



Barton Church of England (Voluntary Aided) Primary School



POLICY FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

SMSC and Barton School Vision

Matthew 7:12 'Do to others, whatever you would like them to do to you' Our vision is taken from Matthew 7:12 "Do to others whatever you would have them do to you", following Jesus' example. We work together to help and support each other to believe, nurture, grow and flourish together in our learning and in our relationships, exemplified in the Parable of the Sower. We do this through our six core values: love, respect, integrity, justice, thankfulness and determination. Inspired by our vision, we want our pupils to make good choices academically and socially, to become creative and independent thinkers, evidencing a love for learning and a thirst for knowledge.

We aspire to promote the skills needed to persevere with learning challenges and the curiosity to enquire further. Our Christian ethos and school values focus on developing the children's moral, spiritual, social and cultural understanding. These are woven, like a golden thread, into every aspect of school life.

With God's help, our Christian vision binds us together from the moment of arrival at our school, until the day of departure. All members of the Barton School community are bathed in and supported by our Christian ethos: implicitly in our core values and personal relationships; explicitly in the Religious and Worldviews Education, Collective Worship, PSHE and Spiritual, Moral, Social and Cultural development opportunities specifically and our whole curriculum more widely.

We base this vision on the parable of The Sower (Matthew 13 Vs 1-23) which supports us to make good choices so that we can grow and flourish in our learning and in our relationships.

'I can do all things through Him who gives me strength.' (*Philippians ch 4 vs 13*)

Aims and Objectives of SMSC

The National Curriculum states that every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life

This policy sets out our approach to this here at Barton (VA) Church of England Primary School.

Barton Values

The key values of LOVE, RESPECT and INTEGRITY pervade how we function as a school, educationally, socially, morally, spiritually and culturally. These three values are explored through our understanding of the behaviours and attitudes that we believe are integral to our vision, namely:

Be Safe

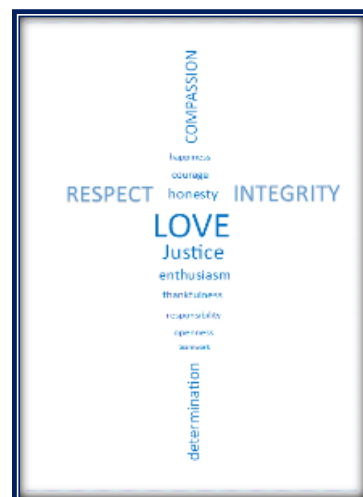
We listen carefully to instructions
We are calm and orderly
We take care of our school
We consider our impact on others
We are in the right place at the right time

Be Respectful

We are kind, we are polite, we are honest
We treat others as we would like to be treated
We show compassion and empathy
We recognise and celebrate individuality and difference
We value teamwork

Be Learners

We listen, we enquire, we think
We let others learn
We persevere and are not afraid of making mistakes
We actively challenge ourselves and ask for help if we need it
We come to school ready to learn





What is Spiritual, Moral, Social and Cultural (SMSC) development?

As a Church school, we believe that spiritual development is a fundamental element of our whole curriculum. In the development of this policy, staff explored the meaning of spirituality and how this should be developed through our school.

We identified the following principles:

- To be curious, ask questions and suggest answers
- To be reflective about the past and use these reflections to inform the future
- To be aware that we all have different beliefs and attitudes, but we are all equally valuable
- To be mindful of our own needs
- To be resilient in the face of challenges

Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn. A more complete understanding of Barton School's approach to spirituality can be found in our Spirituality Policy.

The following opportunities are available, as an integral part of the school's practice, in order to facilitate the development of spirituality:

- The exploration of values and beliefs, including religious beliefs, and the way in which they impact peoples' lives.
- Where children already have religious beliefs, to support and develop these beliefs in ways which are personal and relevant to them as an integral part of the school's practice.
- To engage in enquiry and exploration as part of experiential, first hand learning.
- To look attentively and observe carefully.
- To use the gifts of creativity and imagination.
- To listen with discernment.
- To reflect and respond to issues in moments of quiet or inspired through music, art, text, film or artefacts.
- To explore and develop what animates themselves and others.

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- To understand human feelings and emotions, the way they impact people and how an understanding of them can be helpful.
- To value what is good and worthwhile and to make value judgments through discussion and exchange of views.
- To work collaboratively with peers, valuing the contribution made by others.
- To respect all, as modelled by staff in their relationships with others.
- To be quiet and reflect on life and the world and develop an awareness of God.
- To work and live in harmony with others in the school and wider community.
- To have confidence to express ideas, views and opinions, even if others do not agree.
- To be strong in their own beliefs and to have the courage to justify themselves when required.

Moral Development

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

To support pupils' moral development across the curriculum we encourage staff and pupils:

- To recognise the unique value of each individual
- To appreciate the impact of Jesus' teaching within The Bible
- To show empathy and compassion towards others
- To listen to and respond appropriately to the views of others
- To show courage and determination when facing challenges and to not give up
- To take initiative and act responsibly with consideration for others
- To distinguish between right and wrong, showing integrity at all times and in so doing, respect the civil and criminal law of England
- To understand that their actions will have consequence for themselves and others
- To show respect for each other and their environment
- To make informed and responsible choices through considered views on moral and ethical issues



Social Development

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

As a school, we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity as a part of the wider community, learning to work collaboratively as a team across a range of contexts
- Understand the importance of social justice to the Christian faith and to develop a concern for all members of society, including those who are disadvantaged in any way
- Engage in acts of courageous advocacy to impact 'self, others and beyond' and foster a sense of ownership, stewardship, responsibility and accountability
- Accept and live by the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in the immediate environment, nationally and globally

Cultural development

Cultural development enables learners to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

As a school, we aim to promote opportunities that will enable pupils to:

- Understand and appreciate a wide range of cultural influences that have shaped their own heritage and those of others
- Be aware of Britain's democratic parliamentary system and its central role in shaping our history and values

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- Be willing to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Appreciate the needs of other vulnerable groups in society and how and why it is our responsibility to raise money to support them
- Explore stories from different cultures in order to appreciate the ways in which we are the same and different
- Seek opportunities to enable first hand experiences through local visits, theatre, art, artists and authors

British Values - Promoting British Values

As part of providing opportunities for the spiritual, moral, social and cultural (SMSC) development of our children we promote “fundamental British values”.

The DfE define these values as:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs

We strive to promote and secure British values throughout our planned curriculum, our Collective Worship and within the ethos of our school for example in how we support positive behaviour.

Monitoring and review

The planning and coordination of SMSC are shared by all members of staff with oversight by the Head Teacher, SLT and the RWE coordinator.

Suitable visits and visitors and opportunities are planned into the school year to support and develop wherever possible the cultural capital of each child.

The policy will be reviewed every two years in line with our two-year rolling curriculum.

Next review: October 2025