



St. Mary's Church of England VC Infant School

'Sharing, Caring, Learning and Loving with God'

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Spiritual, Moral, Social & Cultural Policy

Policy Review:

This Policy will be reviewed annually.

Reviewed	January 2023
Next Review	January 2024

Our Vision

We aspire to be a community living life in all its fullness. We share, care, learn and love with God, valuing the dignity and respect of all humanity and creation. Through the power of the Holy Spirit, Jesus' Kingdom comes and everyone can flourish together.

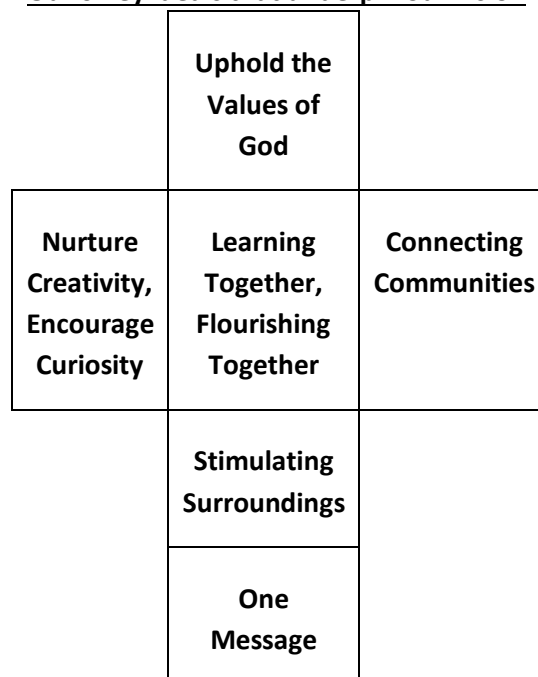
Our Mission

'Sharing, caring, learning and loving with God.'

Our Values

Friendship, Perseverance, Respect, Trust, Thankfulness, Humility, Generosity, Forgiveness, Courage, Peace, Compassion, Responsibility.

Our 6 Key ideals that underpin our vision



Understanding our vision

Our 6 key ideals were created through the input of all stakeholders as being important factors in what we want from our school every day.

'We aspire to be a community living life in all its fullness' (John 10:10) Church of England vision for Education

'Sharing, Caring, Learning and Loving with God' (School's mission statement)

'Valuing the dignity and respect of all humanity and all creation' (Reference to Jonah and the Whale and the Church of England vision)

'Through the power of the Holy Spirit' (The importance of the Holy trinity and that we can't do it alone. We must work together.)

'Jesus' kingdom comes.' (Themed verse, Lord's Prayer and the goal of the school for us to create a peaceful and successful kingdom)

Flourish: Achievement

Together: Community

'Sharing, caring, learning and loving with God.'

Our School Ethos

In this Church of England school, the ethos is founded on Christian values, beliefs and in particular, on the unique capacity and worth of each individual. St. Mary's Infants School promotes a Christian ethos by example and direct teaching, following and promoting the teachings of Jesus, whilst recognising that not all members in its community will be practising Christians.

We recognise that the personal development of pupils – spiritually, morally, socially and culturally – plays a significant part in their ability to learn and achieve. We therefore aim to offer a holistic education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

Spiritual, Moral, Social and Cultural development (SMSC) is a whole school priority. We recognise that all curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be included in all areas of the curriculum. In line with this, SMSC also runs through all of our school policies and procedures.

The integrity and spirituality of pupils from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views. All adults will model and promote expected behaviour, treating all people as unique and valuable individuals, showing respect for pupils and their families.

The school community will be a calm, welcoming place where pupils can find acceptance for themselves as unique individuals, and where forgiveness and the opportunity to start again is fundamental to the ethos of the school. Pupils should learn to differentiate between right and wrong in as far as how their actions affect other people. Through this, they will be encouraged to value themselves and others.

Pupils should be involved in formulating rules, understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward positive learning behaviours and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teachers' planning and purchasing decisions.

