



Spiritual, Moral, Social and Cultural Policy

**At All Saints' We are 'Children of God'.
We wear our crowns with pride.
Together, we are Included, Involved and Inspired**

²⁴Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize. ²⁵Everyone who competes in the games goes into strict training. They do it to get a crown that will not last; but we do it to get a crown that will last forever. ²⁶So I run with purpose in every step. 1 Corinthians 9 v 24-26

Vision Statement

*At All Saints' everyone is welcomed and **included**. Each individual is acknowledged and valued as an equal member of our school family and we form a community where we worship God together freely. We celebrate our inclusivity and are respectful of our differences.*

*Our emblem is a crown; we wear it with pride because it reminds us that we are working for a purpose. This means that we are **involved** in our learning and are determined to take whatever action is needed for us to be the best that we can be.*

*We seek a clearer understanding of the world and confidently imagine a better future. With our eyes fixed on this prize, we are **inspired** to be life-long learners and we want to inspire others too to make a difference in this world.*

Spiritual, Moral, Social and Cultural education helps children develop personal qualities which are valued in a civilised society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. At All Saints' CE Primary School, we seek to teach these qualities across the curriculum and throughout school life. It is linked closely to our school values and ethos.

Aims of SMSC

At All Saints' CE Primary School we share, support and strive to achieve the pupil aims for SMSC:

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 and their 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.

The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries 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 ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

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 those of others.
- Understanding and appreciation of the range of different cultures within 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, musical, sporting and cultural opportunities.
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

Promoting SMSC across the school

Spiritual Development

In our school, we endeavour to provide children with the opportunity to recognise, appreciate, respect and celebrate the diversity of faith within our school and wider community. As a Church school, our ethos promotes the flourishing of the 'whole' child through valuing their self-worth and by showing them the love of God. This is done through our RE(BRAVE) and PSHE(LIFE) curriculum and extra-curricular activities we encourage in school. Children have the opportunity to explore and reflect on their own beliefs during daily whole school collective worship and during RE lessons. Spirituality is explained to the children using the poster in Appendix 1 and explored during Theological Friday assemblies.

Some of the wider opportunities include:

- A Christian value explored every half term
- Promoting a sense of awe and wonder in lessons and during worship
- Termly celebration services at All Saints' church
- Themed days – Light day, Kings' day, Bible day etc.
- Visitors in assemblies
- Visits to places of worship
- Prayer spaces and value displays in each classroom.
- A shared prayer corner and outdoor spiritual garden-Rainbow retreat.
- Links with All Saints' church and the wider church/places of worship

Moral Development

At All Saints' CE Primary School, we strive to prepare children to make wise and well-informed choices both in and out of school. We recognise the importance of positive role models of peers and adults alike. We promote positive behaviour through our behaviour systems and merits are given for living out our values. Children are encouraged to reflect on their behaviour when things go wrong and understand the consequences of their actions, making changes to their behaviour and making amends where necessary.

These values are evident in:

- Celebration and visitor assemblies
- Buddy bench and playleaders
- High behaviour expectations
- Leadership roles
- Our curriculum
- Our choice of Houses and house points system

Social Development

We believe that social skills are a vital part every child's growth and develop. Children need to learn to interact with their peers and with adults in a socially acceptable way, which allows them to eventually form healthy relationships and fit into social situations comfortably. At All Saints' CE Primary School, we value the importance of and promote:-

- Sharing
- Speaking and listening
- Team work
- Mixed year group and family group activity days
- Multi-school competitions and events
- Links with wider community
- Kindness

Cultural Development

At All Saints' CE Primary School, we celebrate the diversity of different cultures within our school community and promote equality, fairness and respect of individual views and cultures. As a Church school, children are taught to love one another without prejudice or discrimination. Children are encouraged to learn about their own culture and the different cultures of others. Some of the activities children have the opportunity to engage in are:

- Multi-cultural days
- Languages assembly
- Lessons focussed around different cultures
- Links with a variety of places of worship
- Clubs
- School and residential trips
- Music and productions
- Cultural stories and story tellers
- Our bespoke Big ideas Curriculum

Examples of worked linked to SMSC can be found each class in their Worship, Values & Spirituality iBook.

How the curriculum contributes to SMSC

The Contribution of English

English contributes to our students' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping students to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.
- Speaking, listening and debating.

The Contribution of Mathematics

Mathematics contributes to our students' SMSC development through:

- Spiritual development: through helping students obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.
- Moral development: helping students recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.
- Social development: through helping students work together productively on complex mathematical tasks and helping children to see that the result is often better than any of them could achieve separately.
- Cultural development: through helping students appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.

