Diocese of Chelmsford
Vine Schools Trust

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

This is a model policy for Vine Schools that has been adopted for St Andrew's C of E Primary School.

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"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

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Our Vision for our Primary School:

To create a happy, caring, secure atmosphere where children and staff feel valued. We aim to provide our children with the knowledge and skills to develop their God-given talents, within an environment that makes them feel inspired, challenged and excited. Our Christian values of determination, hope, kindness and respect underpin all that we do; enabling our children to flourish academically, socially, emotionally and spiritually. Our children become courageous and determined learners- able to take risks, make mistakes and develop resilience. Our children leave us well-rounded individuals ready to take on the world.

'Be strong and courageous.
Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.'
Joshua 1.9

At our school, we recognise the importance of the academic, 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.

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- 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 that contributes to their personal wellbeing.
- 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 –

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. It is also acknowledged that pupils' development will also be enriched by the extended curriculum such as break times and clubs.
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 expectations/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 Diocese of Chelmsford Vine Schools Trust is a company limited by guarantee. Registered in England No 8709542. Registered Office 53, New Street Chelmsford CM1 1AT

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.

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, wellbeing 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, DNEAT RE Syllabus)
- Prayer permeating the life of the school (prayer in Collective worship, role of prayer in class bases, prayer spaces, outdoor prayer)
- Creative, bold and imaginative curriculum structure leading to opportunities for delight and wonder. (topic focus areas, scientific investigations, exploration of awe and wonder)
- Time to be calm, peaceful and reflective (times of stillness, use of reflection, reflective spaces, format of the school day)
- Opportunities for pupils to know themselves as they are known and loved by God (Worship, Seeing Anew, RE, PSHE, RSE, Drama activities, Music, Art)
- 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, Eucharist)
- Opportunities for extended learning provided by after school clubs and extra-curricular activities (consider clubs that provide opps for spiritual dev e.g. Church run club, Science Club, Art Club, Prayer Group, Bible Study, Thinking Club etc…)

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Note: In the current SIAMS schedule (September 2023) Spiritual Development is focused on primarily in IQ2 'How does the curriculum reflect the school's theologically rooted Christian vision?' and IQ3 'How is collective worship enabling pupils and adults to flourish spiritually?'

Moral Development

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.

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, school expectations, class rules, code of conduct, Behaviour and Relationships policy, Christian values)
- Opportunities for genuine thanksgiving and praise (class rewards, whole school reward system, Celebration worship, house points, class dojos)
- Time to explore moral and ethical dilemmas and consider how to respond within a Christian framework (PSHE, RE, Worship, RSE, class assemblies, plays, workshops, Big Questions, discussion groups)
- A consistent approach that ensures fairness, justice and equality and promotes forgiveness and repentance (equality policy, behaviour and relationships policy, anti-bullying policy, Valuing All God's Children)
- Space to act justly and mercifully with a sense of humility to challenge injustice (courageous advocates, school council, eco council, Archbishop of York Young Leaders Awards, Christian Aid Global Neighbours, social action projects)

Note: In the current SIAMS schedule (Revised September 2023) Moral Development is focused on primarily in IQ5 'How does the school's theologically Christian vision create an active culture of justice and responsibity?'

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Social Development

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, care home visits, 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, wellbeing activities, signposting)

Note: In the current SIAMS schedule (September 23) Social Development is focused on primarily in IQ1 'How does the school's theologically rooted Christian vision enable pupils and adults to flourish?'

Cultural Development

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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:

Amend, add and delete as appropriate to your school.

- Learning about others, accepting and valuing other traditions and celebrations (links with local, national and international 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 dance workshops, drum workshops and other musical groups, 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 23) Cultural Development is focused on primarily in IQ4 'How does the school's Christian vision create a culture in which pupils and adults are treated well' and IQ 6 'Is the religious education curriculum effective?'

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.

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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.

Monitoring & Evaluation

The planning and co-ordination of SMSC are the responsibility of the Headteacher/SLT/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 2023 – DEFINING SMSC

Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities but draws together many of the areas covered by the personal development judgement.

Provision for the **spiritual development** of pupils includes developing their:

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- 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 of 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 will 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 in the 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. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

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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.

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'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 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

A space to add any documentation your school may have linked to British Values

Appendix D – Opportunities for spiritual, moral, social and cultural (SMSC) development across the curriculum

A space to add any documentation your school may have linked to the above

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Appendix E – 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?		

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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?		

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