



A policy for Spiritual, Moral, Social and Cultural Education (SMSC) and to promote fundamental British Values

**"I am the vine; you are the branches.
If you remain in me and I in you, you will bear much fruit"
(John 15:5)**

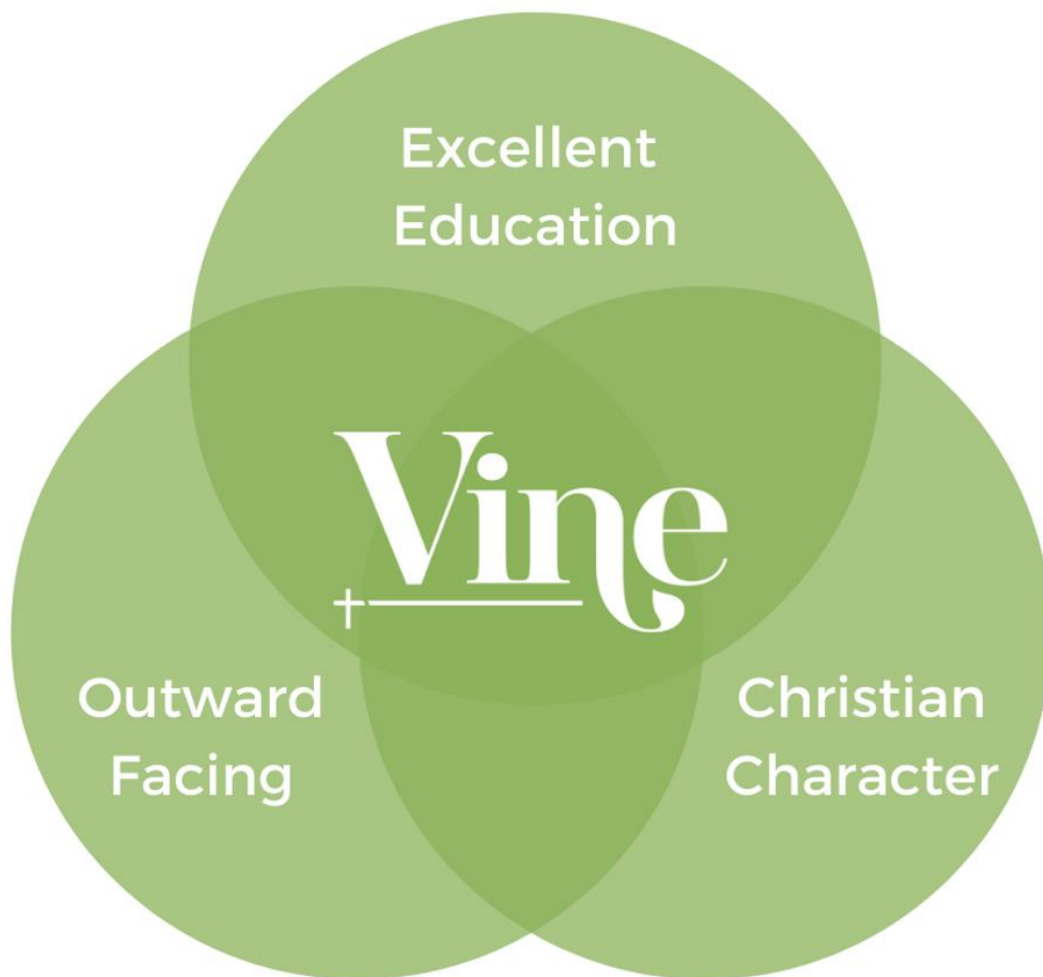
This is a model policy for Vine schools that has been adapted for schools.

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Vision & Values

V Valuing every person
I Inspiring great teaching
N Nurturing academic excellence and Christian Character
E Excelling, unlocking great potential



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Our Vision for William Martin Primary Schools:

Jesus said, 'I have come so that they may have life in all its fullness'

John 10: 10

We seek to create a safe, respectful, enquiring community where everyone goes the extra mile to inspire high aspirations, a love of learning and a strong sense of well-being, and every child flourishes, builds character founded on Christian values, and experiences 'Life in all its fullness'.

At our school, 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 and including global education themes.

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. 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.