The Contribution of Science

Science contributes to our students' SMSC development through:

- Encouraging students to reflect on the wonder of the natural world.
- Awareness of the ways that Science and Technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many.

The Contribution of Computing

Computing contributes to our students' SMSC development through:

- Preparing the students for the challenges of living and learning in a technologically enriched, increasingly interconnected world.
- Making clear the guidelines about the ethical use of the internet.
- Acknowledging advances in technology and appreciation for human achievement.

The Contribution of History

History contributes to our students' SMSC development through:

- Looking at the creation and evolution of British society.
- Enabling students to reflect on issues such as slavery, the holocaust and Imperialism.
- Showing an awareness of the moral implications of the actions of historical figures.

The Contribution of Geography

Geography contributes to our students' SMSC development through:

- Opportunities for reflection on the creation of earth and its origins, future and diversity.
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change.
- A study of people and physical geography gives our students the chance to reflect on the social and cultural characteristics of society.

The Contribution of Foreign Languages

Modern Foreign Languages contributes to our students' SMSC development through:

- Gaining insights into the way of life, cultural traditions, moral and social developments of other people.
- Social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.

The Contribution of Religious Education

RE makes a distinctive and substantial contribution to the delivery of SMSC:

- Students learn about beliefs, values and the concept of spirituality.
- It allows children time to reflect on their own experiences and values, as well as, give opportunity for asking and responding to questions of purpose and meaning.
- Develops respect for the right of others to hold beliefs different from their own.
- Shows an understanding of the influence of religion on society.
- Fosters appreciation and understanding of different cultures, religions and traditions.

The Contribution of Art

Art contributes to our students' SMSC development through:

- Art lessons develop students' aesthetic appreciation.
- In turn, Art evokes feelings of 'awe' and 'wonder'.
- Giving students the chance to reflect on nature, their environment and surroundings.
- Studying artists with a spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War paintings.

The Contribution of Design and Technology

Design and Technology makes a contribution to students' SMSC development through:

- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.
- Awareness of the moral dilemmas created by technological advances.
- How different cultures have contributed to technology.
- Opportunities to work as a team, recognising others strengths, sharing equipment.

The Contribution of Food Technology

Food Technology contributes to our students' SMSC development through:

- Giving the opportunity to examine cultural differences in food and diet.
- Reflecting on the social issues around food such as price and income.
- Acknowledging government guidelines for health and dietary requirements.
- Reflecting on the moral issues concerning food production in third world countries.

The Contribution of Music

Music contributes to our students' SMSC development through:

- Teaching that encourages students to be open to the music of other cultures.
- Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances).
- Lead students to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience.
- Looking at the way music can change moods and behaviour.
- Offer a range of high quality off-timetable music enrichment activities, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers.

The Contribution of Physical Education

Students SMSC development is actively promoted through PE by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

Spirituality at All Saints'

Spirituality is the heart beat of our school. It is how we understand ourselves and our place in the world.





Window Learning
We learn ABOUT life

Like looking through a window we look at the world in new ways and encounter life in all its fullness.

Mirror Learning
We learning FROM life

Like looking in a mirror we reflect on our experiences and think about big questions to understand ourselves more.





Door Learning
Learning TO LIVE life

Like a door to respond the door represents finding out more, something to do, create or a way to express themselves.

You will notice that each of these 3 images have a FRAME.

We like to think of that FRAME as being God.

We want to see:

The world through His eyes (window)

Ourselves as made in His image (mirror)

Act and respond as He would want us to making a difference in this world (door)



Characteristics of a Spiritually Developing Person

We actively promote, encourage and appreciate the characteristics of a spiritually developing person.

We want to see everyone in our school community being:

reflective	realistic	generous	joyful	gentle
alert	risk-taking	resilient	responsible	receptive
energetic	compassionate	forgiving	challenging	creative
thankful	visionary	hopeful	curious	peaceful
truthful	reverent	respectful	courageous	trusting
aware of mystery	holistic	questioning	loving	patient
encouraging	kind	active	self-regulated	thoughtful

Don't forget to say 'Wow' and 'Oh' and 'I wonder...'
Never stop asking questions.

Let's all grow spiritually together.

Monitoring and Implementation of this policy

- Provision for SMSC is monitored and reviewed by the SLT, teachers, governors and support staff.
- Regular discussions are held at staff meetings.
- Staff to share examples of classroom work and practice.
- The implementation of this policy is the responsibility of all staff.

VERSION CONTROL

Date	Change
September 2015	Original policy written by SMSC Lead, in consultation with Headteacher & staff
April 2019	Updated by SMSC Lead after consultation with Headteacher & staff
June 2022	Updated by PSHE Lead in consultation with Headteacher & Staff.