



Colerne Church of England Primary School Spiritual, Moral, Social and Cultural Policy

Introduction

Our school promotes a distinctive Christian ethos through our biblical quote 'Be a Light for All to See' Matthew 5:16 which underpins everything we do, and, by example and direct teaching, follows and promotes the teachings of Jesus, whilst recognising that not all of its members will be practising Christians.

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 other cultures.

Our children are:

Leading Lights who give their own voices to issues and take ownership of their own pathways in order to ACHIEVE.

Shining Lights who are recognised for the talents they bring to our community for others to ASPIRE to

Guiding Lights who listen, support and inspire each other with RESPECT

Welcoming Lights who TOGETHER embrace new faces and change as a positive.

This is a whole school priority.

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 for in each area of the curriculum.

The integrity and spirituality of pupils from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be celebrated, and pupils will be given opportunities to explore and consider alternative views.

All adults model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils will find value for themselves as unique individuals; this is fundamental to the ethos of the school.

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

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and resourcing decisions.

General 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.

Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Build their self-esteem through their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.

- Have opportunities to ask and answer 'big' questions of an open-ended nature.
- Recognise and reflect on Christian approaches to Spiritual Development.

Moral development

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Recognise the challenge of Jesus' teaching.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgments.

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about positively contributing to the life of the school and the wider community.
- Begin to understand the Christian imperative for social justice and a concern for the disadvantaged.

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Recognise Christianity as a world faith.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of

cultural contexts as possible.

Class discussions, PSHE, Reflection Time 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

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals.
- Agree and disagree.
- Take turns and share equipment.
- Work cooperatively and collaboratively.

Links with the wider community

Visitors are always welcomed and actively encouraged to come into school.

Links with the Church are fostered through links with our local churches, principally St John the Baptist Church, and the Diocesan Board of Education.

Links with our village community are strong and children visit the local Luncheon Club as well as Care Homes to sing and dance with the older members of these establishments.

Links with other schools locally, nationally and internationally are actively sought and maintained to enable adults and children to gain insight and perspective into the values and learning experiences of children in different contexts to our own.

The development of a strong home-school link is regarded as essential, enabling parents and teachers to work in an effective partnership to support children's learning.

Pupils will be taught to appreciate their local environment and to develop a sense of responsibility for it.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

- Subject Leaders identify aspects within their subjects to be included in teacher planning. Subject Leaders monitor teacher planning, evaluations and assessments.
- The Head Teacher and SLT shall have oversight of this policy and monitor the provision of SMSC.

This policy is to be read in conjunction with:

Collective Worship policy

PSHE & C policy

RE policy

Policy Issue	Date Reviewed	Policy	Revisions Agreed	Date Revised Policy Agreed	Date of Next Review
1.0	March 2010		Policy issued and adopted by FGB.	March 2010	March 2013
1.1	March 2015		Minor changes adopted	March 2015	March 2016
1.2	March 2016		No changes needed	March 2016	March 2018
1.3	March 2018		Minor changes adopted	March 2020	March 2022
1.4	March 2022		Minor changes adopted	March 2022	March 2025
1.5	September 2025		No changes	September 2025	September 2028

Signed Chair of Governors

Signed Headteacher