

Davenham Church of England Primary School

“Working Together, Playing Together, Serving God and Serving Others”

“...encourage one another and build each other up...”

1 Thessalonians 5:11.

POLICY FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) DEVELOPMENT

OVERVIEW

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. At Davenham, we place great importance on the spiritual, moral, social and cultural (SMSC) development of our children. In all aspects of the school’s work and life we seek to promote opportunities for children to grow in their awareness of SMSC.

As a Church school, we place particular emphasis on spiritual development. We believe that it has an important role to play in supporting personal development and wellbeing for everyone in our school community.

We work hard to promote a good understanding of the moral and ethical values which underpin our vision and to provide foundations for good relationships within our community.

As pupils grow and mature, we place great importance on developing their social skills and social awareness. Children learn about their own culture and about the diversity of cultures in this country and across the wider world.

OBJECTIVES

1. To help all pupils increase their spiritual awareness and development by exposing them to opportunities of awe and wonder that will contribute to their spiritual growth.
2. To enable all pupils to develop good moral values and understand about the importance of Christian values such as honesty and to know the difference between right and wrong.
3. For all pupils to build an understanding of justice and respect.
4. To enable all pupils to get on well together as a school community and develop the personal and interpersonal social skills that encourage harmony and empathy for others.
5. To teach pupils about the wider society in which they live as citizens and the rights and responsibilities that come with that.
6. To give pupils an understanding of the rich culture in which they live and to increase their knowledge and understanding of the wider cultures that make up our societies and the diverse world in which they live.

STRATEGIES

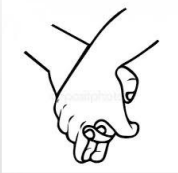
1. Collective worship and reflection time enables children to develop their spiritual awareness and spiritual understanding.
2. Religious Education provides a springboard for the development of spiritual, moral, social and cultural education.

3. Through their understanding of world religions and viewpoints, children will be encouraged to develop their feelings, empathy and understanding for others.
4. Theme Days will provide additional opportunities for children to understand how other faiths and cultures mark significant days or celebrations – e.g. Diwali Day.
5. The use of stories, plays, drama, music, art and poems will make significant contributions to spiritual, moral, social and cultural development.
6. Through history and geography and their increasing knowledge and understanding of the world, children will be helped to develop an understanding of the British society in which they live and its cultural diversity. Children will also learn about the diversity of cultures across time and across the world.
7. Children will learn about the influence of religion, faith and belief on democracy, our government, the monarchy, citizenship, and the law. Children will learn about rights and responsibilities and moral, spiritual, social, ethical and environmental issues.
8. On every appropriate occasion, teachers will use first-hand experience, visits, visitors, artefacts, the local and wider environment to provide good opportunities for pupils to experience awe and wonder.
9. Pupils will be taught how to develop the social skills that build society including how to work harmoniously with others, how to have empathy for others and how to respect the beliefs and cultures of others.
10. Several events throughout the year will be held to raise money for local, national and international charities. Some of these charities will have Christian links – for example, The Children’s Society at Christingle.
11. Across the curriculum, in teaching and learning and through the wider curriculum, children will learn how to behave, the importance of truthfulness and honesty. They will learn about the importance of kindness and care for others and of the importance of justice and fairness.
12. Our Fruits of the Spirit Award system recognises when children demonstrate Christian Values. Children are presented with a certificate in Family Service.
13. Links with the local community are developed through a variety of events whereby members of the local and church community are invited into school.
14. The Ethos Club promotes links with the local and wider community through charity events and fund raising. They also promote the distinctiveness of our school as a church school.
15. The Eco Club promotes awareness about the world around us and how to look after it.
16. Areas around school and outside are designated as Reflective Areas – these areas are supervised by children from our Ethos Club. They provide quiet spaces where children can go to think, pray or talk to others.
17. Each class has a Reflective Space and a Worry Box.

OUR PLEDGE

• Our pledge to the children of Davenham C of E Primary School is ...
to help and support them to become rounded, educated citizens with confidence and an appreciation of human diversity,
creativity and achievement.