All members of the school community are encouraged to develop into responsible citizens through the implementation of modern British Values. Modern British Values are shared through the thoughtful and wide-ranging promotion of the children's SMSC development, enabling them to thrive in a supportive, highly cohesive learning

Aims

- To embrace the spiritual, physical, intellectual, emotional, moral and social development of children, young people and adults.
- To embed a clear understanding of SMSC within a Christian Church School context.
- To provide a broad and balanced curriculum that promotes SMSC development of all pupils.
- To ensure that the provision for pupils in SMSC is highly effective and has an impact across the curriculum.
- 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 ensure that British Values are frequently and purposefully promoted

Our curriculum

4 | Page Source: Diocese of Chelmsford, Education Team guidance Nov 2020. Thanks also to Manuden Primary School for sharing their material on The Key

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All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

Christian spirituality and Christian values and principles are explored, especially in RE/Collective Worship, but the integrity and spirituality of other faith backgrounds is also respected and explored.

The diversity of spiritual traditions is recognised, and pupils are given access to alternative views.

All adults model and promote expected behaviour, treating all people as unique and valuable individuals.

The school community is a place where pupils can find acceptance for themselves as unique individuals and where forgiveness is fundamental to the ethos of the school.

Pupils learn to differentiate between right and wrong in and how their actions may affect other people. They are encouraged to value themselves and others.

Pupils are supported to understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules/codes of conduct reflect, reiterate, promote and reward appropriate 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 planning and purchasing decisions.

This policy has been formally adopted by the Local Schools Board, in consultation with the Headteacher. It is consistent with the Christian foundation of the school as expressed in the Trust Deed and School Ethos Statement.

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

The school's definition Spiritual development relates to fundamental questions about the meaning and purpose of life which affect everyone, and is not dependent on a religious affiliation.

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.

The Spiritual development of all our children is addressed through the Christian vision and values of our school. As a church school we address spiritual development through prayer, Christian worship, celebration of Christian festivals and learning about those of other faiths, reading and reflection on the Bible within Collective Worship, RE and across the wider curriculum.

Our Shared Understanding of spiritual development is lived out through:

- planned collective worship which allows children to explore God's word, ask questions and have time to reflect
- Forging links with the Church and Diocese – our Chaplain delivers worship in school as well as leads times of prayer which the wider school community and staff are invited to join. Planned activities with the Diocese such as Cathedral days and Prayer space days allow children to take part in spiritual development beyond the school
- Our wider curriculum – Big Question learning is being used to support the wider curriculum where possible. Children are encouraged to ask, answer and reflect on 'bigger' questions. Some RE lessons explore the discipline of philosophy in each year and use an enquiry approach.

Our shared Understanding of spiritual development results in:

- the staff, children and other stakeholders living out our vision. Staff provide opportunities for children

to be the best versions of themselves enabling them to have a better understanding of themselves as they leave St James' and continue their journey

- Children who have a thirst for learning and are able to challenge thinking and opinions and strive to be the best version of themselves
- commitment to providing children with the opportunity and space to reflect on the awe and wonder that can be found in the natural world

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
- Promoting 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.

The learning environment and curriculum have been carefully developed and planned to provide thoughtful and wide-ranging opportunities for Spiritual Development. These include:

- Opportunities for deep thinking, exploring challenging questions and issues ([Big Questions](#), [Philosophy 4 Children](#), [Understanding Christianity](#))
- Prayer permeating the life of the school ([prayer in Collective worship](#), [role of prayer in class bases](#), [prayer spaces](#), [reflection areas](#))
- Creative, bold and imaginative curriculum structure leading to opportunities for delight and wonder. ([Concept and thematic learning](#), [scientific investigations](#), [exploration of awe and wonder](#))
- Time to be calm, peaceful and reflective ([times of stillness](#), [use of reflection](#), [reflective spaces](#))
- Opportunities for pupils to know themselves as they are known and loved by God ([Worship](#), [RE](#), [PSHE](#), [RSE](#), [Drama activities](#), [Music](#), [Art](#), [external visits and visitors](#))
- Exploring a range of beliefs and how they can impact on the way an individual lives ([RE](#), [Worship](#), [History](#), [PSHE](#), [Themed Days](#), [external visits and visitors](#))
- Engaging and exploring worship from a range of Christian traditions ([links to the Parish Church](#), [Daily Worship](#), [Services in the church](#), [visitors supporting Worship](#), [visits to places of worship](#), [Festivals](#))
- Opportunities for extended learning provided by after school clubs and extra-curricular activities ([School Council](#))

Note: In the current SIAMS schedule (September 2021) Spiritual Development is focused on primarily in Strand 2 'Wisdom, Knowledge and Skills'.

