

**GREAT CHESTERFORD C. OF E. PRIMARY ACADEMY**



Two are better off than one, because together they can work more effectively.

**Ecclesiastes 4:9**

## **Spiritual, Moral, Social and Cultural Policy**

**Approved by the Full Governing Body 2018**

### ***'Together we are great'***

At Great Chesterford C. of E. Primary Academy, our aim is to provide the best possible education for each child in the context of a caring Christian community. Our values promote inclusion, respect and empathy whilst our broad and balanced curriculum inspires aspirational, lifelong learners.

The Spiritual, Moral, Social and Cultural (S.M.S.C.) development of a child plays a significant part in their ability to learn, achieve and flourish. S.M.S.C. is taught through a broad and balanced curriculum, which enables every child to develop confidently to the very best of their ability.

In our school, we offer a curriculum which provides pupils with the opportunities to explore different aspects of S.M.S.C. development in a number of ways. Children are encouraged to discover their own values and beliefs, develop spiritual awareness and aspire to have high standards of personal behaviour, as well as a positive caring attitude towards other people. In addition, children are encouraged to have an understanding and appreciation of their social and cultural traditions and an appreciation of the diversity and richness of other social and cultural traditions.

The spiritual, cultural, intellectual, moral, mental, physical, health and social well-being of each child is of huge importance in their development as well-rounded individuals. We strive to provide a high standard of education for all children, irrespective of gender, culture, ability or aptitude.

#### **General Aims:**

- To ensure that everyone connected with the school is aware of our motto, values and vision.
- To ensure that S.M.S.C. development is encouraged through the whole curriculum and the school's ethos.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experiences.
- To enable pupils to develop an understanding of their individual, group and school identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

#### **Spiritual Development**

As a school, we aim to provide learning opportunities that will enable children to:

- Develop and sustain a high level of self-esteem in their learning experiences, learning from their mistakes and developing a Growth Mindset.
- Develop their capacity for critical and independent thought, questioning to further their knowledge.
- Support needs in their emotional life and help to develop the skills needed in order to express their feelings in an appropriate way.
- Experience and value moments of stillness and reflection.
- Discuss and explore their beliefs, feelings, values and responses to personal experiences in a coherent way.
- Form and maintain positive and healthy relationships with those around them.
- Reflect on, consider and celebrate the wonders and mysteries of life.
- Recognise and reflect on different approaches to Spiritual Development.

## **Moral Development**

As a school, we aim to provide learning opportunities that will enable children to:

- Recognise the unique value of each individual.
- Recognise the value and challenges of religious teachings.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes in a positive way.
- Take initiative and act responsibly, with consideration for others.
- Distinguish between right and wrong and make informed choices.
- Show respect towards and take responsibility for protecting the environment.
- Make informed judgements independently.

## **Social Development**

As a school, we aim to provide learning opportunities that will enable children to:

- Develop an understanding of their individual and group identity.
- Learn about their role in the school and the wider community.
- Begin to understand the imperative for social justice and concern for the disadvantaged.
- Empathise with and respect different groups of people.
- Acquire the skills required to work effectively with others.

## **Cultural Development**

As a school, we aim to provide learning opportunities that will enable children to:

- Recognise the value and richness of cultural diversity in Britain and the rest of the world.,
- Recognise how cultural diversity influences individuals and society.
- Identify and respect world faiths and cultural traditions.
- Recognise the nature and roots of different cultural traditions.
- Develop an understanding of the social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

## **Curriculum**

All curriculum areas have the potential to enhance the development of S.M.S.C. Lessons should encourage children to reflect upon the spiritual dimension of their learning, think about the significance of what they're learning, recognise any challenges which arise and reflect upon how this influences their own life. In addition to the core and foundation subjects, S.M.S.C. development is also fostered in other areas of the curriculum like PSHEE and Collective Worship. For example, the children planning and leading assemblies. S.M.S.C. is also closely linked to our work on British Values.

Plentiful opportunities are provided for children to develop the skills and attitudes that enable them to develop socially, morally, spiritually and culturally. In all lessons, children are encouraged to:

- Talk about personal experiences and feelings.
- Express and clarify their own beliefs and ideas.
- Speak about issues an appropriate way.
- Share thoughts and feelings with other people.

- Explore relationships with friends/family/others.
- Show empathy towards the needs and behaviour of others.
- Develop self-esteem.
- Develop a sense of belonging.
- Listen and talk to each other.
- Learn an awareness of treating all as equals.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

### **Links with the wider community**

Links with the community are fostered through our relationship with our local church and the Diocesan Board of Education. Trips to other places of worship, e.g. Cambridge Mosque, C3 church are regular and visitors, from a variety of different backgrounds, are welcomed into school and play a vital role in the enhancement of children's S.M.S.C development.

The importance of a strong home-school link is regarded as highly valuable, enabling parents and teachers to work in an effective partnership to support the pupil.

### **Monitoring, Assessment and Evaluation**

Provision for S.M.S.C. is monitored and reviewed on a regular basis. This is achieved by:

- Regular scrutiny of S.M.S.C. links in Medium Term Plans.
- Learning walks to see promotion of S.M.S.C around the school.
- Displays around the school which celebrate children's S.M.S.C. development.
- Evidence in books.
- Monitoring of Collective Worship sessions, led by both staff and children.
- Termly MME assessments for all foundation subjects.
- CPD for S.M.S.C. leader and other members of staff.
- Staff meetings to monitor S.M.S.C. provision in school.
- S.M.S.C. self-assessment audit.
- Assessment from external providers.
- Feedback from visitors, trip providers, specialists etc.
- A regular review of the S.M.S.C. policy.

### **Equality and Inclusion**

There are many opportunities to promote equality in the curriculum. Respect and equality form an integral part of lessons and daily school life. Lessons are differentiated to ensure all children have full access to the curriculum.

### **Evaluation, Review and Revision**

This policy was written in May 2018. It was drawn up in consultation with, and reflects the consensus of, the Headteacher, members of the teaching staff, members of the Governing Body and the children. It will be reviewed in three years' time or before, if it is felt appropriate.

Signed:  Headteacher	Date: May 2018
Signed:  On behalf of the Governing Body	Date: June 2018
Next Review Date:	June 2021