

Homefield Church of England Primary School

Spiritual, Moral, Social and Cultural Development Policy

1. Roles and Accountabilities

The Head Teacher is responsible for the implementation of all policies of the school.

All employees of the school are subject to the school's policies.

1 JOHN 4:21 - AND HE HAS GIVEN US THIS COMMAND: ANYONE WHO LOVES GOD MUST ALSO LOVE THEIR BROTHER AND SISTER.

2. Values and Principles

At Homefield Church of England Primary School we hold our core values and principles of our Christian family community as central to school improvement. These values underpin our approach to spiritual, moral, social and cultural (SMSC) development. They are trust, friendship, hope, peace, forgiveness, compassion, thankfulness and wisdom. Yet, we are never limited to just these eight strong values and regularly focus on other important ones, helping us to appreciate what being a more rounded Christian is like.

As a Church of England school we try very hard to live out our key Christian values. They are at the heart of all we do. Here are some examples:

Our behaviour policy is based on **forgiveness** and **peace** with every child being given the chance to improve.

Nurture is at our heart, we show **compassion** in all we do and believe that every child can achieve.

Our results have been successful because the leaders **trust** teachers to be innovative and impart **wisdom** to our children.

Our children are well behaved and good mannered because **friendship** and togetherness is at our heart - adults model, children learn.

Our school is a hopeful place, offering a second chance to those who need it and teaching children to **hope** and aspire for a better future.

Our focus on outdoor and eco-learning teaches children to be **thankful** for the world around us.

Our family community ensures we model strong British Values. At Homefield we show **democracy** by discussing and selecting what we would like to learn and by voting for members of our pupil committees.

We follow **rules**, which help us to behave so well and keep everybody safe. Each of our pupils has lots of **freedom** to make choices, such as selecting the level of challenge in their work or choosing the activities or clubs they wish to participate in.

Respect is extremely important and we make sure we show this to each other, to property, to God and to ourselves. We must give respect to others and in return we can expect other people to show us respect.

We accept and **tolerate** everyone for who they are. We love the fact that everyone is unique and brings great variety to our school.

3. Quality Standards and SMSC Development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'.

Since 2012, SMSC development has been judged under overall effectiveness by Ofsted. For leadership and management to be outstanding, SMSC development and, within this, the promotion of fundamental British Values must lie at the heart of a school's work. For personal development, behaviour and welfare to be outstanding pupils' spiritual, moral, social and cultural development must equip them to be thoughtful, caring and active citizens in school and wider society.

We recognise this and places SMSC development at the heart of every school. We recognise that SMSC development plays a significant part in pupils' ability to learn and achieve. The following Diocese of Norwich Education Quality Standards illustrate this:

Excellent spiritual, moral, social and cultural development is essential to the ethos of our schools. When threaded through the whole school community and the curriculum – like the writing in a stick of rock – it supports and affirms the development of young people so that they are prepared for the opportunities, responsibilities and experiences of life. This is not an add-on but lies at the heart of all that we do.

Develop cultural literacy: All children have access to a rich variety of cultural experiences, including visits and visitors that bring pupils into contact with art, music, performance, a wide range of religious and cultural practices and opportunities to create, engage and reflect. Every child will have access to musical tuition and the opportunity, each year, to experience observing and engaging with high-quality dramatic performances. Children learn the range of behaviours expected in different contexts.

4. SMSC Development and wider educational aims

The Prevent Duty

Effective implementation of our SMSC policy supports our duty to prevent children and young people being drawn into terrorism and non-violent extremism. Our policy and practice relating to SMSC development ensure that our school is a safe place for children to understand and discuss sensitive topics, including terrorism and extremist ideology, and learn how to challenge these ideas.