Moral Development

Our definition of moral development is learning to spot differences between right and wrong, proper and improper and reflect on the choices we make.

Moral development is about 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.

Moral development in our children is underpinned by our 4 school rules:

- **Be Safe**
- **Be Kind**
- **Be Respectful**
- **Be Your Best**

These are also aligned with the school's 6 **Core Christian Values**

- **Respect**
- **Responsibility**
- **Community**
- **Friendship**
- **Forgiveness**
- **Courage**

The learning environment and curriculum have been carefully developed and planned to provide thoughtful and wide-ranging opportunities for Moral Development. These include:

- Develop a sense of right and wrong based on Christian teaching ([Worship](#), [class rules](#), [code of conduct](#), [Behaviour policy](#), [Christian values](#))
- Opportunities for genuine thanksgiving and praise ([class rewards](#), [whole school reward system](#), [Celebration worship](#), [house points](#), [stickers](#), [badges](#))
- Time to explore moral and ethical dilemmas and consider how to respond within a Christian framework ([PSHE](#), [RE](#), [Worship](#), [RSE](#), [class assemblies](#), [Big Questions](#), [discussion groups](#))
- A consistent approach that ensures fairness, justice and equality and promotes forgiveness and repentance ([equality policy](#), [behaviour policy](#), [anti-bullying policy](#), [Valuing All God's Children](#))
- Space to act justly and mercifully with a sense of humility to challenge injustice ([School council](#), [eco ambassadors](#), [social action projects](#))

Note: In the current SIAMS schedule (September 21) Moral Development is focused on primarily in Strand 3 'Character Development: Hope, Aspiration and Courageous Advocacy'.

Social Development

The school's definition of Social Development the process by which a child learns to interact respectfully and co-operatively with others around them.

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.

The learning environment and curriculum have been carefully developed and planned to provide thoughtful and wide-ranging opportunities for Social Development. These include:

- Quality relationships allowing all to express themselves openly, honestly and respectfully (PSHE, Behaviour Policy, Mentoring, Emotional Support & intervention, Circle Time, buddies, collaborative work in classrooms, Christian Values)
- Strategies to support pupils with managing disappointment (Circle time, Counselling, mentoring, Growth mindset, mindfulness)
- Building relationships within and across different communities (local Parish church, local places of worship, choir events, cluster schools, academy trust events, Cathedral days, national links, global links)
- Positive social behaviours including accepting and understanding difference, talking and listening to others and being aware of own and others emotions (Friendship groups, Reading Buddies, PSHE, Worship, Behaviour Policy, Exclusion Policy, Attendance Policy, Code of conduct, RE)
- Effective systems for supporting the well-being of all adults and pupils (Mental Health & Wellbeing CofE doc, internal school support, well-being Wednesday and wellbeing activities, signposting, in – house therapy, supervision)

Note: In the current SIAMS schedule (September 21) Social Development is focused on primarily in Strand 4 'Community and Living Well Together' and Stand 5 'Dignity and Respect'.

Cultural Development

Our definition is the development of a child's understanding of the beliefs, values and customs in their own and others social, ethnic and national groups within a local, national and global context.

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 on 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.

The learning environment and curriculum have been carefully developed and planned to provide thoughtful and wide-ranging opportunities for Cultural Development. These include:

- Learning about others, accepting and valuing other traditions and celebrations (PSHE, links with local schools, stories from other cultures, learning about other cultures as part of fundraising/charity work, themed workshops, RE, Worship)
- Exploring the diversity of cultures within Britain and the local area (RE, Curriculum Plans, Themed days, visitors from the local and national community, first hand visits including places of worship, art galleries, concert venues, theatres etc..)

