The SIAMS Schedule (2018) references spirituality in both the RE and Collective Worship strands but the main focus is as part of strand two on Wisdom, Knowledge and Skills. The Church of England Vision for Education has a core desire for 'Life in all its fullness' (John 10:10) which requires educating the whole person.

The OFSTED framework 2019 states that pupil's spiritual development is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faith, 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

What is Spiritual, Moral, Social and Cultural Education?

Spiritual Education and development:

Our working definition of 'spirituality'

As a staff and governor team, we have agreed on a definition of spiritual development in our school community to support us as we talk about spirituality.

Spirituality is an awareness of mystery and its contribution to how we thrive and flourish

We aim for children, and adults, to grow in their ability to:

- be guided by their beliefs and values and be willing to take a stand to defend them
- be self-aware and empathise with the experience of others in the school and wider community
- love themselves, care for themselves, believe in their potential to achieve, and find inner strength and resilience when facing challenges
- exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder
- be intrigued by mystery and be open to an awareness of the transcendent in the whole of life
- be comfortable with stillness and silence and open to engage in reflection/meditation/prayer
- be ready to say sorry when mistakes are made, to forgive themselves and to forgive others
- be willing to take risks and to reflect, learn and grow following experiences of failure as well as success
- demonstrate curiosity and open mindedness when exploring life's big questions
- appreciate and be thankful for what is good in life like friends and family, and show generosity towards others

(From David Smith's work on Spiritual Capacities)

Moral Education and development

We aim for children, and adults, to grow in their ability to:

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

Social Education and development

We aim for children, and adults, to grow in their ability to:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- relate well to other people's social skills and personal qualities
- be willing to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively, working 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 how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society
- be willing to volunteer
- be interested in, and understanding of, the way communities and societies function at a variety of levels
- accept and engage 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.

Cultural Education and development

We aim for children, and adults, to grow in their ability to:

- understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others
- be willing to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- understand and appreciate the wide range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- be interested in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities
- to reflect on important questions of meaning and identity
- be interested in exploring the relationship between human beings and the environment

Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross-curricular activities as well as specific PSHE, RE and Circle Time activities.

How we make provision for children's Spiritual, Moral, Social and Cultural Development across the school

Spiritual Development	
Provision	Examples of how it is evidenced
<p>Providing opportunities for spiritual development in collective worship</p> <p>Providing opportunities for spiritual development in RE</p> <p>Providing opportunities for spiritual development in the wider curriculum capturing opportunities for awe and wonder as they arise</p> <p>Providing Reflection areas in classrooms, public spaces, outside, and by using the church building, and through the 'Prayer Spaces in School' website. Time to reflect upon learning and experiences</p> <p>Offering pupils opportunities to develop their own spiritual leadership, through involvement in collective worship and other opportunities and valuing everyone's individual and unique experience</p>	<p>RE curriculum plans, include an enquiry led and multi-faith approach.</p> <p>Visiting places of worship</p> <p>Whole school assemblies and celebrations.</p> <p>Celebrations of children's achievements in and out of school</p> <p>Outdoor learning</p> <p>Residential visits</p> <p>Regular visits to a variety of places</p> <p>Harvest, Christmas and Easter celebrations</p> <p>Nurture groups- run by E.L.S.A</p> <p>Visits from faith groups</p>

Moral Development	
Provision	Examples of how it is evidenced
<p>School behaviour Policy and Code of Conduct - Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school</p> <p>Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour</p> <p>Religious Education curriculum - Promoting racial, religious and other forms of equality</p> <p>Pupil Voice- Developing an open and safe learning environment in which pupils can express their views and practice moral</p>	<p>Behaviour logs</p> <p>Nurture groups</p> <p>Celebration of children achieving Anti-bullying activities</p> <p>E-Safety teaching</p> <p>Whole school Assemblies and the explicit discussion of school values, communicated to parents and carers through newsletter</p> <p>Circle times</p> <p>Child participation in a range of pupil groups: School Council, Sports Leaders</p> <p>Charity appeals- Windsor Churches food share, Windsor Homeless project, Children's Society, Children in Need</p>

<p>decision making</p> <p>Taking part in Charitable projects</p> <p>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</p> <p>Providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school’s values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided</p>	
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Social Development

Provision	Examples of how it is evidenced
<p>PSHE Curriculum - Identifying key values and principles on which school and community life is based</p> <p>Working together in teams- Fostering a sense of community, with common, inclusive values</p> <p>Promoting racial, religious and other forms of equality</p> <p>Encouraging pupils to recognise and respect social differences and similarities</p> <p>Providing positive experiences to reinforce our values as a school community –for example, through assemblies, team building activities, residential experiences, school productions</p> <p>Celebrating achievements in and out of school</p>	<p>Implementation of Family Links through class circle times</p> <p>Provision of Family Link Worker</p> <p>Pupil Groups including: School Council, Sports Leaders, Huff and Puff leaders</p> <p>Participation in School Council</p> <p>Residential visits in year 4</p> <p>Extra-curricular clubs including: French, football, Change4life, recorders, fencing, gym</p> <p>Participation in Music events: Part of the outreach project run by St George’s Chapel, cross-Windsor music project at the Hexagon theatre,</p> <p>Transition visits</p> <p>Participation in Charity support: Charity enterprise project, Children in Need, Red Nose Day</p> <p>Participation in Sporting events</p> <p>School house sports competitions</p> <p>Forest School</p>

<p>Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others' needs</p> <p>Providing opportunities for engaging in the democratic process and participating in community life</p> <p>Providing opportunities for pupils to exercise leadership and responsibility</p> <p>Providing positive and effective links with the world of work and the wider community</p>	
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Cultural Development	
Provision	Examples of how it is evidenced
<ul style="list-style-type: none"> ●Extending pupils' knowledge and use of cultural imagery and language ●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 	<p>School visits to museums, galleries, concerts, theatre visits</p> <p>Meeting authors</p> <p>Opportunities to take part in school productions /Performances</p> <p>Visits from people of different cultures</p> <p>MFL teaching</p> <p>Afterschool French Club</p> <p>Sports Day</p>

As a staff team:

- We have a staff understanding of spiritual, moral, social and cultural development.
- We have a culture within our school that recognises the importance of spiritual, moral, social and cultural development to individuals, both children and staff.
- We revisit spiritual, moral, social and cultural development as an area for consideration in our staff meetings and offer training.
- Our governors monitor the impact of our spiritual, moral, social and cultural development focus through the Ethos Committee.
- We have staff guidance accessible to continue to support staff in this aspect of our curriculum.
- Our Policy is available to all via the website.
- We have a variety of spiritual spaces both inside and outside the school building.
- We actively use the language we have agreed on with staff to nurture an awareness of spirituality and its importance to well-being and development with the children.
- We aim to help each pupil to develop a spiritual, moral, social and cultural development understanding in terms of their own cultural context.
- We share with parents, whenever possible, the outcomes of our focus on spiritual, moral, social and cultural development through newsletters, social media, displays and our website.
- We discuss spirituality with our church and others who can further support this thread.

Our awareness and understanding of spiritual development will enrich what we offer to the children and to all in our school community.

Other related policies:

Collective Worship

Behaviour

All subject specific curriculum policies

Referenced reading:

Church of England Education Office (CEEO) Spiritual Development – Interpretations of Spiritual Development in the Classroom (2019)

<https://www.bathandwells.org.uk/supporting-children/school-effectiveness/re-collective-worship-and-spirituality/spiritual-development/>

With thanks to The Diocese of Bath and Wells Model Policy on Spirituality.