

Norton CEVC Primary School
Social, Moral, Spiritual and Cultural Policy
Learn Believe Achieve
Hand in hand with God and each other



Statement of Intent

At Norton CEVC Primary School, our vision, the pupils and their learning are at the very heart of every decision we make. We recognise that the curriculum is more than just the development of subject-based skills, knowledge and understanding; we believe that it also makes a vital contribution to the development of the children's attitudes and beliefs. This policy reflects our diverse mix of pupils and does not discriminate against any protected characteristics.

The school prides itself on providing a consistently safe, caring and happy community where each pupil is valued as an individual and can develop towards their full potential. This policy reflects the ways in which the school helps pupils to develop their individuality and inner discipline. The spiritual, moral, social and cultural (SMSC) education of our pupils is implemented throughout the school's activities.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'
- DfE (2014) 'National curriculum in England framework for key stages 1 to 4'
- Ofsted (2021) 'School inspection handbook'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Behaviour Policy
- Anti-bullying Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy

Our Vision

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Learn

We are a caring Christian community that learns together; developing the skills and knowledge we need to understand ourselves, show compassion and make wise choices.

Believe

We respect the beliefs of others and expect the same in return. We believe in ourselves and understand the importance of perseverance

Achieve

We encourage everyone to work hard, try their best and have the courage to challenge themselves. We understand that everyone is unique and celebrate each other's achievements.

When we face life's challenges and opportunities we are not on our own, we have the support of God and each other.

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

A whole-school approach to SMSC education

The governing body will ensure that SMSC education is embedded across the school's activities to ensure that the potential of each pupil is developed in accordance with their individual needs and capabilities.

The headteacher and SLT will facilitate and encourage a school environment which is welcoming, inclusive and safe for all pupils and members of the school community, irrespective of their protected characteristics and/or background. Staff will be expected to model high standards of discipline, courtesy, respect and acceptance of others, and to encourage pupils to take responsibility for their own actions.

Spiritual Development

At Norton CEVC Primary School, spirituality is about our relationship with ourselves, others, the world and beyond. (See Appendix 1)

We recognise that pupils who are developing spiritually are likely to develop some or all of the following characteristics:

- a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life, their patterns of behaviour and how they relate to others in the community;
- attitudes, skills, knowledge and understanding to make emotional and reflective responses.
- an awareness and understanding of their own and others' beliefs; a respect for themselves and for others;
- a sense of empathy others, concern and compassion;
- an ability to show courage in defence of their beliefs;
- an appreciation of the intangible – for example, beauty, truth, love, goodness, order, as well as for mystery, paradox and ambiguity;
- a respect for insight as well as knowledge and reason;

Our Christian vision underpins, the way in which we help to promote and celebrate these characteristics. Through the messages of Christianity, we explore how these characteristics can be found in all of us. Spiritual development is an important element of a child's education and fundamental to other areas of learning. Without curiosity and the courage to explore, without the inclination to question and without the exercise of imagination, insight and intuition, children would lack the motivation to learn.

Our School aims to encourage spiritual development by:

- giving pupils the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact on peoples' lives;
- encouraging pupils to explore and develop what animates themselves and others;
- giving pupils the opportunity to understand human feelings and emotions. The way they impact on people and how an understanding of them can be helpful;
- developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals;
- promoting teaching styles which value pupils' questions and give them space for their own thoughts, ideas and concerns;
- enable pupils to make connections between aspects of their learning;
- encourage pupils to relate their learning to a wider frame of reference – for example, asking 'why', 'how' and 'where' as well as 'what';

Moral Development

At Norton CEVC Primary School we recognise that pupils who are morally aware are likely to develop some or all of the following characteristics:

- confident to act morally as a point of principle;
- an ability and wisdom to distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures;
- an ability to think through the consequences of their own and others' actions;
- a willingness and courage to express their views on ethical issues and personal values;
- an ability to make responsible and reasoned judgements on moral dilemmas;
- a respect for others' needs, interests and feelings, as well as their own;

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- and 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 ethos as a Christian school will promote the moral development of the children. This will be explored in collective worship and through prayer.

Our school aims to encourage 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;
- 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;
- modelling, through the quality of relationships and interactions the principles which we wish to promote – for example fairness, integrity, respect for pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts;
- 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.

