

**GREAT CHESTERFORD C. OF E. PRIMARY  
ACADEMY**



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

## **'Together we are great'**

At Great Chesterford C. of E. Primary Academy, our aim is to provide the best possible education for each child in the context of a caring Christian community. Our school values underpin all aspects of school life, including behaviour and relationships within our school. Our school values are: God's Guidance, Respect One Another, Excellent Behaviour, Aiming High and Tremendous Teamwork. Our Golden Rule is: "to treat others as you would like to be treated".

Our curriculum actively promotes the spiritual, cultural, intellectual, moral, mental physical, health and social well-being of each child. A child's Spiritual, Moral, Social and Cultural (S.M.S.C.) development is an integral part of our broad and balanced curriculum which will enable each and every child to develop confidently to the very best of their ability. We strive to provide a high standard of education for all children, irrespective of gender, culture, ability or aptitude.

In our school, we offer a curriculum which provides pupils with the opportunities to explore different aspects of S.M.S.C. development in a number of ways. Children are encouraged to discover their own values and beliefs, develop spiritual awareness and aspire to have high standards of personal behaviour, as well as a positive caring attitude towards other people. In addition, children are encouraged to have an understanding and appreciation of their social and cultural traditions and an appreciation of the diversity and richness of other social and cultural traditions.

### **General Aims:**

- To ensure that everyone connected with the school is aware of our motto, values and vision.
- To ensure that S.M.S.C. development is encouraged through the whole curriculum and the school's ethos.
- To give pupils a range of opportunities to reflect upon their spirituality. To discuss their beliefs, feelings and responses to personal experiences.
- To enable pupils to develop socially. To create a deeper understanding of their individual, group and school identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that 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 children to:

- Develop and sustain a high level of self-esteem in their learning experiences, learning from their mistakes and developing a growth mindset.
- Develop a capacity for critical and independent thought, questioning to further knowledge and deepen understanding.
- Support needs in their emotional life and help to develop the skills needed in order to express their feelings in an appropriate way.
- Experience and value moments of stillness and reflection.
- Discuss and explore their beliefs, feelings, values and responses to personal experiences in a coherent way.
- Form and maintain positive and healthy relationships with those around them.
- Reflect on, consider and celebrate the wonders and mysteries of life.
- Recognise and reflect on different approaches to Spiritual Development.

## **Moral Development**

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

- Recognise the unique value of each individual.
- Distinguish between right and wrong and make informed choices.
- Make informed judgements independently.
- Listen and respond appropriately to the views of others.
- Recognise the value and challenges of religious teachings.
- Gain the confidence to cope with setbacks and learn from mistakes in away.
- Take initiative and act responsibly, with consideration for others.
- Show respect towards and take responsibility for protecting the environment.

## **Social Development**

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

- Acquire the skills required to work effectively with others.
- Provide regular opportunities to work effectively in groups in line with our school motto, 'Together We are Great'.
- Empathise with and respect different groups of people.
- Develop an understanding of both individual and group identity.
- Learn about roles in the school and the wider community.
- Begin to understand the imperative for social justice and concern for the disadvantaged.

## **Cultural Development**

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

- Recognise the value and richness of cultural diversity in Britain and the rest of the world.
- Recognise how cultural diversity influences individuals and society.
- Identify and respect world faiths and cultural traditions.
- Recognise the nature and roots of different cultural traditions.
- Develop an understanding of the social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

## **Curriculum**

All curriculum areas have the potential to enhance the development of S.M.S.C. Lessons should encourage children to reflect upon the spiritual dimension of their learning, think about the significance of what they're learning, recognise any challenges which arise and how they can be dealt with, reflect upon how this influences their own life and respect others who may feel differently to them. In addition to the core and foundation subjects, S.M.S.C. development is also promoted in other areas of the curriculum like PSHEE and Collective Worship. For example, groups of children planning and leading Collective Worship. S.M.S.C. is also closely linked to work on British Values.

Plentiful opportunities are provided for children to develop the skills and attitudes that enable them to develop socially, morally, spiritually and culturally. In lessons, children are encouraged to:

- Talk about personal experiences and feelings.

- Express and clarify their own beliefs and ideas.
- Speak about issues an appropriate way.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Show empathy towards the needs and behaviour of others.
- Develop self-esteem.
- Respond resiliently to challenges which arise.
- Develop a sense of belonging.
- Listen and talk to each other.
- Learn an awareness of treating all as equals.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

### **Links with the wider community**

Links with the community are fostered through our relationship with our local church and the Diocesan Board of Education. Trips to other places of worship are undertaken and visitors, from a variety of different backgrounds, are welcomed into school. Community links play a vital role in the enhancement of children's S.M.S.C development.

In addition to this, the importance of a strong home-school link is important to support the children's S.M.S.C. development. An established relationship with regular communication enables parents and teachers to work in an effective partnership to support the pupil.

### **Monitoring, Assessment and Evaluation**

Provision for S.M.S.C. is monitored and reviewed on a regular basis. This is achieved by:

- Regular scrutiny of S.M.S.C. links in Medium Term Plans.
- Learning walks to see promotion of S.M.S.C. around the school.
- Displays around the school which celebrate children's S.M.S.C. development.
- Evidence in books.
- Monitoring of Collective Worship sessions, led by both staff and children.
- Termly MME assessments for all foundation subjects.
- CPD for S.M.S.C. leader and other members of staff.
- Staff meetings to monitor S.M.S.C. provision in school.
- S.M.S.C. self-assessment audit.
- Assessment from external providers.
- Feedback from visitors, trip providers, specialists etc.
- A regular review of the S.M.S.C. policy.

### **Equality and Inclusion**

There are many opportunities to promote equality in the curriculum. Respect and equality form an integral part of lessons and daily school life. Lessons are differentiated to ensure all children have full access to the curriculum. Additional support is allocated to support pupils with additional needs.

### **Evaluation, Review and Revision**

This policy was written in October 2021. It was drawn up in consultation with, and reflects the consensus of, the Head Teacher, members of the teaching staff, members of the Governing Body and the children. It will be reviewed in three years' time or before, if it is felt appropriate.

Signed:	Date:
Head teacher	
Signed:	Date:
On behalf of the Governing Body	
Next Review Date:	October 2024