

## SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

### Christian Vision of St Thomas' Church of England Primary School

Growing together through faith in Jesus Christ '**Let all you do be done in love**' (1 Corinthians 16:14).

Knowing God through Jesus in our lives let us share, experience and live happiness, laughter and joy in a welcoming, inclusive and loving Christian place.

In the eyes of God and with all your heart let us embrace opportunities to learn, achieve and celebrate success and difference.

By sharing the fruits of the spirit let us shine out for others to see that we are tolerant, respectful, wise and hopeful in this community and God's world.

In journey and love, remember '**I am with you always**' (Matthew 28:20)

We feel that this statement sums up succinctly what we wish to achieve at St Thomas' for our school community.

### Our Inclusive Church School Statement

We believe in an inclusive school – a school which does not discriminate on any level, including economic power, mental health, mental ability, physical ability, gender, age, race or sexuality. We believe in a school which welcomes, accepts and seeks the flourishing and growth of all people, both pupils and staff. We acknowledge that all people are made in the image of God and are unique and precious to him. Our school is a place where we seek to respect all people and to love one another as Jesus taught us, in the power of the Holy Spirit. **Everyone is welcome here.**

### Aims

- To provide a safe, caring and happy environment where each child is valued as an individual and unique in the eyes of God and can develop towards his/her full potential.
- To enable strong relationships where Christian values are central to our ethos and teaching and collective worship is enjoyed as an important part of our daily life.
- To provide for each child a wide, balanced curriculum of high quality, appropriate to the interests and aspirations of the individual encouraging the development of the whole person and fulfilling the requirements of the National Curriculum.
- To develop the god given potential of each child within his/her capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.
- To set and maintain standards of discipline, courtesy and general moral values so that the school community may function effectively.
- To engender a sense of self-respect, independence and self-motivation. To increase the individual's capacity to accept responsibility for actions taken. To encourage children to recognise their responsibility to and dependence on others to help them become active, reasoning participants in a democratic society.

- To provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles.
- To foster links between home, school and the church and develop a partnership with parents in the education of their children.

## Guiding Principles

### Spiritual Development at St Thomas'

The spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life.
- Interest in, and respect for, different people's faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

As St Thomas' is a Church of England school we have a separate document detailing our policy on Spirituality. At St Thomas', children will be given opportunities to develop these qualities both in and out of the classroom.

***'May the God of hope fill you with all joy and peace in believing, so that by the power of the Holy Spirit you may abound in hope'.***

***Romans 15:13***

### Moral Development at St Thomas'

The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
- Understanding of the consequences of their behaviour and actions.
- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

### Social Development at St Thomas'

The social development of pupils is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Ability to use modern communication technology, including mobile technology, the internet and social media, safely.
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

## **Cultural Development at St Thomas'**

The cultural development of pupils is shown by their:

Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.

Understanding and appreciation of the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.

Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

Willingness to participate in and respond positively to: artistic, sporting and cultural opportunities.

Interest in exploring, improving understanding of, and showing respect for, different faiths and cultural diversity.

Understanding, acceptance, respect and celebration of diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## **How We Promote Spiritual, Moral, Social and Cultural Development at St Thomas'**

### **The ethos of the school promotes:**

- Positive attitudes and values.
- Quality of relationships.
- Ways in which we help children deal with conflict, loss, grief or difficulties
- Sensitivity and consideration to others.

### **The school curriculum offers opportunities to begin to examine:**

- The origins of life.
- The meaning of truth.
- The purpose of life.

### **This is done particularly through RE, but also through:**

- Science – issues of life and death.
- Geography – environmental issues.
- History – development of tolerance.
- PHSE – relationships and self-esteem.

### **Teaching and Learning provides opportunities to:**

- Discuss matters of personal concern.
- Develop relationships with adults and peers.
- Develop a sense of belonging to a 'special family'.
- Begin to explore the beliefs of others and deepen their understanding of their own beliefs.
- Experience what is aesthetically pleasing.
- Be challenged within a safe environment.
- Be allowed to make mistakes and learn from them.
- Experience silence and reflection.