Our SMSC Aims

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.

- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

Defining SMSC at St. Mary's Infants School

Spiritual Development:

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values;
- respect for themselves and the ability to make and maintain positive relationships with others;
- 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;
- capacity for quiet reflection and stillness.

Moral Development:

Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. Across the school we work towards an understanding of what is right and wrong. From this basis pupils may develop the ability to make judgements and to become increasingly responsible for their own actions or and behaviour.

Pupils' moral development is shown by their:

- respect and care shown for others and the world around us;
- ability to apply the messages from our Christian teaching to the values that underpin our own lives;
- ability to recognise the difference between right and wrong and their readiness to apply this to the choices they make;
- understanding of the consequences of their actions and the impact on other people;
- recognising that, even if we don't always do the right thing, we can learn from our mistakes;
- ability to forgive others and move on after things have gone wrong;
- interest in investigating and offering reasoned views about moral and ethical issues.

Social Development:

This enables pupils to become conscientious participants in their family, class, school, the local and wider community. Within this there should be a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

Pupils' social development is shown by their:

- ability to apply their knowledge and understanding of Christian values to their own lives, informing the choices they make;
- understanding that everyone is unique and special;
- understanding of equality of opportunity;
- ability to work with and socialise with people from different religious, ethnic and socio-economic backgrounds;
- ability to communicate and cooperate well with others to resolve conflicts effectively;
- interest in and application to the interests of social justice in the school, community and wider world.

Cultural Development:

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage;
- willingness to participate in and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities;
- interest 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.

Teaching

Spiritual, Moral, Social and Cultural (SMSC) Development is promoted not only through all subjects in our curriculum, but also through pupil leadership roles, school trips and visits, and the wider extra-curricular opportunities available for all of our pupils. The ethos of the school and its shared belief in developing positive attitudes and values as a whole school community reflect the importance of SMSC to all at St. Mary's.

We also celebrate and encourage pupils to develop **British values** including: democracy; the rule of law; individual liberty; and mutual respect and tolerance of those with different faith and beliefs through regular discussions and embedded practices instilling a strong sense of ethics, democratic fairness and equal rights for all. This will include opportunities to develop the skills and attitudes to develop socially, morally, spiritually and culturally — e.g. empathy, respect, open mindedness, sensitivity, appreciation, critical awareness and personal reflection through:

- Listening and talking to each other.
- Learning an awareness of issues of equality and how this should be reflected in our speech and actions.
- Debating, both agreeing and disagreeing with others in a reasoned way.

- Taking turns and sharing.
- Working and playing alone and with others, developing the ability to cooperate, collaborate and get along.
- Talking about and sharing personal experiences and feelings with others.
- Expressing and clarifying personal ideas and beliefs through discussion with others.
- Exploring difficult subjects including events (e.g. playground conflict, death, illness etc.) and challenging questions (e.g. what happens when we die?).
- Exploring positive and negative relationships with friends, family and others.
- Showing empathy and respect for others.
- Developing self-esteem and a respect for themselves.
- Developing respect for the environment and world around us.
- Developing a sense of belonging and confidence.
- Spending time in quiet reflection learning to manage our feelings, to be calm and still.

Links with our wider community

Visitors are welcomed into school to support learning, to build relationships and help raise awareness of important issues such as safety, charity, environmental impact and equality. For example, we have previously arranged visits with local faith leaders, our local MP, health professionals, environmentally aware authors and sports professionals.

Children make visits beyond the school to develop their awareness of the wider community and world, other cultures, faiths and environments. Links with the Church are fostered through connections with our local church of St. Mary's Church in Baldock and the Dioceses.

The development of a strong home-school link is actively pursued, enabling families and teachers to work in an effective partnership to support all pupils.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

- Whole school audits of SMSC provision using the SMSC grid and SMSC National Quality Mark self-review tool;
- Governor monitoring visits;
- Gathering of evidence from parent questionnaires, Christian Distinctiveness Working Party meetings and through the monitoring of teaching and learning.