



## Sharnford C of E Primary School Spiritual, Moral, Social and Cultural Development Policy

Signed by the Governing Body:.....19<sup>th</sup> June 2024.....  
Agreed by the Governing Body: 19<sup>th</sup> June 2024  
Review Date: .19<sup>th</sup> June 2026

This policy supports and reinforces the vision of Sharnford CE Primary School.

**'Many hearts make our school nourishing, flourishing and fruitful.'**

Jesus said, "I am the vine and you are the branches. If you stay joined to me, and I to you, you will produce plenty of fruit.

(John 15:5)

### 1. Introduction

This policy relates to the whole life of the school. The examples set by adults in school, the quality of relationships, the curriculum and the standard of daily collective worship are of particular importance in promoting spiritual, moral, social and cultural (SMSC) development. SMSC development is promoted not only through all the subjects of the curriculum but also through the general ethos of the school and collective worship.

### 2. Rationale

**2.1** The Education Reform Act (1988) requires the curriculum of a maintained school to 'promote the spiritual, moral, cultural, mental and physical development of pupils at the school.' At Sharnford, provision for SMSC development is inspected by both Ofsted and Section 48 inspectors, although the latter concentrates more upon the spiritual and moral aspects. We provide a daily act of collective worship for all pupils.

**2.2** We recognise that there is a connection between the good results in the curriculum and high standards in SMSC development. The SMSC aspects of education concentrate on the development of the pupil as an individual and as a personality, aiming to enrich and extend the human existence of each child in relation to the values, attitudes, beliefs and consequent behaviour acquired during school years.

### 3. Legal Framework: Links to OFSTED and SIAMS expectations

The OFSTED School Inspection Handbook, section 147, January 2024 states:

'Inspectors may gather evidence from anywhere relevant (including RE lessons and assemblies) to evaluate pupils' spiritual, moral, social and cultural education, personal development and/or behaviour and attitudes.'

The SIAMS Framework, September 2023, includes the question:

'How is collective worship enabling pupils and adults to flourish spiritually?'

### 4. SPIRITUAL DEVELOPMENT

Spiritual development relates to the quest for individual identity and the search for the meaning and purpose of our existence. It is associated with a dimension of life which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions, attitudes and beliefs. Understanding of self and others is at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development is, therefore, accessible to everyone. All areas of the curriculum should contribute to pupils' spiritual development. As a Church of England school, we place special emphasis on the specific teaching and beliefs of the Christian faith, both within the daily life of the school and through the curriculum.

At Sharnford, we encourage Spirituality using a framework developed by Andrew Ricketts where the children reflect on:

Knowing themselves (self)

Valuing others (others)

Responding to world and beauty (beauty)



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Thinking about things beyond (beyond).

**Self** - Spiritual learners become increasingly aware of the concept of self. This is the inner person and the way that this shapes an individual's perception of themselves as a unique human being. Spiritual learners reflect on the relationship that they have with their sense of being a unique person

**Others** - Spiritual learners become increasingly aware of the concept of others. They show a growing empathy, concern and compassion for how to treat others. Spiritual learners reflect on how their values and principles affect their relationships with others.

**Beauty** - Spiritual learners become increasingly aware of the concept of a physical and creative world. They foster a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity. Spiritual learners explore their understanding of beauty and the affect this has on their perception of and relationship with the world.

**Beyond** - Spiritual learners become increasingly aware of the concept of the beyond. They show a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. Spiritual learners search for meaning in their very existence and their place in the greater scheme of things.

### 4.1 Aims for Spiritual Development

- The ability to listen and be still
- The ability to sense the sacred, the holy, the Divine
- The ability to sense wonder and mystery in the world
- The ability to sense the special nature of human relationships
- The ability to reflect

### 4.2 Objectives for Spiritual Development

- To develop the skill of being physically still, yet alert
- To develop the skill of being mentally still, concentrating on the present moment
- To develop the ability to use all one's senses
- To promote an awareness of and enjoyment in using one's imagination
- To encourage quiet reflection during a lesson or act of collective worship
- To develop individual self-confidence in expressing inner thoughts in a variety of ways
- To consider the mystery of God and the wonder of His world
- To find an inner confidence and peace

### 4.3 Provision for Spiritual Development

Staff provide a role model for the pupils by sharing in the joy of discovery and in the mystery of creation. As individuals, they may share something of their own spirituality with both colleagues and pupils.

Within the curriculum, pupils will be able to explore:

- an imaginative approach to the world;
- an approach to the holy or the sacred;
- an atmosphere of open-mindedness;
- an awareness of order and pattern in the world.