Social Development

At Norton CEVC 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 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, and work towards consensus;
- resolve conflicts;
- reflect on their own contribution to society;
- show respect for people, living things, property and the environment;
- benefit from advice offered by those in authority or counselling roles;
- exercise responsibility;
- appreciate the rights and responsibilities of individuals within the wider social setting;
- understand how societies function and are organised in structures such as the family, the school and local and wider communities;
- participate in activities relevant to the community;

Our school aims to encourage pupils' 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 corporate experiences – for example, through collective worship, team activities, residential experiences, school productions;
- 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;
- helping pupils resolve tensions between their own aspirations and those of the group or wider society;
- 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;

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Cultural Development

At Norton CEVC Primary School pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- an ability to recognise and understand their own cultural assumptions and values and those of others;
- an ability to reflect on important questions of meaning and identity;
- an appreciation of the diversity and richness of other cultures
- an interest in exploring the relationship between human beings and the environment;
- and an ability to reflect on aspects of life in Modern Britain and fundamental British values, such as: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;

Our school aims to encourage pupils' cultural development by:

- presenting authentic accounts of the attitudes, values and traditions of diverse cultures,
- addressing racism and promoting race equality;
- 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;
- providing resources that reflect cultural diversity, ensuring that negative or inaccurate representations of other cultures or races are not presented to the children;
- ensuring that the cultural approach will permeate across many areas of the curriculum and not be confined to certain subjects or special topics;
- demonstrating the contribution that different people have made to the understanding and knowledge of the human race, including life in modern Britain.

We believe that because few people in our school have a cultural background that differs from the majority, it is very raise the awareness of other cultures so that they may grow to be sensitive, tolerant and informed members of our society.

Community links

The school recognises that an important part of SMSC development is enabling pupils to become active participants in their local community and, as such, will continue to foster strong links with the wider community.

These links will be formed through a variety of activities, including:

- Community fundraising activities.
- School-community link organisations, e.g. FAPONS
- Links with local churches.
- Hosting school events to which community members are invited as participants or audience members.
- Questionnaires sent to parents and other members of the community to gather opinions, e.g. on school initiatives or practices.

The school will engage parents and members of the wider community in the educational life of pupils, ensuring that the diversity and varying experiences of the local community are reflected in the way in which pupils are educated.

Promoting fundamental British values

The school will use SMSC education to promote fundamental British values by:

- Including, in suitable parts of the curriculum, age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries.
- Teaching pupils a broad and balanced international history.
- Teaching a wide range of English and non-English literature.
- Listening to the voices of all pupils and promoting active participation in democratic processes, e.g. through a school council.

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- Using democratic opportunities in the wider community, e.g. general and local elections, to provide pupils with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help pupils learn about and understand a range of faiths.
- Using extra-curricular activities to promote fundamental British values.

By promoting fundamental British values through SMSC education, we will provide pupils with:

- An understanding of how they can influence decision making through the democratic process.
- An appreciation that living under the rule of law protects them and is essential for their wellbeing and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and while some public bodies, for example the police, can be held to account by parliament, others maintain independence, for example, the court system.
- An understanding that their freedom to choose and hold faiths and beliefs is protected by law.
- An acceptance that people of different faiths and beliefs to themselves (and those with no faiths or beliefs) should be accepted and tolerated, and should not be subject to prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

Monitoring and Review

SMSC provision is reviewed on an annual basis in the following ways:

- The monitoring of teaching and learning and work scrutiny by subject leads
- The development of RE, PSHE and collective worship to reflect the diversity of both our school and society.
- The sharing of classroom work and practice.

This policy is reviewed every two years by the headteacher and Collective Worship Lead and any changes will be communicated to all stakeholders.

The next scheduled review date for this policy is September 2025

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Spirituality at Norton CEVC Primary School is about relationships with...

Ourselfs

Spiritual learners become increasingly aware of the concept of self - 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.

- Jigsaw PSHE scheme
- Collective Worship
- Prayer Spaces
- RE Emmanuel Project
- Geography units
- English reading materials
- Extracurricular activities
- Junior Journalists
- Values: Perseverance, Wisdom, Courage

Our World

Spiritual learners become increasingly aware of the concept of a physical and creative world - 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 beauty and the affect this has on their perception of and relationship with the world.

