



**Policy: Spiritual, Moral, Social and Cultural
Development Policy**

Date Reviewed by Staff:

21/04/ 2022

Reviewed by Education committee

Next Review Date: (3 years unless otherwise
advised)

September 2025

SMSC Development Policy

Our vision as a Church of England primary school, deeply rooted in a strong Christian tradition, is to develop happy, young people with enquiring minds, a lifelong love of learning, respect for themselves, others and the environment so that they will have the skills, resilience and adaptability to thrive in a rapidly changing world.

Barrington is a warm, caring and inclusive school where everyone feels valued and can grow in confidence and faith. In this supportive community, children are encouraged to develop enquiring minds, a lifelong love of learning and a respect for other people and cultures.

We strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

The curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathise with others as well as giving them the confidence to provide their opinions and develop their own view points. This policy adheres to the rights of the child and article 14 where every child has the right to think and believe what they choose and article 13 where every child can express their thoughts and opinions. It also adheres to article 31 where every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

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.

We use book led scheme of work for different units including challenging stereotypes, equality, challenging homophobia and anti-bullying.

We have an agreed set of non-negotiables for our children which they must experience during their time at Barrington C of E Primary School. These are:

Non-Negotiables for ALL our children

Play / Taught / Perform a tuned musical instrument
See live theatre
Participate in community event
Take part in a performance
Take part in a sporting competition to either represent the school or their House.
Sleepover experience
Residential experience
Involvement in a charitable event
Visit a gallery/ art exhibition
Visit a museum
Visit a religious building /hear a religious speaker
Experience live music
Experience of another culture (international day)
Learn about the History of our school and villages
Participate in an act of Remembrance
Experience maypole dancing and a range of different dance styles
Exhibit a piece of work in an art gallery display
Go to the seaside
Do a litterpick
Take part in an environmental project
Participate in activities organised by local secondary, further and higher education establishment

At Barrington C of E Primary School, we want our pupils to be successful, confident learners and responsible citizens. Guided by our Christian vision and values, we are committed to providing an environment that:

- Enables children to learn and develop to their full potential
- Ensures respect, forgiveness, empathy for others and acceptance of differences
- Encourages independence, resilience, cooperation and collaborative working
- Ensures pupils develop self-discipline and take responsibility for their actions.

In order to facilitate and achieve this, we will provide a curriculum that:

- engages, excites is meaningful and rigorous
- stimulates questioning and challenge

- is aspirational, creative, flexible and responsive
- prioritises spiritual, moral, social, cultural intellectual and physical development
- educates citizens for today and beyond

We recognise the importance of both the academic and personal development and well-being of every child in our school. This includes recognising the importance of providing a range of opportunities for our pupils to respond to, that supports their spiritual, moral, social and cultural development with an understanding and an overview of teaching the Equalities Act (2010) and including global education themes.

Principles of SMSC

- All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this are identified in termly plans.
- All adults should model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.
- The school community is 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 learn to differentiate between right and wrong in as far as their actions affect other people.
- Pupils are encouraged to value themselves and others.
- Pupils understand the need for rules and the need to abide by rules for the good of everyone.
- School and classroom rules reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.
- All curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This is reflected in teachers' planning and purchasing decisions.

Spiritual, Moral, Social and Cultural development (SMSC)

(NB whilst each dimension is outlined separately there is a great deal of overlap between the four areas).

Spiritual development:

Spiritual development is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in a religion, but equally may not. Children explore the fundamental British Value of exploring and respecting the values and beliefs of others.

We are committed to:

- Celebrating the religious and non-religious beliefs and values that our pupils bring as part of their family/culture heritage and to building an awareness of and respect for others' spiritual and religious beliefs
- Fostering common human values and building spiritual capacities to promote self-worth
- Self-esteem and valuing others
- Helping our pupils to come to an understanding of themselves as unique individuals and encouraging them to reflect on "big questions"
- Developing our pupils' curiosity, imagination, creativity and promoting a lifelong love of learning.

Moral development

Moral development is knowing what is right and wrong and acting on it accordingly. Moral development is about personal and societal values, understanding the reasons for them and airing and understanding disagreements. Children develop the fundamental British Value of investigating moral values and ethical issues, and recognising and applying right and wrong. We are committed to encouraging pupils to:

- Be truthful and honest
- Respect the rights and property of others, their opinions and customs, even when they are different from our own
- Help others
- Solve differences of opinion in non-violent ways using the principles of restorative practice.

