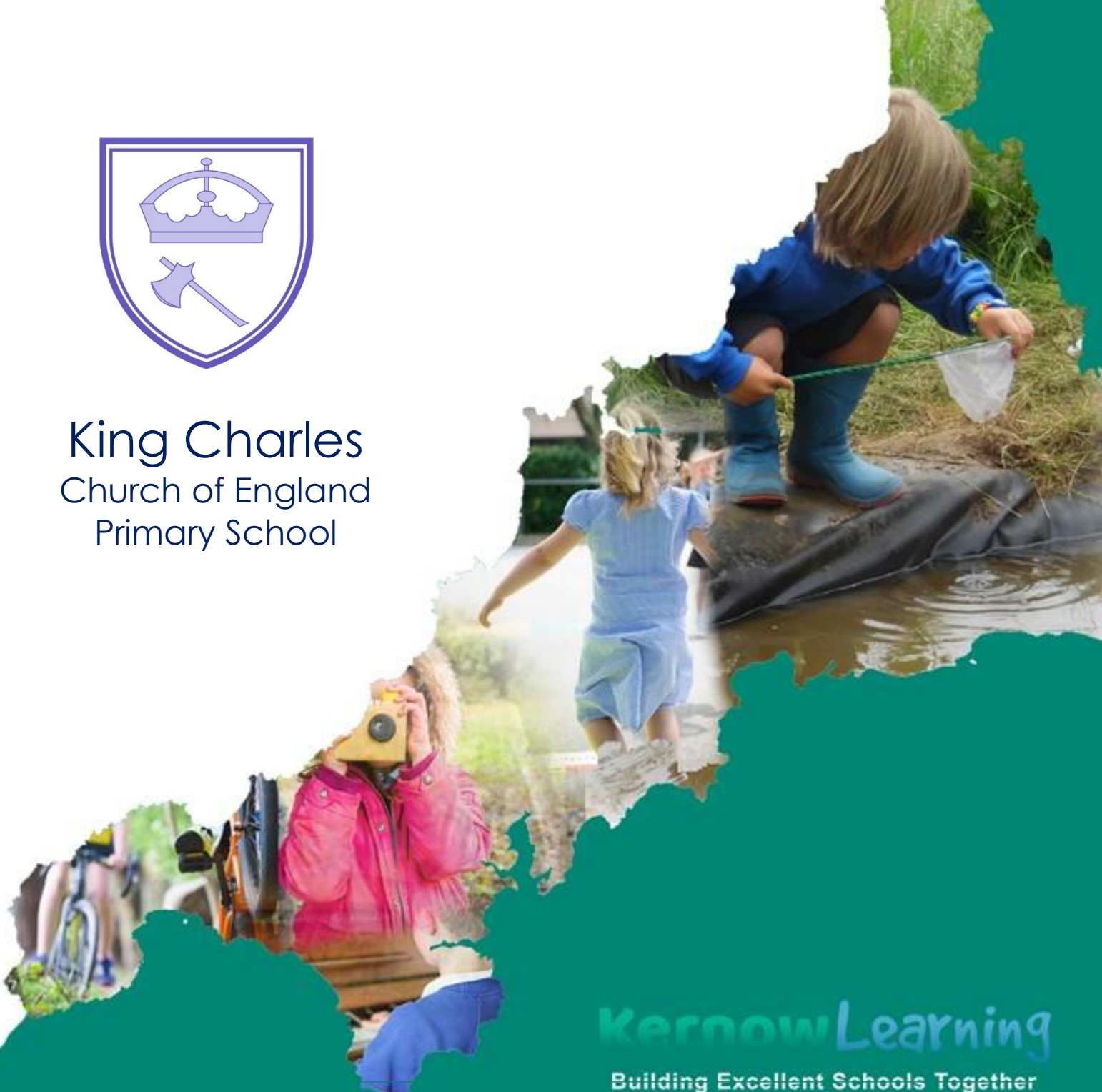


King Charles
Church of England
Primary School



Kernow Learning
Building Excellent Schools Together

Spiritual, Moral, Social and Cultural (SMSC) Policy

Version number:	V1
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Statutory or Best Practice policy:	Best Practice
Appendices:	No
School or Trust policy:	School

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01326 313607 or email kingcharles@kernowlearning.co.uk



At King Charles C of E Primary School, *Spirituality* considers the 4 areas of : 'Self', 'Others', 'World and Beauty' and 'Beyond' to help children develop their spiritual awareness and foster a sense of responsibility, using the guidance set out by Ofsted:

The **spiritual development** of pupils is shown by their:

- 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

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
- 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

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
- 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 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

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



Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum.

- 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.
- Before making the final judgement on overall effectiveness, inspectors will always consider the spiritual, moral, social and cultural development of pupils at the school, and evaluate the extent to which the school's education provision meets different pupils' needs, including pupils with SEND

Ofsted continue to put SMSC 'at the heart' of school development. It requires schools 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.