To help children achieve these goals, we will ensure that they



- Visit and explore our local church and other places of worship.
- Learn about and celebrate different faiths, cultures and festivals.
- Develop an understanding about the diversity of the world we live in.
- Have the opportunity to learn two modern foreign languages.
 - Support the people in our local community.
 - Support charity at a local, national and global level.
- Learn about how to care for and protect the environment we live in.
 - Learn to play a musical instrument
 - Perform to an audience.
 - Work with an artist in residence.
 - Have the opportunity to represent school at a sporting event.
 - Visit a city of culture.
 - Enjoy a range of residential visits.
- Study and meet a range of people who can widen their understanding of the world, including people who have made a difference or overcome adversity.

SPIRITUAL DEVELOPMENT

OFSTED

Ofsted state that spiritual development can be shown through:

- The ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.
- The knowledge of, and respect for, different people's faiths, feelings and values.
- The sense of enjoyment and fascination in learning about themselves, others and the world around
- The sense of enjoyment and fascination in learning
- The use of imagination and creativity in their learning.
- The willingness to reflect on their experiences.

SIAMS

The Church of England's vision for education is for 'Life in all its fulness' John 10:10. This recognises the importance of educating the whole child. The revised SIAMS schedule 2023, references spirituality in religious education (RE), collective worship and the curriculum.

The language of spirituality begins from the Christian understanding that everyone is a valued creation, individually and uniquely made by God, like pots made by a potter (Isaiah 64:8). Yet in life things happen that impact on the physical 'pot' of life and create cracks that provide a glimpse of 'something' beyond the tangible. Christians would view this as an opportunity to relate to the Divine Creator God.

Cracks may happen when something challenging happens and threatens the comforts of everyday – the '**ows**' of life.

Cracks may be caused when something so good and breath-taking happens that the pot expands causing cracks – the '**wows**' of life.

Cracks can also occur in the stillness and ordinariness of everyday – the '**nows**' of life, when a moment of stillness, a pause or prayer can create a crack in the normal, physical every day.

Kintsugi, the Japanese art of mending broken ceramics with gold, makes something broken into something differently beautiful and even more valuable. Using this metaphor, the ous, wows and nows of life offer the possibility of becoming cracks that are filled with gold, adding significance and value to life.



Spirituality is personal to individuals. It is not the same as religious belief or faith. Spirituality provides opportunities to

- be self-aware.
- be reflective.
- question ideas.
- engage with others' ideas and thoughts.
- be empathetic.
- appreciate and celebrate the awe and wonder of the natural world.
- develop resilience.
- reflect on ones own personal beliefs and viewpoints.
- enjoy moments of stillness and reflection
- be invited to engage in prayer and reflection.
- develop an understanding of the transcendent nature of life.
- explore life's big questions.

Opportunities for spiritual development are provided in several ways. These include collective worship and the use of reflection spaces inside and outside the school building. Through collective worship we use the windows, mirrors and doors symbols. The mirror symbol encourages pupils to think about themselves and to reflect. The mirror is concerned with **how** individuals think and feel about what is happening now. The window symbol reminds pupils how special the world around them is. It encourages them to think about the awe and wonder of the world – the **wow** moments. Finally, the door focuses on how pupils can respond to what they believe. They are encouraged to think about how they can make a difference by responding to what they have learned. This may be through actions or promises (**vows**) that they make. RE has clear links to spiritual development by encouraging pupils to think about what they believe and what others believe.

We also recognise that explicit opportunities for spiritual development can be included within other subjects. Therefore, when planning lessons, teachers consider explicit opportunities for spiritual development. These are highlighted on teacher's planning grids.

We use the concept of spiritual capacities to support teachers with this.

SPIRITUAL CAPACITIES

Be self-aware and learn to empathise with the experience of others as relationships deepen and an understanding of interdependence grows.
Be guided by their beliefs and values and be willing to take a stand to defend them.
Love themselves, care for themselves, believe in their potential to achieve and find inner strength and resilience when facing challenges.
Exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder.
Be intrigued by mystery and be open to an awareness of the transcendent in the whole of life.
Be comfortable with stillness and silence and be open to engage in reflection/meditation/prayer.
Be ready to say sorry when mistakes are made, to forgive themselves and to forgive others.
Be willing to take risks and to reflect, learn and grow following experiences of failure as well as success.
Demonstrate curiosity and open mindedness when exploring life's big questions.
Appreciate and be thankful for what is good in their lives and show generosity towards others.

