Gunthorpe C of E Primary School

Spiritual, Moral, Social and Cultural (SMSC) Policy

Our Vision

At Gunthorpe, we always do our best and let our light shine. We do this by growing our understanding of the world that God created, our place in it, our value to it and our responsibility for it. We live this out through our Christian values of forgiveness, service, determination, respect and friendship.

Our values

As a church school, Christian Values are at the heart of the ethos of our school and our Christian values inform all that we do as a school.

Friendship Respect Determination

Forgiveness Service

These values are interwoven into the daily life of the school and are embedded in various ways. We have values cards for children to collect stickers when displaying our values, we send home values slips for parents to complete, we celebrate our values each year with a 'Values Day' and we teach them explicitly during collective worship.

Introduction

At Gunthorpe C of E school we believe that promoting the spiritual, moral, social and cultural development of our pupils should be at the heart of all that we do and is distinctive because it is inextricably linked to our schools Christian values. 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. SMSC challenges us as a school to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide.

Spiritual Development

Definition:

At Gunthorpe we believe spirituality is something we feel inside ourselves, it is an ongoing reflective journey that enriches our lives and wellbeing. It is about belonging and recognises the value of connections with ourselves, others and beyond. Developing each child's spirituality enables them to be happy, flourish and to find their place in the world. Spiritual development is a fundamental aspect of a child's personal progress that exists beyond faith or religious affiliation.

What does it look like?

The spiritual development of pupils is shown by their:

- ability to know that spirituality is all around us and it is what makes them who they are.
- ability to reflect and have a sense of awe and wonder in the world around them.
- sense of meaning and purpose in life, their positive human qualities and their feelings of value and self-worth.
- respect and empathy for other people and their beliefs and feelings.
- sense of fascination in learning about themselves, others, the world and beyond and to value the non-material dimension of life.

Our learning environment and curriculum

The classroom environment and curriculum at Gunthorpe promotes spiritual development through:

- Developing a sense of self for each child -who they are, what they like and what they want to change about themselves (PSHE, RE, Collective Worship)
- Exploring our school's core Christian values, reflecting on what they mean to them and how they impact on their lives. These values are both recognised and celebrated through the use of values cards/slips, both at home and school and our whole school values days
- The use of the 'window mirror door candle imagery', which helps children understand big ideas about identity, belonging, and worldview.
- sharing Christian stories and respond to Christian festivals, rituals and symbols and that of other world faiths

- Fostering the spiritual development of each child regardless of age, gender, ability or cultural background.

Moral Development

Definition:

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

What does it look like?

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England. This links with our teaching of the British Value, Rule of Law.

- Understanding of the consequences of their behaviour and actions (See Behaviour policy)

- Interest in investigating and offering reasoned views about moral and ethical issues

- Ability to understand and appreciate the viewpoints of others on these issues

Our learning environment and curriculum:

The classroom environment and curriculum at Gunthorpe Church of England Primary School promote moral development through:

- Codes of conduct and class rules, agreed with children and displayed in the classroom

- Clear and consistent rewards and sanctions that children understand and believe to be fair (targeted at different age ranges eg up the leaves on the tree for EYFS pupils and the use of green 'take care' points as children move through school)

- Key stage and school worship that discuss moral values and cite expectations (older pupils also complete feedback forms to show the impact of these collective worship acts)

- Activities that enable pupils to give opinions and share their values eg specific lessons that include debating, pupil parliament meetings to discuss and share ideas, whole school pupil surveys

- PSHE Curriculum that gives children the chance to discuss moral issues and learn to avoid temptation (peer pressure) eg DAaRT program (See PSHE Policy)

- The teachings of the Christian faith (including Bible stories and other moral stories) and other faiths in RE to develop a moral compass to guide and support children in making decisions about the way that they should behave

• The school values of forgiveness, friendship, respect and service, determination are explicitly taught and modelled throughout the school by staff

Answering 'big questions' and contributing to discussions across the curriculum. Recording these in class reflection journals.

Social Development

Definition:

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

What does it look like?

The social development of pupils is shown by 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

• ability to cooperate 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.

Our learning environment and curriculum

At Gunthorpe Church of England Primary School social skills are developed through:

• Modelling of positive social behaviour by all staff

• Children working collaboratively on the playground and during lessons, including paired and small group work

• Breakfast and After school clubs, including a range or sporting/turn taking activities

• Turn taking and team building activities during lessons and also at play/lunch time

• Working with others across the local community (inter-school sporting events, village community members)

• Working across year groups e.g. University and Values Days

• Pupil Parliament offers the opportunity to provide an awareness of valuing all pupils viewpoints.

- Taking children out on trips/events and interacting with their classmates/staff and volunteers as well as members of the public

Cultural Development

Definition:

Cultural development enables learner's to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

What does it look like?

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those 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 School

- 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

Our learning environment and curriculum:

At Gunthorpe Church of England Primary School children are introduced to a regional and global perspective in life through:

- Stories, individuals and events from different cultures are covered through all areas of the curriculum. Opportunities to ensure a range of different cultures are considered for subjects as part of the long term planning document.

- First hand experiences through local visits

- Visitors into school from a variety of backgrounds and perspectives

- Being part of National and International fund raising events

- Studies of a different lifestyle including different food, dress, festivals and places of worship.

- Learning about other cultures within the curriculum and in Collective Worship

- Children are taught to understand the lifestyles and choices made by the variety of different cultures and faiths that exist within the school and in our wider community.

Monitoring and Evaluation

- SMSC is monitored as a part of learning walks, which are undertaken by all members of staff with a whole school talk for teaching approach (pop ins).
- Analysis of this information identifies strength in practice and next steps for improvement.

Humanities/STEAM Team monitor opportunities for SMSC across the wider curriculum when evaluating long term plans

- This policy will be reviewed every three years.

Policy reviewed: May 2025

Date of next review: May 2028