

Cragside Church of England Primary School



SMSC Policy (Spiritual, Moral, Social and Cultural Values)

Revised: February 2022

Date of next Review: February 2024 (or sooner if required)

**“Treat others as you would want to be treated”
(Matthew 7v 12)**

Out Ethos and how this permeates our School Curriculum

At Cragside Church of England Primary School 'High Achievement for All' is central to our culture (see Appendix 1). We believe that every individual child should be given the opportunity to achieve their full potential. Our school motto, 'Let Your Light Shine' is taken from St Matthew's Gospel and encapsulates the vision of our school which is 'that all shine bright and flourish in all areas including academically, physically, socially, emotionally, spiritually and compassionately.

We seek to be a caring, inclusive and compassionate school where care and thoughtfulness of others is central to our vision. We are a school where similarities and differences are celebrated and respected. A school where everyone feels valued and where everyone has the opportunity to SHINE BRIGHT.

Our school curriculum is underpinned by the Christian and British values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. Our Curriculum is underpinned by many values, with a specific focus on the six British and Christian values of Perseverance, Respect, Joy, Forgiveness, Care and Love. Our Curriculum, including extra-curricular opportunities and home learning challenges, is intended to inspire a sense of wonder, a love of learning and a thirst for knowledge. "Wonder is the beginning of Wisdom." (Socrates)

At Cragside C of E Primary School, this is achieved through a combination of our drive for all teaching and support of children to be of the highest possible quality and our emphasis on high quality, personalised coaching of staff to enable that to happen. All staff take responsibility for caring for our children, in order for our children to be socially and emotionally ready to achieve the highest possible standards in order to fulfil their potential. We value every member of our learning community; governors, parents, staff and the children who attend the school and seek to work collectively and collaboratively to enable all to SHINE BRIGHT.

Principles

Spiritual, Moral, Social and Cultural Development is crucial for individual pupils and important for society as a whole. It is the heart of what education is all about – helping pupils grow and develop as people and effective participants in modern Britain.

Spiritual, Moral, Social and Cultural Development is cross curricular and promotes the aims and principles of the policies for, Religious Education, Collective Worship, PSHCE with Relationships and Sex Education and Equal Opportunities These policies all underpin the Curriculum model, putting the child at the centre of all we do.

It is an expectation that all staff, in all subjects, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle time and also through their own conduct.

The importance of relationships between all school staff, parents and governors is vital. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all pupils.

Preparing for Life in Modern Britain

Guidance produced by the Department of Education (November 2014) stated that all schools have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

At Cragside C of E Primary School we actively promote these British values through our spiritual, moral, social and cultural (SMSC) education which permeates throughout our curriculum and school experience, supporting the development of the whole child.

The following 'British values' have been identified by the Department of Education.

Rule of Law (PSHCE link: Healthy and Happy Friendships Autumn 1; Caring and Responsibility Spring 1)

We involve pupils in setting codes of behaviour; helping pupils to make decisions and choices that are acceptable to the school community and society at large.

Pupils are helped to learn to manage their behaviour and take responsibility for their actions. We can help some pupils to understand the connection between actions and consequences. This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

Individual Liberty (PSHCE link: Caring and Responsibility Spring 1)

Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. This can be roles within the classroom, or positions within the local community, such as working to achieve the Young Leaders Award, community litter picks and supporting our global neighbours through our links with Rwanda. We further support others by participating in charitable events such as, Red Nose Day/Comic Relief, Children in Need and through our recent appeal to help families who have been displaced due to the current situation in Ukraine. We believe that engendering a caring and helpful environment and to be independent can boost and nurture a healthy self-esteem.

Mutual Respect (PSHCE link: Healthy and Happy Friendships Autumn 1; Similarities and Differences Autumn 2; Caring and Responsibility Spring 1; Families and Committed Relationships Spring 2)

To promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, pupils work with a range of people and interactions with others are always positively promoted on a personalised basis for each individual. OPAL Play in Cragside ensures quality play opportunities are available to all our children. We believe that play is essential for physical, emotional, social, spiritual and intellectual development of each child. Our pupils also have opportunities to work with students from other schools, for example sporting events, author events and through visiting different places of worship.

We believe it is important to facilitate opportunities to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion.