MORAL DEVELOPMENT

Ofsted state that moral development can be shown through:

- the 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.
- the understanding of the consequences of their behaviour and actions
- the interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on those issues.

Our behaviour policy helps to support pupils to understand the importance of good behaviour and the importance of taking responsibility when things go wrong. A focus of forgiveness links directly to one of our chosen Christian values.

Our work around British values helps to support pupils to understand the importance of law and order and the value of living within a democracy.

SOCIAL DEVELOPMENT

Ofsted state that social development can be shown through

- the 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.
- a 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.
- an acceptance of and engagement with all 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.

Our curriculum vision is centered around creative learning. Children are offered many opportunities to work together and to play together. Our Christian vision is focused on encouragement and therefore supports children to value one another. Children learn about the diversity of the world in which they live and recognise and celebrate the fact that we are each unique.

Through the many different pupil leadership opportunities, children learn to take responsibility and make a difference in the school community. Children are encouraged to have a voice and know that they have the power to make a difference. The Ethos Group works together to challenge injustice at a local, national and global level. The children who belong to this group also complete the Young Leaders Award. Opportunities such as pupil council help children to understand the concepts of the rule of law and democracy.

CULTURAL DEVELOPMENT

Ofsted state that cultural development can be shown through

- an 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
- an ability to recognise, and value, the things we share across cultural, religious, ethnic and socio-economic communities.
- a knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- a 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 and respect diversity. This is shown by their respect for and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

There are many opportunities both through the curriculum and wider curriculum for children to visit places of culture and learn about different religions and the way they celebrate significant events. Through our pupil pledge, our children are offered a range of experiences which support the different aspects of their personal development.

CULTURAL CAPITAL

This is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

Opportunities to promote cultural capital are highlighted on teacher’s planning documents.

BRITISH VALUES

	Where this can be seen in action
<p>Individual Liberty We know our human rights and responsibilities and are aware that we have freedom to make our own choices in life</p>	<p>Children are encouraged to make choices and feel safe doing so (Pupil Voice survey). Pupil voice is encouraged – Curriculum Champions / Pupil Leadership Groups / Ethos / School Council and wider Northwich Parliament (working with other local schools).</p>

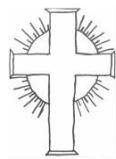
<p>Rule of Law We understand that rules and laws are there to keep everyone safe and happy and we respect them.</p>	<p>Clear school rules and high standards of behaviour. 4 Steps known by all children. British Justice system – Picture News. PCSO visits to talk about E Safety etc.</p>
<p>Democracy We all have a voice within school and society.</p>	<p>Election of school council reps. Curriculum champions. Debates. The British parliamentary system is considered in History. Votes for ways to spend / raise money.</p>
<p>Mutual respect We respect others and expect them to show us respect. We respect and appreciate diversity. and understand that everybody has different views and beliefs.</p>	<p>Behaviour Policy is built on concept of mutual respect – no award systems other than Fruit of the Spirit. Everyone has the right to be respected. Focus on good manners. RE looks at a range of world religions and viewpoints. Christian values – friendship, thankfulness, trust, forgiveness, compassion and koinonia all focus on importance of positive relationships. Links with a school in Kenya are being developed. Work around diversity mean that children understand why it is important to respect one another.</p>

OUTCOMES

The development of pupils' SMSC awareness will be core to our school's ethos and is incorporated across the curriculum. It will have a strong visibility in the ethos, life and work of the school through pupils' behaviour, relationships, and attitudes.

EQUALITY STATEMENT


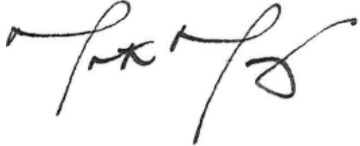
Davenham Primary School is committed to ensuring equality of opportunity for all children, staff, parents, carers and visitors irrespective of their race, gender, gender identity, disability, religion or belief, sexual orientation, marital status, age or pregnancy and maternity. We tackle discrimination through the positive promotion of equality, by valuing diversity, challenging bullying and stereotypes and by creating an inclusive environment which champions fairness and respect for all.



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POLICY FOR SMSC

Effective Date		March 2024	
Review		Every 2 years	
Person Responsible		Joanne Hyslop	
Signed Headteacher	Signed Chair of Governors	of	Date Ratified
			18 March 2024
Joanne Hyslop	Martin Mewies		