- Prompting an understanding of Christianity from a global perspective (RE, Worship, links with other countries, being part of international and national Christian fundraising events, encounters with people, art, music, literature etc.. from a differing culture)
- Understanding the contexts in which people express their beliefs and identity, and demonstrating openness to other beliefs and cultural differences (school ethos, vision & values, PSHE, P4C, Big Questions, Citizenship, RSE, Valuing all Gods Children, Anti-bullying policy, E-safety)

Note: In the current SIAMS schedule (September 21) Cultural Development is focused on primarily in Strand 4 'Community and Living Well Together' and Stand 5 'Dignity and Respect'.

Promoting British Values

Our core Christian values are at the heart of our ethos and embedded within them are the fundamental values of

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance of those with different faiths and beliefs.

These deeply rooted values, alongside our commitment to promoting children's spiritual, moral, social and cultural development, we are able to actively promote British Values.

Our Shared Understanding of promoting British Values is lived out through (see Appendix C):

- planned collective worship which allows children to explore elements of British Values
- our School Council which enables pupils to develop their understanding of democracy
- through the development of SMSC across the school
- carefully planned into different curriculum areas such as RSE, PSHE, computing, RE
- the use of Newsround

Monitoring & Evaluation

The planning and co-ordination of SMSC are the responsibility of the Headteacher, SLT and the RE Subject leader who also:

- Supports colleagues in their teaching, by keeping informed about current developments and by providing a strategic lead and direction for SMSC.
- Works to ensure SMSC has a high profile in school improvement and forms part of school improvement plans.
- Speaks to children and other stakeholders about different elements of SMSC and uses this to inform future planning.
- Reviews planning of SMSC across the curriculum, evidence of pupils' work and to observe elements of SMSC across the school.

APPENDIX A

OFSTED SCHOOL INSPECTION HANDBOOK 2019 – DEFINING SMSC

The Ofsted School Inspection Handbook defines SMSC as:

Provision for the **Spiritual Development** of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, 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

Provision for the **Moral Development** of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, 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.

Provision for the **Social Development** of pupils includes developing 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.

Provision for the **Cultural Development** of pupils includes developing 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
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- 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.

APPENDIX B

SMSC – A CHRISTIAN PERSPECTIVE

SPIRITUAL DEVELOPMENT:

Spiritual Development in a Church School can enrich and encourage the child's journey towards a discovery and deeper understanding of our 'inmost being', God our Creator and the wonder of the world around them.

'Let us run with perseverance the race marked out for us, fixing our eyes on Jesus, the pioneer and perfecter of faith.' Hebrews 12:1-2

'For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful.' Psalm 139 V 13-14

MORAL DEVELOPMENT:

Moral Development in a Church school should allow pupils opportunities to explore issues from a wide range of viewpoints. Underpinning all investigation, discussion, reflection and evaluation are the teachings of Jesus Christ, offering pupils a foundation stone on which to build their lives. The voice of Christianity should be heard clearly throughout.

'As obedient children, do not conform to the evil desires you had when you lived in ignorance. But just as he who called you is holy, so be holy in all you do; For it is written; 'Be holy, because I am holy'' 1 Peter 1:14-16

'Since you are my rock and my fortress, for the sake of your name lead and guide me' Psalm 31: 3

SOCIAL DEVELOPMENT:

Social Development in a Church School should develop children's understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice.

'Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ.' 1 Corinthians 12:12

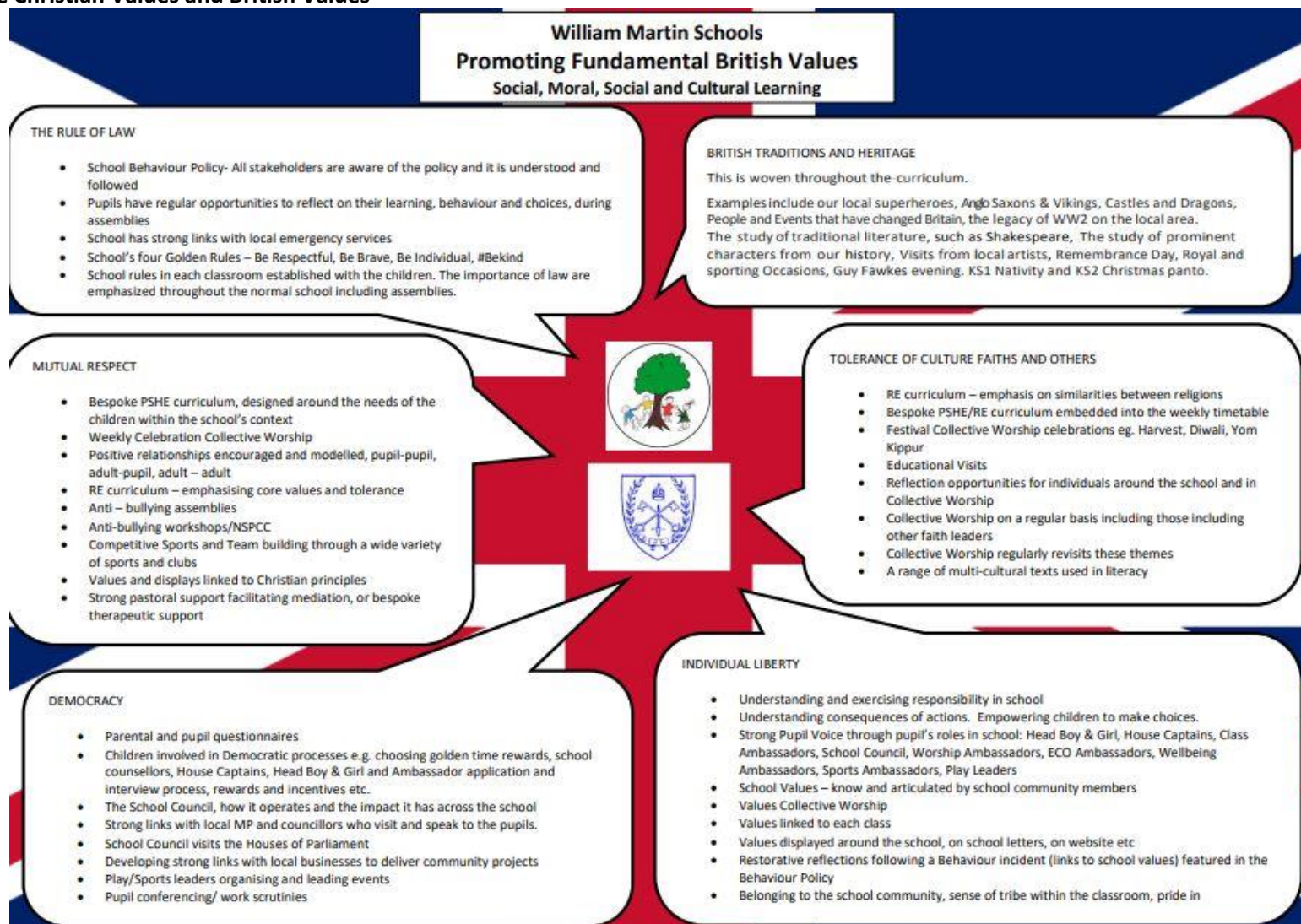
'May the Lord make your love increase and overflow for each other and for everyone else.' 1 Thessalonians 3:12

CULTURAL DEVELOPMENT:

Cultural Development in a Church School provides opportunities to develop an understanding of Christianity as a worldwide multi-cultural faith and an appreciation of the diversity of beliefs and cultures across the world.

'There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus' Galatians 3:28

Appendix C – Core Christian Values and British Values



Appendix D – SMSC Checklist

SMSC Questions for Discussion	Yes/No	Evidence/Next Step
1. Do pupils feel free to express and explore their views openly and honestly and listen to the different opinions of others?		
2. Are the children developing their own values while learning to appreciate the beliefs and practices of others?		
3. Are imagination, inspiration and contemplation valued in the classroom?		
4. Are pupils encouraged to ask questions about meaning and purpose?		
5. Are the children given the time and space to experience awe and wonder as they examine our world?		
6. Do we promote an ethos, which helps to develop a clear understanding of right and wrong?		
7. Are the children gaining the knowledge and skills to develop their overall comprehension of spiritual, moral, social and cultural issues?		
8. Are we providing an environment for pupils to further their own beliefs, character and behaviour?		
9. Are we helping pupils to approach challenges and problems rationally?		
10. Are there opportunities for pupils to develop wider interests, social skills and community awareness?		
11. Are the pupils involved in a variety of extra curricular activities?		
12. Are we involving all staff and parents/carers in this area of education?		
13. How do pupils respond to activities and responsibilities outside the classroom, including the wider community?		