



Spiritual, Moral, Social and Cultural Development Policy

Learning holistically through God's unconditional love

Vision: We radiate God's unconditional love by being accepting, inclusive and supportive. Everyone is nurtured, enabling them to reach their full potential as caring, confident members of both the school family and global community. All are educated holistically through a variety of enjoyable academic, creative, physical and spiritual experiences.

Signed: Headteacher

Signed: Chair of Directors

Monitoring

The SLT and class teachers continually monitor to ensure equality of provision across the year groups and to identify how effectively SMSC is being implemented in the school.

This will be conducted through observation and discussion.

Reviewed January 2023

Next Review January 2026

At St Eanswythe's C of E Primary School, we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve.

We therefore aim to provide an education and environment 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
- an appreciation of the diversity and richness of the cultures.

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of St Eanswythe's School and is an essential ingredient of school success.

Bible story

Luke 19:1-10, The story of Zacchaeus

Bible verse

John 13:34. *A new command I give you: Love one another as I have loved you.*

Narrative

The love of God is agape love, which is immeasurable, incomparable love. It is ongoing, outgoing, self-sacrificing concern for people. God gives his love without condition, unreservedly. Agape love is active, demonstrating love through actions. John 13:34 teaches us that we should show this unconditional love to each other just as God loves us and therefore underpins everything that we do in our school. All children no matter where they are from, their religion or economic standing are actively welcomed into our school family.

The story of Zacchaeus, Luke 19: 1-10, exemplifies our vision clearly. Zaccheus was a man who was shunned by society; however, Jesus saw the potential in him, treated him with dignity and respect and showed others that they should do the same. This encounter with Jesus changed Zaccheus' life journey and set him on a path to a more positive future. This is the aim for each child and adult who joins our school family. Zaccheus is a real illustration of the impact of unconditional love and is an example to us all. It highlights that re-education is always possible and shows that everyone has value and worth and a God given path that they can choose to follow.

Holistic education is a philosophy based on the premise that each person finds identity, meaning, and purpose in life through connections to the community, to the natural world, and to values such as compassion and forgiveness. In our school we care about everyone as an individual and desire to develop them as people. The aim is to provide as many diverse cultural, academic, musical and sporting opportunities as possible thus enabling children to widen their horizons and identify their God given skills, passions and giftings. In addition, part of enabling our children to become resilient and flourish as adults is teaching them how to care for others both within our own community and in the wider environment. We use independent learning across the school developing children as thinkers and problem solvers. As part of this they actively raise money to support those in greater need than ourselves both at home and abroad. We also encourage children to be active members of the community, in the church, the creative quarter, old people's homes and local businesses. All these things develop well rounded individuals who have a caring heart and an understanding of different cultures and interests.

Our six values, of which we focus on one per term, help us to live out our vision of unconditional love. These are **generosity, compassion, honesty, forgiveness, respect and perseverance**. All of these values are integral parts of the ability to love unconditionally. Jesus showed each one in his treatment of Zaccheus and throughout his life. He is the example of unconditional love which we follow. These values have become who we are as a school and have had a major impact on the way we treat each other both staff and children. The desire is that these values will continue with the children beyond their time at St Eanswythe's School and enable them to find their purpose in life.

Statements

- 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 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.

The role model standards are set by the Headteacher and practiced by all staff in order to set an effective example for our children. However, we must recognise that the children's development will be affected by many factors other than those which the school itself provides. These include maturity, personality, gender, family, peer group, ethnicity, cultural background and more generally the moral, spiritual, and cultural climate of our society and of the communities to which they belong.

Through religious education and acts of collective worship, children will be introduced to a broad spectrum of beliefs. They will be encouraged to value other people's opinions and develop a questioning mind across a wide area of the curriculum. All beliefs will be treated with equal respect and God's unconditional love.

Spiritual Development

Definition

This is defined as personal development relating to the spirit or soul and the intangible. It does not necessarily relate to physical nature or matter and is not synonymous with religious education – although religious education and collective worship can be a major vehicle for the delivery of spiritual matters.