We will:

- encourage pupils to express their creativity and imagination;
- foster a sense of respect for the integrity of each person;



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- create an atmosphere which enables pupils and staff to speak freely about their beliefs.

Within RE, worship and PSHE, the school will:

- Allow pupils to investigate and reflect upon their own beliefs and values
- Provide opportunities for pupils to share what is meaningful and significant to them
- Provide opportunities for prayer, reflection, silence and the exploration of inner space
- Encourage a balance of music, speech, silence, and the creative arts when exploring spiritual development
- Explore symbolism and imagery in the curriculum
- Explore what commitment means
- Invite responses from pupils

Beyond the formal curriculum, the school will:

- Encourage pupils in personal conversations and during discussions in lessons, to express such feelings as awe and wonder, transience and change, paradox and unease, injustice or inequality whilst listening carefully to others' questions and responses at an age appropriate level
- Treat all members of the school community with respect, regardless of personal feelings
- Invite close involvement with the church, and participation in church services

### 4.4 Assessment in Spiritual Development

- Becoming aware of God in one's own life and in the life of others
- Becoming aware of, and reflecting on, experience
- Questioning and exploring the meaning of experience and existence
- Understanding and evaluating a range of possible responses and interpretations
- Developing personal views and insights and a grasp of the intangible
- Applying the insights gained with increasing degrees of perception to one's own life
- Acquiring a sense of empathy with others, concern and compassion
- Development is best seen through pupil's relationships and conversations with others

We should aim to encourage pupils to experience all the above within the context and practise of the Christian faith. As a school, we recognise that spiritual development is personal to each individual and therefore difficult to assess. However, development can be seen through pupils' relationships and conversations with others and through some written work.

## 5. MORAL DEVELOPMENT

Acquiring a knowledge and understanding of what is right and wrong is central to moral development. It is the basis upon which the pupils may develop the ability to make judgements about how to behave and it is the standpoint from which to consider the behaviour of others in school and in society in general. The system of rules and codes of behaviour established in our school is an important early introduction to issues of fairness for all and to the consequences of operating outside the accepted rule system. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of consequences or sanctions. Moral development, based on Christian principles, should enable pupils to become increasingly responsible for their own actions and behaviour.

### 5.1 Aims for Moral Development

- To understand the principles lying behind decisions and actions
- To be able to make moral decisions for themselves
- To assume moral responsibility through belief and conviction
- To be able to distinguish between right and wrong



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### 5.2 Objectives for Moral Development

- To tell the truth
- To respect the rights and property of others
- To make and keep realistic promises
- To help those less fortunate than ourselves
- To act considerately towards others
- To take responsibility for one's own actions
- To exercise self-discipline
- To develop high expectations
- To develop positive attitudes
- To conform to rules and regulations for the good of all

### 5.3 Provision for Moral Development

Within the curriculum:

- Encourage pupils to develop a personal view
- Developing responsibility in learning and setting personal targets

Within RE, worship and PHSE:

- Religious education lessons emphasise the Christian moral perspective whilst also offering models of morality in other faiths
- Morality is explored within collective worship, both for Christians and members of other faiths
- Morality is considered with relation to aspects of the PHSE scheme

Beyond the formal curriculum:

- The schools will set high expectations through formal discussion which will lead to raised awareness of high moral standards inside and outside the classroom
- Visits to church and visits by the rector to the school provide opportunities to explore morality for Christians

### 4.4. Assessment in Moral Development

Assessment is primarily through observation of pupil behaviour and the views pupils express. Pupils should develop:

- An understanding of moral principles which allow them to tell right from wrong
- A respect for other people, truth, justice and property
- An ability to stand moral ground in the face of peer pressure

Pupils should move gradually from a 'taught morality' to taking responsibility for their own moral decisions.

## 6. SOCIAL DEVELOPMENT

Social development refers to the development of abilities and qualities that pupils need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects. The school, but in particular the classroom, provides a suitable environment for promoting social development within a Christian context. Pupils learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when pupils work co-operatively.