## **Collective worship offers opportunities to:**

- Learn of our relationship with God and Jesus.
- Begin to explore and share beliefs.
- Begin to consider the importance of prayer, reflection and silence.
- Think about the needs of others and develop a sense of community.
- Begin to consider the relevance of religious beliefs to the children's own lives and the lives of others.
- Begin to appreciate the importance of the spiritual dimension of life.

## **Cross-curriculum teaching and learning**

- Development in SMSC will take place across all areas of the curriculum.
- SMSC has particularly strong links to Religious Education, Collective Worship, Pastoral Sessions and Personal, Social, Health and Citizenship Education (PSHCE).
- All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible.
- In order to develop a strong sense of identity in our pupils, we will use classroom discussion to enable them to
- Talk about their experiences and feelings.
  - Express and clarify personal ideas and beliefs.
  - Speak about difficult events, e.g. bullying, death.
  - Share thoughts and feelings with other people.
  - Explore relationships with friends/family/others.
  - Consider the needs and behaviour of others.
  - Show empathy.
  - Develop self-esteem and a respect for others.
  - Develop a sense of belonging.
  - Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

Many areas across the curriculum provide opportunities for pupils to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree.
- Experience good role models.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Practical activities to develop SMSC include:

- Working together in different groupings and situations.
- Encouraging the children to behave appropriately at meal times.
- Taking responsibility e.g. class monitors, lunch monitors, register monitors, assembly monitors, cloakroom monitors, delivering messages and looking after younger children.
- Encouraging teamwork in PE and games.

- Appreciation of and respect for the work and performance of other children, regardless of ability.
- Hearing music from different composers, cultures and genres e.g. in music for reflection time at the start of collective worship.
- Meeting people from different cultures and countries.
- Participating in a variety of different educational visits.
- Participation in live performances.
- Using assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and global events.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- Opportunities to make and evaluate food from other countries.
- Opportunities in music to learn songs from different cultures and play a range of instruments including steel pans and samba.
- Studying the contributions to society that certain famous people have made.

### Community links

St Thomas' CE Primary School has strong links with the church and wider community.

In order to develop these links St Thomas' CE Primary School reaches out to the community through the following activities:

- Fund raising activities
- Community events
- Sporting events and fixtures
- Curriculum activities with other schools
- Curriculum and residential visits
- Church services and visits

### Related Policies

The content of the curriculum and the styles of teaching and learning will encourage an increasingly mature response to personal experience and social issues.

Please note the following list of documents which underpin our thinking in this area of development:

- Child Protection/Safeguarding Policy
- Anti-Bullying Policy
- Behaviour Management Policy
- SEND Policy
- Christian Values Statement
- Spirituality Policy
- R.E. Policy
- Collective Worship Policy

## Monitoring and Evaluation

At St Thomas' CE Primary School we listen to the views of our pupils and their parents/carers. We operate an open door policy for the sharing of views and also have a formal system in place including:

- Annual pupil questionnaire.
- Pupil/teacher meetings
- Annual parents' questionnaire.
- Parents' evenings/meetings.
- SMSC provision is reviewed on an annual basis in the following ways:
- Monitoring of teaching and learning and work scrutiny by the curriculum coordinator, Head teacher and governors as part of our general monitoring.
- Regular discussions at staff and governors' meetings.
- Regular policy audits.
- Development of Religious Education, PSHCE and Collective Worship to reflect the diversity of both our school and society.
- Sharing of classroom work and practice.

## Promoting fundamental British values

Through the national curriculum, we will:

- Teach our pupils a broad and balanced international history.
- Represent the cultures of all of our pupils across the subject.
- Teach a wide range of English and non-English literature.
- Commemorate World War 1 and 2.
- Demonstrate the historical importance of the Commonwealth.

Through our Social, Moral, Spiritual and Cultural programme, we will:

- Enable students to develop their self-knowledge, self-esteem and self-confidence.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable students to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.