Promoting British Values

According to Ofsted (2015), 'fundamental British values' are:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Through our provision of SMSC development we promote these values by:

- enabling pupils to develop their self-knowledge, self-esteem and self-confidence;
- enabling pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encouraging pupils 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;
- enabling pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- promoting tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;

- encouraging respect for other people and for democracy and supporting for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Community Cohesion and the Equalities Duty

Schools have a duty to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between people of different groups (Race Relations Amendment Act 2000) and a duty to uphold equality (Equality Act 2010). Our SMSC development provision supports both these duties, by encouraging meaningful interaction between pupils, between pupils and their local community, and with wider society. Pupils' own sense of identity is supported as well as an understanding of diversity.

5. Spiritual Development - PSALM 133:1 - OH, HOW WONDERFUL, HOW PLEASING IT IS WHEN GOD'S PEOPLE ALL COME TOGETHER AS ONE.

(A song for David for going up to the Temple)

Pupils' spiritual development (Ofsted 2015) 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

Within a Christian context, spiritual development may be symbolised as a journey or likened to a race with a reward at the end (Hebrews 12 v 1-2). Spirituality is therefore about nurture and growth. Provision for spiritual development will allow every member of our school family community to flourish.

In our school this means we provide:

- a high quality education rooted in Gospel values
- opportunities for all pupils at all levels to achieve their full potential both academically and holistically because their learning needs are recognised, accommodated and met
- a strong sense of celebration showing the school is vibrant and 'alive'
- a climate where pupils and staff understand their own self-worth and are willing to take risks and learn from failure
- an environment where all members of the school family community are encouraged to be self-aware and attentive, not rushing around all the time
- a reflective physical space where pupils and staff can stop, reflect and recharge
- collective worship which is highly valued, with time for silent reflection embedded
- the opportunity for pupils to plan and lead collective worship
- a curriculum where pupils ask big questions and teachers are confident to facilitate this, e.g. 'What does this mean to me?' 'How would it be if everyone behaved in this way?'
- an environment which values wholeness and affirmation

- a sense of belonging through relationships with the wider school family community and the Diocese, e.g. acts of worship held in the community setting; pupils attending cathedral days , Headteacher attending Diocesan conferences
- opportunities in the curriculum where a spiritual vocabulary is developed, e.g. use of symbolism; myth; religious language; music; dance
- opportunities for pupils 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 value

6. Moral Development

Think about what is true and honourable and right and pure and beautiful and respected. And do what you learned and received from me—what I told you and what you saw me do. And the God who gives peace will be with you.

Philippians 4: 8

Pupils' moral development (Ofsted 2015) is shown by their:

- ability to recognise the difference between right and wrong, 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 being able to understand and appreciate the viewpoints of others on these issues

Within a Christian context, love predominates in all aspects of our school life. Love underpins our commitment to forgiveness whilst not accepting wrong doing or ignoring the consequences. Reconciliation and restoration lie at the heart of our behaviour policies.

In our school this means we provide:

- a clear moral code based on the Christian values of sacrificial love; repentance; friendship, forgiveness and truthfulness
- an approach to behaviour which is based on the best restorative practices
- a code of practice which reflects our core values and upholds the rights and responsibilities of each person in our community
- space and time for thinking and reflection as an essential part of school life for all
- collective worship which is rooted in Christian values and regarded as vital to the life of the school
- a culture rich in praise and thanksgiving
- a setting where relationships and interactions are modelled on Christian values
- space for different perspectives and belief systems to be heard and where empathy is encouraged,
- opportunities for opening up the big questions concerning morality and ethical issues throughout the curriculum
- communications which are open and truthful at all levels and where integrity is important
- role models who are fair, respect everyone and keep promises
- visual displays of our Christian values through images; posters; classroom displays; screensavers and exhibitions, many of which are created by the pupils.

7. Social Development

A person has only one body, but it has many parts. Yes, there are many parts, but all those parts are still just one body. Christ is like that too. Some of us are Jews and some of us are not; some of us are slaves and some of us are free. But we were all baptised to become one body through one Spirit. And we were all given the one Spirit.
I Corinthians 12: 12-13

Pupils' social development (Ofsted 2015) 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 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Within a Christian context, social development is about living successfully as a community. In our school, we strive towards koinonia, or fellowship. This means that we aim to live out what it means to be the Body of Christ. This means we value each person in our family community as a child of God.