Tolerance of different faiths and beliefs (Links with PSHCE: Similarities and Differences Autumn 2)

Children need to learn how to show respect for others and understand that difference is not only acceptable, but welcome. Children know that everyone is welcome in our school. Daily Collective Worship and work in class ensure that this message is constantly reinforced. Our RE curriculum teaches our children about different religions and this is complemented by celebrating Multi-Faith Week each year, across the school. We also celebrate 'European Day of Languages' as a whole school, encouraging children to research and discover differences and similarities between us and our European neighbours. Likewise, we use opportunities such as the Olympics and the World Cup to study and learn about life and culture in other countries. The texts which we carefully select to drive our English curriculum cover themes such as: Black History Month, Around the World, Empathy and Kindness, Invaders and Settlers, the World Wars, Women's history, etc. These texts help to broaden all pupils' experiences and awareness of others.

General Aims for Spiritual, Moral, Social and Cultural Development

We aim to:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society
- Prepare pupils for the opportunities, responsibilities and experiences of adult life
- Enable pupils to distinguish right from wrong, to respect the civil and criminal law of England and to appreciate the rule of law is essential for well-being and safety
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in Britain and to respect and support participation in the democratic process
- Promote respect and consideration for differences in gender, race, religion
- Help each pupil achieve their full potential across all areas of the curriculum
- Develop the individual strengths of all pupils and to help and provide support in areas for development
- Inspire and stimulate the pupils in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills
- Help our pupils towards independent learning and to equip them with all life skills in order for them to take their place in a fast changing society.
- Ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum
- Develop respect for religious and moral values and understanding of other races, religions and ways of life while challenging opinions, stereotyping or behaviours in school that are contrary to British values
- Help the pupils understand the world in which they live
- Develop a sense of responsibility, consideration for others, self-respect and self confidence
- Promote good relationships between home, school and the local and wider communities

Guidelines

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a 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 their actions affect other people. They will be encouraged to value themselves and others.

Pupils should 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 acceptable behaviour 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 teacher's planning and purchasing decisions.

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.

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

Our school supports children's spiritual development by:

- Giving children the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives
- Encouraging children to explore and develop what animates themselves and others
- Giving children the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful
- Developing a climate or ethos within which all children can grow and flourish, enjoying individual liberty and mutual respect
- Accommodating difference and respecting the integrity of individuals, including tolerance of those with different faiths and beliefs
- Promoting learning opportunities which value children's questions, encourage deeper questions and give them space for their own thoughts, ideas and concerns

Moral Development

Children are encouraged to understand the need for a common code based on the bible verse, **'Treat others as you would want to be treated' (Matthew 7v 12)**. At Cragside C of E Primary School we work towards an understanding of what is right and wrong. From this basis they may develop the ability to make judgements and to become increasingly responsible for their own actions or and behaviour.

Our school supports children's moral development by:

- Providing clear school rules as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Challenging stereotyping
- 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 practise moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- 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, topic work, sciences, arts and through Collective and Family Worship. We reinforce the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

Social Development

This enables pupils to become conscientious participants in their family, class, school, the local and wider community and to make a positive contribution to the lives of others in society. 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.

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
- Encouraging 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 collective worships, team building activities, residential experiences, school productions
- 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
- 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

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.

Our school develops cultural development by:

- 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.
- Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits

Monitoring and review

The planning and coordination of SMSC are the responsibility of the PSHCE with Sex and Relationships Leader and the RE/Worship subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC;
- Speaks to the children about different elements of SMSC and uses this to inform future planning.
- Uses specially allocated, regular management time to review planning of SMSC across the curriculum, evidence of the children's work and to observe elements of SMSC across the school.

Links with the wider community

- Visitors are welcomed into school.
- The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn.
- Pupils will be taught to appreciate their local environment and community and to develop a sense of responsibility to it.
- Strong links with and support for our partnership school in Rwanda

This policy should be read in conjunction with the following documents:

- Anti-Bullying Policy
- Collective Worship Policy
- Online Safety Policy
- Science Policy
- PSHCE with Relationships and Sex Education Policy
- Behaviour for Learning Policy
- Curriculum Policy
- Equalities Policy
- Inclusion/Equal Opportunities Policy
- RE Policy

Review

This policy will be reviewed in accordance with the policy review schedule at least every 2 years.