Planning

When planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority delivered through cross-curricular activities as well as specific PSHE, RE and Circle Time activities. Throughout our curriculum, we provide for opportunities for our pupils to **SHINE**

Spirituality – encouraging our pupils to reflect upon their learning and its impact on themselves and others

Hope – providing aspirational opportunities

Inspiring – developing a curriculum and experiences to engage and inspire learners

Nurture – caring and growing ourselves, others and God's creation

Environment – developing an awareness of our local, national and international community

How we make provision for children's Spiritual, Moral, Social and Cultural Development across the school

<u>Spiritual Development</u>	
<u>Provision</u>	<u>How it is evidenced</u>
Religious Education curriculum Worship and Assemblies Opportunities for quiet reflection Outdoor education Whole school Values based half-termly themes	RE curriculum plans Visiting places of worship Feedback from stakeholders Whole school worship and assemblies and celebrations of values Outdoor learning Residential visits King Charles Day celebrations Harvest, Christmas and Easter celebrations Visits from faith groups Time to reflect upon learning and experiences



Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and questions – answering big questions through our **SHINE curriculum**
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school has developed a climate within which all children can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

<u>Moral Development</u>	
<u>Provision</u>	<u>How it is evidenced</u>
School behaviour Policy and Code of Conduct Religious Education curriculum Pupil Voice Philosophy for Children Taking part in Charitable projects	Regular reviews of behaviour Celebration of children's achievements Ambassadors E-Safety teaching Whole school worship and assemblies and the explicit discussion of school values, half-termly values Weekly certificates to children in assembly and published in school newsletter Circle times Child participation in a range of pupil groups: Smart School Council and Parliament, School, sports and friendship Buddy schemes Charity appeals Choir Singing in the community

We support children to:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience



Our school develops pupils' moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong, making a conscious effort to make a difference (being courageous advocates)
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour
- Providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

<u>Social Development</u>	
<u>Provision</u>	<u>How it is evidenced</u>
Ex-day Curriculum KCT (King Charles Together) Time PSHE Curriculum (Jigsaw) Working together in teams - TEAMWORK Pupil Voice Extra-curricular activities Outdoor Education PE curriculum Cross phase working	Family links Pupil Groups including: School Council, Ambassadors, Residential visits, KCT Time Educational visits After school clubs Participation in Music events Transition visits Ambassadors Class Buddies Participation in charity support Participation in sporting events School house sports competitions

At King Charles Primary School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by displaying appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school and wider community
- Understand the notion of interdependence in an increasingly complex society



Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences, performing arts and sporting events
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community

<u>Cultural Development</u>	
<u>Provision</u>	<u>How it is evidenced</u>
School Visits Participation in the Arts through Ex days in the whole school musicals Visitors from different faith and social groups Arts Curriculum Visits from performers, theatre groups and musicians Links with community groups such as 'Refugees in Cornwall', 'EduKids' MFL	School visits to churches, museums, galleries, concerts, theatre visits Meeting authors Dance workshops Opportunities to take part in school productions Music and choir performances Musical instrument opportunities Visits from people of different cultures MFL Sports Days

Cultural Development

Children learn about and experience the diversity of other cultures both within modern Britain and throughout the world.

Children who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment



Our school develops cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, workshops etc. As well as developing partnerships with other schools and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits



King Charles Church of England Primary School

Embedding Spirituality

This part of the document sets out the objectives and opportunities in the curriculum for **Spiritual Development**. As a Church of England primary school, we ensure that we are promoting spiritual development throughout the curriculum and management of the school.

Aims:

- To develop pupil' sense of wonder and curiosity about life.
- To develop an attitude of reflection and stillness in the challenges of life.
- To foster and provide opportunities for the expression of imagination, inspiration, insight and empathy.
- To develop a sense of self-worth and an understanding of the worth of others.
- To develop relationships based on the Christian values of courage, trust, creativity, justice, forgiveness, peace, friendship, humility, truth, thanks, compassion and hope.
- To develop an appreciation of all regardless of race, ability and gender, religion and culture.
- To link the messages of the Bible with the life of the school and wider community.

Opportunities for Spiritual Development:

At King Charles Primary school spiritual development is promoted by all governors, staff, parents and children through the ethos of the school. The staff and children live out their spirituality in whole school worship and assemblies, collective worship, prayer time, moments of reflection, RE, PSHE, class circle time and through links with the local church and community.

Monitoring

Children who are developing **spiritually** are likely to become:

Successful learners, who:

- are creative, resourceful and able to identify and solve problems
- have enquiring minds and think for themselves to process information, reason, question and evaluate
- know about big ideas and events that shape our world

Confident individuals, who:

- have a sense of self-worth and personal identity
- relate well to others and form good relationships
- are self-aware and deal well with their emotions
- are open to the excitement and inspiration offered by the natural world and human achievements

Responsible citizens, who:

- have a strong sense of their own place in the world
- recognise and value the contributions of others

These qualities are monitored and evaluated in the following ways:

- Monitoring of lesson plans and teaching and learning by SMT/SLT/Governors
- Sharing of classroom practice and learning
- Evidence from pupils' voice
- Inclusion in SDP



At King Charles, we provide children with openings for spiritual development in three vital ways:

- **WINDOWS:** giving children opportunities to become *aware* of the world in new ways; to **wonder** about life's 'Wows' (things that are amazing) and 'Ows' (things that bring us up short). Here, children are learning **about life in all its fullness**.
- **MIRRORS:** giving children opportunities to *reflect* on their experiences; to **meditate** on life's big questions and to consider some possible answers. In this they are learning *from* life by exploring their own insights and perspectives and those of others.
- **DOORS:** giving children opportunities to *respond* to all of this; to **do** something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to *live* by putting into action what they are coming to believe and value

	<p>WINDOW = WONDER</p>  <p>WOW: things that are amazing OW: things that make us think</p>
	<p>MIRROR = REFLECTION</p>  <p>ME: What are my experiences?</p>
	<p>DOOR = RESPOND</p>  <p>ACTION: What can I do?</p>

Monitoring of this policy

For all monitoring of local policies, we adopt a rigorous and reflective approach. We take into account multiple perspectives on the effectiveness and success of the policy and procedures in question, including:

- the experience of the member(s) of staff designing and delivering the provision;
- feedback from our pupils
- observations and feedback from staff – both internal and external
- engagement in research, relevant literature, and continuing professional development (e.g. relevant training/workshops).

These perspectives inform our action plans for each aspect of our school provision – with an emphasis on meaningful reflection, improvement and enabling everyone to flourish and shine.