### 6.1 Aims for Social Development

- To relate positively to others
- To participate fully and take responsibility in the classroom and in the school
- To use appropriate behaviour, according to situations



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- To engage successfully in partnership with others
- To exercise personal responsibility and initiative
- To understand that, as individuals, we depend on family, school and society

### 6.2 Objectives for Social Development

- To share such emotions as love, joy, hope, anguish, fear and reverence
- To show sensitivity to the needs and feelings of others
- To work as part of a group
- To interact positively with others through contacts outside school e.g. sporting activities, visits, church services etc.
- To develop an understanding of citizenship and to experience being part of a whole caring community
- To show care and consideration for others by sharing and taking turns
- To realise there are things each person can do well e.g. Wow Wall and celebration worship

### 6.3 Provision for Social Development

Within the curriculum:

- Listening to and sharing the viewpoints and ideas of others
- Joining in group activities
- Taking part and taking turns in a variety of social contexts

Within RE, worship and PSHE:

- Good behaviour is praised positively through our restorative justice approach
- Ability to empathise with others
- Understand the conventions of joining in worship in school and in church
- Sharing talents with others in a sensitive manner
- Develop the ability to interact appropriately

Beyond the formal curriculum:

- Pastoral care from all staff gives pupils the chance to see caring in action
- Opportunities to welcome or give vote of thanks to visitors or when making a visit
- Opportunities to develop appropriate relationships both at work and at play
- Older pupils care for younger pupils at lunchtime e.g. helping to cut up their food and playing together.
- Pupils participate in the School Wellbeing Ambassadors Group

### 5.4 Assessment in Social Development

- Observation of pupils' growing maturity and self-esteem
- The degree to which pupils employ socially acceptable behaviour
- Development of relationships in work and play
- The degree to which pupils appreciate what constitutes a healthy lifestyle

The importance of the link between relationships and behaviour should be emphasised. The quality of relationships between staff, pupils, parents and governors is crucial. These relationships will be characterised by mutual respect, positive attitudes, the willingness to listen and understand and the valuing of pupils.

## 7. CULTURAL DEVELOPMENT

Cultural development refers to the development of knowledge and understanding of differing cultural beliefs, customs and traditions. It is an increasing appreciation of the systems of values and attitudes which form the basis of identity and cohesion within societies and groups. In order to make provision for cultural development, existing knowledge, interests and experiences are strengthened and then built upon further. In this way pupils gain a deeper understanding of their own culture and the factors which influence it and a broader understanding of other cultures and cultural influences. All areas of the curriculum can be used to promote and develop cultural awareness, although art, music, dance and drama are those used more frequently.



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### 7.1 Aims for Cultural Development

- To develop a sense of belonging to their own culture and to be proud of their cultural background
- To respond to cultural events
- To share different cultural experiences
- To respect different cultural traditions
- To understand codes of behaviour, fitting to cultural tradition

### 7.2 Objectives for Cultural Development

- To develop an awareness and recognition of culture, music, art, drama, literature etc.
- To develop a love of learning
- To develop an understanding of British cultural tradition, including Christianity
- To appreciate the values and customs of other ethnic and faith groups which make up modern British society and the world beyond
- To develop one's own ability to view current enthusiasms, icons, music and media, critically and independently of peer pressure

### 7.3 Provision for Cultural Development

Within the curriculum:

- Acquiring a code of behaviour that is appropriate for the surroundings e.g. visiting church, museum, mosque for study etc.
- Learning about another culture presented through a cross curricular approach
- Developing an understanding of a range of different cultures
- Having opportunities to take part in cultural events and experiences

Within RE, worship and PSHE:

- Opportunities to discuss and explore differences, similarities, equal rights, peer pressure and discrimination
- Opportunities to explore different culture within worship
- Development of cultural responses in PSHE

Beyond the formal curriculum:

- Opportunities to take part in a range of educational visits including theatre, concerts and sporting fixtures
- Opportunities to take part in residential visits in Key Stage 2

### 7.4 Assessment in Cultural Development

- Response to stories, variety of media, artefacts
- Records of work, displays, photographic evidence
- Increased participation in cultural activities
- Attitudes expressed during cultural visits or relating to visitors

It is hoped that our pupils will develop a balanced approach to retaining the traditions of our Christian society, whilst perceiving in a positive light the contribution of other cultures, past and present .

## 8. Responsibilities

### 8.1 Governing Body

The Governing Body is responsible for:

- Ensuring that the Church of England Foundation of the school is honoured
- Ensuring that the School Development Plan has SMSC threaded through it.
- Engaging an appropriate inspector to undertake the Section 48 Inspection of a church school



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### **8.2 Headteacher**

The headteacher has responsibility for overseeing the planning, provision, monitoring and evaluating of SMSC development. The headteacher will keep in touch with national developments and will act in an advisory capacity, supporting colleagues. S/he will understand the impact that good SMSC development can have on the school as a whole.