

# **Cragside Church of England Primary School**



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

Revised: June 2024

Date of next Review: June 2026 (or sooner if required)

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

## **Our Vision & Ethos and how this permeates our School Curriculum**

Our Christian vision is to follow Jesus' teaching, helping us to strive for excellence in all that we do and flourish as unique individuals so that all can 'Shine Bright'. This is underpinned by Jesus teaching in Matthew's Gospel that everyone should 'Let your light shine...'

The Cragside family is special and we aim for all our members to be independent, enthusiastic learners and responsible citizens, living up to their true potential, being all that they can be by looking in, at themselves, looking out, towards others and looking up towards God and/or as part of their own spiritual journey. Throughout their time in school everyone is encouraged to have confidence in their own abilities so that they have the opportunity to achieve their potential and feel empowered to use their voice to enable themselves and others to flourish and shine. We promote mutual respect, tolerance, and understanding and encourage respect, responsibility and individuality. Positive and caring relationships are the thread which weaves through all of our school community-relationships where all are valued and all value each other. All children, staff and families in school are celebrated as unique individuals who are valued, loved, celebrated and supported. We strive to enable all to shine and flourish at Cragside.

The Curriculum at Cragside has been developed and planned to inspire all of our children to develop a love of learning, a thirst for knowledge, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children's experiences and cultural capital. Our broad and balanced curriculum enables all children to acquire the skills, knowledge, understanding and vocabulary of a wide range of subjects, which will enable all to make progress and achieve from their varying starting points. We are proud that our curriculum also includes the 'hidden curriculum' – what the children learn from the way they are nurtured, treated and expected to behave. We want children to grow into positive, transformative, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential and 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 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 Word 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 are planned for across 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 everyone 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, others and our place in the universe. It has to do with feelings, emotions, attitudes and beliefs and is a way of exploring life's big questions.

At Cragside, we encourage everyone to explore their own spiritual and personal development through encounters with themselves, others and God and/or something bigger than themselves. We talk about Looking In, Looking Out and Looking Up.

### **Looking In**

We encourage all members of our Cragside family to take time to get to know themselves, who they are and what they think. We encourage self-reflection and self-care and for every member of our community to love and value themselves as a unique child of God. We encourage everyone to explore their gifts and talents and celebrate themselves.

### **Looking Out**

We encourage all members of our school to use their gifts and talents to look out towards others. We want all members of our school community to use their gifts and voice to show love and care for others both locally and globally. Through encounters with others we encourage children and adults in school to be advocates for change and to develop a passion for fighting social injustice.

### **Looking Up**

We are all spiritual beings on our own spiritual journey. We encourage members of our team to explore and consider something greater than themselves. We provide opportunity for prayer, reflection and encourage children and adults in school to explore life's big questions.

### **Our school supports spiritual development by:**

- Giving people the opportunity to explore values and beliefs, including religious and non-religious worldviews, and the way in which they impact on peoples' lives
- Encouraging people to explore and develop what brings joy and peace themselves and others
- Giving people 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 can grow and flourish, enjoying individual liberty and mutual respect
- Daily acts of Collective worship which explore ways we can look in, look out and look up and time to reflect during these sessions.
- Accommodating difference and respecting the integrity of individuals, including tolerance of those with different faiths and beliefs
- Providing opportunities for people to be advocates of change and use their voice to help others to flourish.
- Planning specific spiritual development learning opportunities across the curriculum. 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 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
- Carefully choosing the resources we share with children in school to ensure the children are exposed to cultures which are different to their own.

## **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
- Links with our local church, St Nicholas Church, in Cramlington.

**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.