Aims

Without curiosity, without the inclination to question, and without the exercise of imagination, insight and intuition, children would lack the motivation to learn. In view of this teaching styles are adopted which:

- Encourage children to appreciate 'wow' moments, to stop and be in awe.
- Value the children's questions and give them space for their own thoughts, ideas and concerns.
- Enable the children to make connections between aspects of their learning.
- Encourage the children to relate their learning to a wider frame of reference, e.g. asking 'why?', 'how?', and 'where?' as well as 'what?'.
- To understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.
- To value what is good and worthwhile and to make value judgements through discussion and exchange of views.
- To work collaboratively with peers, valuing the contribution made by others.
- To respect all, as modelled by staff in their relationships with others.
- To experience silent, calm and tranquil moments which afford time for reflection.
- To work and live in harmony with others in the school and wider community.
- To have confidence to express ideas, views and opinions, even if others do not agree.

Spirituality is not taught but is an inherent interwoven part of all aspects of school life and is nurtured and promoted as a natural element of the curriculum. It is treasured not measured.

Opportunities for spiritual development are presented or naturally arise, and are promoted in all aspects of the curriculum and school life as the children become actively engaged in an enquiry based curriculum, which provides a wide range of experiential learning opportunities that enables them to question, consider, reflect and respond, and consider their own values, beliefs and feelings and those of others, with whom they are working alongside or with.

One system that can be used to help spirituality is windows, mirrors and doors.

Windows are for looking out onto the world and becoming aware of its wonders, both the 'wows' and 'ows'; things that are 'awe-full' and make us wonder and be grateful and things that are 'awful' and make us wonder and ask questions. The whole curriculum and life itself are full of opportunities to recognise this sensitively.

Mirrors are for looking into and reflecting, alone and together, to see things more clearly, for thinking and asking important questions learning from our own and each other's responses. In schools we must allow time for this for individual and group reflection and sharing of perspectives. Some subjects and times allow for this specifically, such as religious education and collective worship but in all subjects, there will be opportunities, unexpected or planned, when things just 'crop up'. Handled sensitively, it is possible to make the most of all these times, if there is ongoing deliberate and corporate staff and pupil support.

Doors are for looking through in order to then act or express this in some way in response; for moving on, making choices, and doing something creative, active and purposeful in response. This can simply be done through a change in attitude or behaviour or thinking. It can also be expressed powerfully through music or art or drama or dance and through some form of social action or specific acts of giving.

Examples of some of the ways in which spiritual development is nurtured and promoted as part of the curriculum:

In Physical Education:

- Being a team member
- Pushing yourself to the limit
- Extremes of skill, endurance and achievement
- Emotion in sport
- Personal limitation and failure
- Appreciation of perfection
- Sportsmanship

In Design and Technology:

- Discovering how something works
- Appreciating genius
- Beauty in design
- Perseverance to solve problems
- Personal achievement
- Learning from others and nature

In English:

- Empathy with authors and the characters in stories and plays
- The appreciation of how literature can impact us emotionally
- The appreciation of beauty in language
- Emotions and sentiments in writing and speech
- The values of great works
- Heroes and heroines in literature
- Putting yourself in the character's shoes
- Escaping into other worlds through literature
- The element of wonder in literature

In Maths:

- Infinity and nothing
- Pattern and order
- Shape and regularity
- Truth, certainty and likelihood
- The universality of mathematics over time and space
- The wonder of numbers, formulae and equations
- Artistic nature of maths
- Maths in the natural world

In Science:

- Wonder as the basis of science
- The amazing excitement experiments bring and awe and wonder moments
- Questions of beginning, creation and evolution
- Discovering the limits of experimentation
- Birth, life, death and renewal
- The universe and beyond
- Regularity and order in science
- Beliefs in science and the faith of scientists
- The impact of scientific achievements

In ICT:

- The wonder of worldwide instant communication
- The speed of the growth of knowledge
- The amazing skills of human brains
- The accessibility of knowledge and contact with other people worldwide

In the Creative Arts (Art, Music, Drama and Dance):

- The work of creative artists from a variety of times and places
- Beauty, truth and goodness
- Expressing, interpreting and exploring deep feelings and profound beliefs
- Artistic creativity
- The effects of the arts on emotions and senses
- The arts as means of expressing mood
- Skill in creation and performance, and in personal reflection upon their own creativity using various art forms
- Effects on the emotions and senses
- Personal response and preference
- Mood
- Skill
- Pattern

In Geography:

- Wonder at the diversity of environments and people
- Questions about the care of the environment
- The beliefs behind particular causes and campaigns
- World (economic) development
- Land formation
- Empathy with people from other parts of the world
- Awe at the amazing and diverse world we live in

In History:

- Being in touch with past people, things and ideas
- Being part of history
- Handling artefacts – awe and wonder
- Influential events and people
- The commitment of significant people in history
- War and peace – the impact of this on our world
- Interpretation in history, bias and reliable information sources
- The nature and importance of invention and exploration
- Empathy with people from other times in history