Social development

Social development shows pupils working together effectively, relating well to adults and participating in the local community. It also includes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

We are committed to:

- Fostering the skill and qualities of team building through the development of self-confidence, co-operation, sensitivity to others, reliability, initiative and understanding
- Providing an environment where pupils can take responsibility for themselves and others in school and the wider society
- Teaching the Equalities Act throughout our curriculum.

Cultural development

Cultural development shows pupils understanding and feeling comfortable in a variety of cultures and experiencing a range of cultural activities (art, theatre, travel, concerts). Children develop the fundamental British Value of exploring, understanding and tolerance regarding the diversity of cultural traditions and beliefs of others. We value and celebrate the cultural diversity of our school, our society and the world by:

- Promoting an appreciation of our own cultural tradition/s and encouraging an appreciation of other peoples' cultural traditions
- Celebrating the richness of culture and tradition.
- Weaving global education themes through our curriculum.

Teaching and Learning in SMSC at Barrington

In the light of this we will ensure that the SMSC development of our pupils is promoted across the curriculum and in the wider life of the school by:

- Recognising the importance of our collective worship programme in supporting and encouraging SMSC development, including teaching the Equalities Act 2010 and aspects of global education.
- Planning and provision for introducing and teaching aspects of SMSC through Collective Worship using a range of resources, for example the "No Outsiders" books program.
- Providing a detailed long term plan covering all aspects of SMSC and detailing the curriculum intent for these and related areas, particularly Relationships, Health and Sex education. This plan is under constant review so that we can take into account our rapidly changing world and learning opportunities which arise under this heading
- Providing an appropriate range of effective teaching and learning resources and strategies as above that enable pupils to reflect on and respond to the issues of SMSC importance and concern
- Encouraging teachers to plan for and respond to opportunities to develop SMSC development and to ensure curriculum leaders have evidence of provision for SMSC education in their subject maintain a positive climate in school in which all are valued and respected and expected to make a positive contribution
- Reviewing the effectiveness and impact of our policy and practice as part of our cycle of school improvement.

Class discussions and circle 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, critical awareness etc.

Curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Links with the wider community

- Visitors are welcomed into school.
- Links with the church are fostered through links with the local church 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.

Appendix 1 - The Curriculum

Our aim is to embed SMSC development across the curriculum; the whole of the curriculum has a part to play in pupil spiritual development. Here they find insights, beauty and mystery, unanswered questions which excite curiosity, and an exploration of what it is to be human.

Art and Music. These offer opportunities for pupils to encounter beauty, to express their creativity and imagination, and to develop their inner world of thoughts and feelings. Pupils learn how to make sense of experiences of sound, touch and sight. They learn to overcome problems and reshape after mistakes.

RE. The curriculum provides opportunities to look at a range of different beliefs and faiths, to listen to other people's perspectives, and to look at the ultimate questions. Sometimes RE takes place in Church offering a different context in which to explore the kinds of experiences that give rise to belief in God.

PSHE. Many of the aspects of being a good citizen arise out of a developed approach to spirituality. There are links between people's religious beliefs and their cultural identity and aspirations.

Geography. Pupils are excited when a beautiful place they have visited is under exploration in class. They are also keen observers of the landscape. Geography not only investigates the natural physical landscape but also the impact of human intervention on it. Questions about human society and culture and our responsibility for the geographical environment emerge.

History. Pupils come to see their own lives in the bigger perspective of a historical context. They reflect on the consequences of the behaviour and relationships in the past. They learn how people's beliefs shaped them. History looks at the great achievements and the inspirational characters behind them. It opens up the tragedies and suffering of the past and can initiate thoughts and questions as a result and enable pupils to empathise with people in the past.

Science. The study of science opens up feelings of curiosity, awe, mystery and wonder at the natural world. It highlights ways in which science and technology benefit human lives. It provides an opportunity to celebrate human endeavour. It also raises questions about the environment and how we take responsibility for it.

Maths. Even simple maths has an elegance and there is beauty in the strings of coloured beads on the abacus, shapes, and graphs. The stimulation of intuition and creativity is something that is beneficial to learning maths and it is also relevant to spiritual development. The study of maths supports the development of the use of logic and insight to reason, the curiosity and drive to solve problems and the personal strength to become resilient learners.

English. Reading and listening to stories introduces pupils to language through which they can explore their own thoughts, feelings and relationships. There are opportunities to look at issues of equality and prejudice, life and death, and other topics being explored in PSHE. Teachers can deliberately choose books to explore particular issues in an age-appropriate way. Likewise written work helps pupils to give names to experiences and to articulate their feelings.

PE. Physical movement enables children to explore space and their body; pupils gain experience in self-control whilst having fun; PE provides a forum for channelling emotions and for exploring relationships.