- Art
- Music
- Science
- Geography
- RE Emmanuel Project
- English reading materials
- Collective Worship
- Eco Council
- Gardening Club

Other People

Spiritual learners become increasingly aware of the concept of others - 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.

- Jigsaw PSHE scheme
- Collective Worship
- Picture News
- Prayer Spaces
- RE Emmanuel Project
- History and Geography topics
- English reading materials
- Anti-bullying ambassadors, Junior Journalist
- Values: Community, Compassion and Respect

and Beyond.

Spiritual learners become increasingly aware of the concept of the beyond - 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.

- Collective Worship
- RE Emmanuel Project
- Prayer Spaces
- Picture News
- Worship team
- Reflective Circle assemblies
- Values: Wisdom, Respect, Perseverance, Community, Compassion and Courage

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- Values: Wisdom, Community, Respect

Appendix 2

SMSC in the Curriculum

Spiritual Development

English	Studying of truth, freedom, justice, right, wrong; opportunities to reflect on personal experiences; studying poetry; stories with a spiritual dimension
Mathematics	Fascination of patterns, logical thinking, order, shape & space, links to order in creation
Science	Wonder of the natural world and naturally occurring phenomena
History	Visiting buildings built by people in the past; handling artefacts used by people in the past. How people in the past acted because of their beliefs – eg Harriet Tubman
Geography	Discussing environmental issues and the wider world
Art & Design	Appreciation of creativity, beauty, reflecting on work of artists and craftspeople
Music	Appreciation of music in its many forms. The power of music to evoke a response from the listener
R.E.	Opportunities to develop reflective thinking and to consider spiritual questions throughout RE units, through visits and visitors, through Share day experiences
Collective Worship	Listening to music; own prayers; opportunities for reflection; stories or themes to promote thoughts about spiritual matters; asking children to consider & respond; asking questions

Moral Development

English	Stories with morals; drama; acting out scenes based on moral issues; debating and discussion work
Science	Discussions about environmental issues; environmental studies: fair testing; safety
History	Examination of evidence; moral dilemmas facing people in the past
Geography	Protecting the environment; unequal access to wealth and resources; rights and responsibilities
PSHE	Citizenship; personal growth and development; substance abuse; peer pressure; bullying; making choices
PE & Sport	The need for rules in games; fair play,
RE	Discussion of moral issues within RE units e.g. Shambo
Collective Worship	Promoting vision and values; stories with moral messages; discussion of right and wrong; discussions about achievement, actions, consequences
Play times	Playing with others sensibly, resolving differences as they occur
Behaviour & Discipline	Values of the school are upheld by adults and children

Social Development

English	Listening to others; folk and fairy stories; reading signs and notices; writing invitations and letters; listening to class stories; writing collaboratively
Mathematics	The significance of number and measure in our society

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Science	Looking after myself; healthy living; working co-operatively
Technology	Working in groups; designing products which are useful to others
History	Working in groups; local history; how our community has been shaped by people in the past
Geography	Working in groups; local studies; how people live together
Art & Design	Working in groups to achieve a collaborative outcome
Music	Composing, recording and performing with others
RE	Units which particularly look at social development
Collective worship	Taking part in a whole school activity, sharing experiences, prayers
Playtimes	Looking after each other in the playground; responsibility for appropriate behaviour towards others; playing co-operatively and in teams
Extra Curricular	Working together as a team in clubs

Cultural Development

English	Stories and poems set in different countries of the world; drama to include lifestyles, attitudes and feelings of others
Mathematics	Examples should represent Britain's multi-cultural society e.g. a shopping list could include a world-wide range of fruit and vegetables
Science	Science should be seen as activity carried out by all people Everywhere; Use of 'Scientist just like me' resources
History	Study of the wide range of achievements of cultures in the past; e.g. Romans, Anglo-Saxons; local cultural traditions; lives of famous people
Geography	Local cultures; contrasting cultures within this country and Beyond
Technology	Attempts should be made to relate problem solving and technological skills to non-western cultures
Art & Design	Appreciation of creativity and the work of artists and craftspeople; using a variety of techniques and materials which reflect different artistic traditions
PE & Sport	Games and dances from around the world
Music	Listening to and appreciating a wide variety of music
RE	Celebrations
MFL	Appreciation of another culture (French)
Collective Worship	Recognition and respect for a variety of cultures through stories, music, songs and visitors; recognising the wider Church across the world; promoting appreciation of diversity of culture

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