



High Aspirations, Moral Strength, Spiritual Depth

- At Andrews' Endowed Church of England Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve and is considered as a whole school issue. We therefore aim to provide an 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 the cultures.

The Christian belief that human beings are created in the image of God, and that each shares in God's purpose to bring life and allow creation to flourish, underpins the work and nature of the school.

Our School Values of Love, Courage and Respect underpin everything that we do at our school.

Rationale

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. The SMSC aspects of education concentrate on the development of the pupil as an individual and as a personality, aiming to enrich and extend the human existence of each child in relation to the values, attitudes, beliefs and consequent behaviour acquired during school years. British Values are included in this policy as they are fundamental to the building blocks and ethos that make up our curriculum. British Values are promoted through SMSC and embedded into the school curriculum.

Guidelines

Spiritual, Moral, Social and Cultural Development is promoted through all the subjects of the curriculum particularly in RE, Collective Worship, PSHE and Citizenship. It is also promoted through the ethos of the school and through the development of positive attitudes and values. It is an expectation that all staff can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle time etc.

Christian spirituality and Christian values and principles will be explored in all curriculum areas, especially in RE/Collective Worship, but 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 and showing Christian love and 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.

'Real opportunities' 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 chosen resources.

General 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.
- To prepare pupils for the opportunities, responsibilities and experiences of adult life
- To promote respect and consideration for differences in gender, race, religion
- To help each pupil achieve their full potential across all areas of the curriculum
- To 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

Spiritual Development

Spiritual development enables people to look within themselves at their human relationships, at the wider world. The Spiritual development of all our children is addressed through the ethos of the school. As a church school we include Christian Spiritual practices including, prayer, worship, celebration of festivals and reading/reflection on the Bible within Collective Worship, RE and the wider curriculum.

We strive to support the children in the development of their spiritual life so that through reflection, they will acquire insights and attribute meaning and purpose to personal existence.

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

- Sustain their self-esteem, their sense of self and their unique potential in their learning experience.
- Help our pupils to come to an understanding of themselves as unique individuals.
- Encourage a sense of curiosity about themselves and their place in the world.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection and show a willingness to reflect on their experiences.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Raise questions, reflect on, consider and celebrate the wonders and mysteries of life.
- Develop the use of all of the senses.



- Promote an awareness of and an enjoyment in using their own imaginative potential and to develop curiosity and a questioning approach.
- Initiates conversations about what life is.
- Understand how they feel special in their family, with their friends and with God.

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

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. At Andrews' Endowed CE Primary 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.

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

- Recognise the unique value of each individual.
- Recognise the challenge of Jesus' teaching.
- 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 and for others including their opinions and customs.
- Make informed and independent judgements.
- Show tolerance to other people's opinions.
- Understand the principles lying behind decisions and actions.
- To understand that love is at the heart of the Christian understanding of morality.
- Promote racial, religious and other forms of equality
- Challenge stereotyping
- Express their views and practise moral decision making in safe learning environments.
- Provide models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc.

Social Development

This enables pupils to become conscientious participants in their family, class, school, the local and wider community. It enables them to develop an understanding of rights and responsibilities of living in a community of being a 'responsible citizen'.

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

- Develop an understanding of their individual and group identity.



- Learn about service in the school and wider community.
- Begin to understand the Christian imperative for social justice and a concern for the disadvantaged.
- Participate fully in a supportive way and take responsibility in the classroom and in the school
- Learn what it means to be a responsible citizen.
- Relate positively to others and learn about the obligations, constraints and satisfaction that go with membership of a group or community.
- Interact with others from all around the world in virtual space.
- Promote racial, religious and other forms of equality.
- Work co-operatively with others.
- Recognise and respect social differences and similarities

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.

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

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society and how they have shaped their own heritage and those of others.
- Recognise Christianity as a world-wide faith.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.
- Develop an understanding democracy, the rule of law and individual liberty.
- Show mutual respect and tolerance of those with different faiths and beliefs.
- Explore knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Encourage them to think about special events in life and how they are celebrated
- Recognise and nurture particular gifts and talents.

British Values in our Curriculum

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools to prepare children and young people positively for life in modern Britain. The government set out its definition of British values of:

Democracy:

Democracy is embedded within the school. Pupils have the opportunity to have their voices heard through our School Council and Pupil questionnaires. The elections of school councillors are based solely on pupil votes.

The Rule of Law:

The importance of Laws are consistently reinforced throughout regular school days. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the



Fire Service etc. are regular parts of our calendar and help reinforce this message.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our online safety and PSHE lessons.

Mutual Respect:

Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE.

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions and circle time will give pupils opportunities to:

- Listen and talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, eg bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others' needs and behaviour.
- Show empathy.
- Agree and disagree.
- 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, critical awareness, etc (for comprehensive list see attached sheet).
- Appreciate and respect the work and performance of other children.

Accessibility and Teaching PSHE & SMSC to pupils with Special Educational Needs

We teach SMSC and British Values to all pupils, whatever their ability, in accordance with the information set out in our school curriculum policy, providing a broad and balanced curriculum to all. Teachers provide learning opportunities matched to the needs of children of all capabilities, setting and reviewing appropriate targets.



The Impact of Collective Worship

Collective worship is seen as a central and focal aspect of school life. Each child is encouraged to develop their values through a wide variety of spiritual experiences provided by the staff, the local clergy and various visitors. The schemes for the whole school are influenced by events/festivals within the ecclesiastical year.

Links with the wider community

- Visitors are welcomed into school.
- Links with the Church are fostered through links with our local parish and the Diocesan Board of Education.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of lesson plans and teaching and learning,
- Audit of policies and Schemes of Work
- Sharing of classroom work and practice.
- Regular discussion at staff and governors' meetings
- Audit of Collective Worship policy and practice.
- Pupil conferences.
- Completion of learning walks.

Conclusion

High standards in the area of SMSC development will be sought and maintained by making explicit the school's values, and by establishing the clear principles and values evident in the Biblical concept of loving each other as Jesus loved us.

Control Box

Version	2	Date/Effective from	Summer 2021
Author	Gemma Gundry	Review Date	Summer 2024
		Responsibility	Headteacher
Associated Policies, Documents, Agencies:			
Curriculum Policy			