In our school, this means we provide:

- a centre for learning where everyone can flourish, regardless of their background
- effective communication systems with parents and other stakeholders
- a clear understanding of the place of the church school within the wider Christian community - locally, nationally and globally, e.g. Diocesan links
- a relationship between the school and the parish which is positive and exemplifies Christian attitudes and values
- a place where relationships between all members of the community can be nurtured
- pastoral support by the incumbent as well as by members of the school staff
- an ethos where rights and responsibilities are balanced carefully
- a sense of community and inclusion rooted in Christian values which are articulated clearly by all stakeholders
- existing partnerships with the community, other schools and churches as well as fostering new links
- acts of service towards others within and beyond the school
- excellent people management to support an effective implementation of performance management and staff development policies
- a place where children are taught about their interrelationship with their environment

8. Cultural Development

Now, in Christ, it doesn't matter if you are a Jew or a Greek, a slave or free, male or female. You are all the same in Christ Jesus.

Galatians 3: 28

Pupils' cultural development (Ofsted 2015) 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 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, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Within a Christian context, the importance of welcome and hospitality lie at the heart of gospel values. The importance of inclusivity and compassion is demonstrated through the Parable of the Good Samaritan. The values which underpin this narrative lie at the heart of our policy and practice.

In our school, this means we provide:

- opportunities for pupils to explore their Christian cultural heritage - particularly through visits to local churches and the cathedral - and their place within this heritage
- displays around the school showing examples of the range of different cultural influences on the Christian tradition, including artwork produced by pupils
- explorations of the cultural diversity of Christianity through RE, collective worship and events in the school
- practical ways to address any issues of prejudice and discrimination
- the nurture of gifts and talents of all, promoting participation in extra-curricular activities
- authentic and real representations of cultures throughout the curriculum
- hospitality, openness and a willingness to learn from one another, including 'welcoming the stranger'
- opportunities for all in the community to recognise what it feels like to be an outsider and to acknowledge that everyone feels outside at some stage in their life
- an environment where openness and respect shine through every interaction within and beyond the school community
- opportunities for children to access a rich variety of cultural experiences, including visit and visitors that bring students into contact with art, music, performance, a wide range of religious and cultural practices and opportunities to create, engage and reflect
- an opportunity for every child to have access to musical tuition and the opportunity, each year, to experience observing and engaging with high-quality dramatic performances.

9. SMSC Development in Practice

SMSC provision takes place across all curriculum areas and in the wider life of the school. In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs.

Resources

The school provides a range of resources expressing the diversity of cultures in our school and wider community. Literacy texts, art stimuli, music, religious artefacts and the use of a foreign language reflect the school's aims of giving access to cultural diversity in the teaching of the curriculum. Residential trips, special focus days, educational visits and specialist visitors offer particular opportunities for the aims of SMSC aims to be pursued.

Parental and Community Involvement

In order to support our SMSC development, the school has close links with the local community, church and Diocese. Visitors are welcomed into school, and members of our church community regularly lead collective worship. A wide range of both volunteers and professionals are welcomed into the 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.

Monitoring & Evaluation

The person responsible in our school for SMSC development will monitor provision through observation, looking at curriculum planning, talking to children and reviewing the provision with staff. It will also form part of the ongoing SIAMS self-evaluation process.

Professional Development

Whole staff and individual training needs will be identified through the school's self-evaluation process and staff appraisal.

10. Monitoring & Review

The implementation and impact of the policy will be evaluated through the school's self-evaluation processes. The policy will be reviewed every three years.

Links to Other Policies

- Collective Worship
- RE Policy
- Equality and Diversity Policy

Signed by: _____ Date: _____

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