In Religious Education:

- People, places, things, books, actions and ideas held by religious believers to be holy
- Ultimate questions of meaning and purpose
- Ideas of the divine/questions of God
- Forms of worship
- Use of music, art and drama to express beliefs
- Varieties of beliefs, celebrations and rituals
- Ideas of commitment and belonging to groups and institutions
- The idea of mystery and questions with no clear answers

In Collective Worship:

- Opportunities for reflection and response are planned into worship
- Stillness
- Personal and collective beliefs are respected
- Sharing and celebrating common beliefs
- Celebrating success
- Sharing happiness, sorrow, hurt, excitement, anticipation, fear, etc.
- Common activities such as singing, listening, laughing, praying, reflecting on a theme
- Remembering and celebrating the lives of people of spiritual significance
- Emphasising common purpose and values
- Experiencing emotions

In addition, as part of the curriculum, the children have opportunities:

- To visit places of beauty, interest and challenge
- To admire and wonder at the natural environment and human creative efforts
- To work out personal relationships in unusual and challenging situations
- To experience community cohesion links at a local, national and global level
- To engage in charity-based activities
- To participate in a wide range of events and activities, involving a range of outside agencies, coaches, etc.

To facilitate spiritual development at St Eanswythe's:

- Everyone involved in the life of the school is valued and seen to be valued
- Policies and ensuing practices are clearly seen to reflect the worth of individuals
- Behaviour and people management policies and practices are collectively arrived at and discussed regularly
- All adults recognise the need to set good examples of mutual respect and considerate behaviour
- The quality and nature of the learning environment and displays reflect the value placed on pupils and staff
- Aesthetic awareness is encouraged.
- The atmosphere of the school welcomes differences in beliefs and values and invites everyone to belong.
- The achievements, successes and efforts of everyone are recognised and celebrated.

Moral Development

Definition

This is defined as personal development relating to human behaviour, especially the distinction between good and bad, right and wrong.

Aims

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

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.
- Be aware of their own actions, take responsibility for their own bodies and encourage independence.

Our Agreed Rules

- We will do as we are asked the first time.
- We will keep our hands and feet to ourselves.
- We will put up our hands if we want to talk to the teacher.
- We will always work hard and quietly and try to do our best.
- We will walk quietly and sensibly around the school.
- We will talk to everyone in the school quietly and with respect.
- We will be polite and helpful to others.
- We will wear our school uniform every day.

Social Development

Definition

This is defined as a personal development concerned with living in a community rather than alone.

Aims

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about the value of service in the school and wider community.
- Identify their own feelings and think these through so that they are expressed in behaviour that is socially acceptable. This is done through worship, PSHE and throughout the school day as issues arise.

We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise. Stickers, stars, house points, certificates, and other means that highlight both academic and social achievements (refer to our Good Behaviour Policy)

Cultural Development

Definition

This is defined as personal development concerned with the total of inherited ideas, beliefs, values and knowledge, which constitute the shared basis for social action.

Aims

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in our school, local community and Britain, and how these influenced individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Children will be made aware of the diversity of other cultures both within modern Britain and throughout the world. They will be reminded of unconditional love and tolerance. When children first enter school, a lot of time is spent learning to co-operate together. This continues throughout the whole school, through play, group work, controlled activities and by observing how staff work together. We also value the family from which the children come and our strong links with parents encourage the child to see that we are working in co-operation with their parents. Through modelling and discussion, children are encouraged to treat all people with God's unconditional love.

.....

Class discussions and reflective group time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, understanding, forgiveness and critical awareness.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are different from themselves in terms of their personal beliefs, physicality, ethnicity and ability.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Extra-Curricular Activities

Personal development is also enriched through a wide range of extra-curricular activities (e.g. Sport, Drama, Art, gardening) which provide opportunities for SMSC and for inspiring pupils to broaden their experience and horizons.

Links with the wider community

- Visitors are regularly invited and warmly 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 and develop a sense of responsibility for their local environment and community.

SEN and Equal Opportunities

Our school will aim to provide for children with Special Needs with a curriculum which allows for appropriate differentiation. This may be by outcome, task, resources, support, interest or ability grouping as appropriate.

Children with EAL needs

We will try to ensure that children who have English as a second language will be given extra support in class, as necessary, either from teachers, support staff or their peers, to enable them to gain the knowledge, understanding and skills set out in the SMSC curriculum.