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St Mary's
Church of England
Primary School

SPIRITUAL and MORAL, SOCIAL and CULTURAL DEVELOPMENT POLICY

VISION

For children to be excited about their learning, proud of all their achievements, determined to be the best they can be, aware of the world around them, inspired by gospel values.

MISSION

- Through excellent teaching we will deliver an inspirational curriculum
- We will enable every child to make the very best progress
- We will work in partnership with children and families to further promote confidence and self esteem
- We will prepare children to confidently face the challenges of growing up in the 21st Century
- We will provide children with an understanding of local, national and global communities and faiths.
- With St Mary's Church, Brookside Methodist, and other local churches, we will further develop understanding of gospel values in action through worship and across the curriculum

Safeguarding Statement of Intent

St Marys Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at to the school. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying

Definitions

St Mary's Church of England School aims to encourage the Spiritual and Moral Development of children and notes that:

- the word 'spiritual', according to the OFSTED framework, is not synonymous with 'religious' , can be interpreted broadly, and is understood to include a wide range of experiences and ideas
- as a church of England school, in accord with our religious foundation, we also believe that the spiritual also embraces experiences and ideas directly related to the development of understanding of the Christian faith
- it does this in co-operation with the pupils' families, who have the major role in promoting such values;
- neither society at large nor the Church of England can reach a consensus on some issues of right and wrong and it is not realistic for schools to referee disagreements between groups on points of morals

Spiritual, Moral, Social and Cultural Education & British Values

At St Mary's we recognise that spiritual, moral, social and cultural education begins with our obligations under the 2002 Education Act; the 2011 Children's Act and 2010 Equalities Act to promote equality and safeguard the welfare of children. Furthermore, we also recognise that spiritual, moral, social and cultural education includes a duty to champion the principles of democracy and challenge prejudice and intolerance by promoting the values set out in the 2011 'Prevent Strategy' and the 2014 DfE consultation. These values are enshrined in five key principles:

Democracy

The rule of law

Individual liberty

Mutual respect

Tolerance of those of different faiths and beliefs

In the classroom, during worship, in breakfast club provision and in after school experiences, we deliver a broad and balanced curriculum, in accordance with National Curriculum requirements, promoting the spiritual, moral and cultural development of pupils at every opportunity; preparing our pupils for the challenges, responsibilities and experiences that life may offer.

Delivered through a broad range of learning opportunities, lessons at St Mary's give children an understanding and appreciation of how different cultures have shaped our school, local community and country; the willingness to share and reflect upon their own and others' faith, beliefs and values; opportunities to investigate moral and ethical issues without, conflict, prejudice and bias; a context to use their developing social skills to work with others, regardless of gender, race or sexuality; the belief that they can make a positive contribution to the society in which they live. Supporting charities locally, nationally and globally, the children not only raise money but also learn a sense of responsibility as global citizens.

Across the school, children enjoy a range of activities which have strong links to British history.

- Upper Juniors take part in a World War Two residential experience. The whole school remembers the Great War on Remembrance Day. This year the children were inspired to write their own poetry on the theme of the 100th anniversary.
- Inspirational British women such as Florence Nightingale are researched. The work of the Women's Suffragette movement and Emmeline Pankhurst form part of our Inspirational leader whole school focus week
- The school has a huge commitment to physical activity for all. As a whole school, we have celebrated the Olympics, with Olympic themed sports days, and opportunities to learn about the history of Olympians in this country. We also looked at paralympians showing how much, with the right support, people can achieve.
- The Golden Jubilee was an event for the whole school, with a 'street party' event held in the playground.
- Our May Day celebration upholds a tradition dating back more than 100 years.
- Visits have been planned to the Houses of Parliament.
- The principles of British democracy are demonstrated in our election of school council, and the concept of law, through the development of rules which govern the school.
- The school has a clear behaviour policy. The school has golden rules rooted in British values and these are displayed in every classroom and are at the heart of our policy.

Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs.

Our Christian values of empathy, respect, honesty, faith and tolerance are the bedrock of our community. They define our relationships and are taught in daily worship and across the curriculum.

SMSC is identified on medium and individual lessons plans. SMSC is monitored through learning walks and book scrutinies.

Spiritual Development

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Moral Development

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues

Social Development

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels

Cultural

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global

Spiritual and Moral, Social and Cultural Development and the Curriculum

Values for Learning

We believe that “failure is the mother of success”. We foster an ethos where children believe that anything in their learning is possible. They are encouraged to identify the values that underpin their learning, such as perseverance, flexibility of thought, self-discipline, motivation, determination, collaborative working. Our children are not afraid to try, and understand that getting it wrong can sometimes be part of the creative process.

All areas of the curriculum and collective worship should contribute to the Spiritual & Moral Development of pupils, but the following have a prominent role at St Mary's Church of England School in this process.

COLLECTIVE WORSHIP	by giving time for reflection and celebration
ART	by helping pupils to learn to look for beauty in the world
ENGLISH	consideration of right and wrong in stories and ideas of beauty in poems
HISTORY	consideration of right and wrong in events from the past
MUSIC	by allowing the children to experience some of the most beautiful and thought provoking pieces of music from a range of traditions
SCIENCE	by giving pupils the knowledge and time to appreciate the wonders of creation, whether or not they believe in a Creator.

Religious Education also has a special role in this process. It should:

- Enhance pupils own spiritual, moral, cultural and social development
- developing awareness of the fundamental questions of life raised by human experiences and how religious teachings relate to them
- responding to such questions in the light of their own experience and with reference to the teachings and practices of the Church Of England
- reflecting on their own beliefs, values and experiences in the light of their study.
- Develop a positive attitude towards other people and their right to hold beliefs different from their own, and to living in a religiously diverse society.
- Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable
- The school celebrates its diversity at every opportunity with many events around black history, for example the Abolition of Slavery, and inspirational leaders

Experiences To Promote Spiritual and Moral Development

St Mary's follows the guidance given in 'Model Syllabuses for Religious Education Consultation Documents, Model 1' published in January 1995.

By the end of Key Stage 1 pupils should have had opportunities to enhance their own spiritual and moral development by:

- talking and listening about things that matter to them
- listening to what others have to say
- talking about some of the puzzling questions in life
- exploring the sense of belonging to a community
- exploring the difference between right and wrong
- expressing themselves creatively in art, drama, dance, etc
- discussing feelings e.g. happy/sad/angry
- exploring times of quiet to reflect on a story or other experience
- talking about things being fair/unfair
- responding to the wonder and beauty of the natural world

By the end of Key Stage 2 pupils should have opportunities to enhance their own spiritual and moral development by:

- discussing matters of personal concern arising from their personal beliefs and commitments
- showing care and consideration listening and talking about the beliefs of others
- exploring questions of the meaning and mystery of life
- developing an understanding of what it means to belong to a community
- discussing the differences between right and wrong and the nature of individual responsibility
- expressing ideas and innermost thoughts in art/music/drama, etc
- discussing feeling and emotions
- exploring times of stillness to reflect quietly on what has been studied
- developing ideas of fairness

Pupil's Voice

The school council plays a vital role in developing the voice of every child in the school. It is actively involved in the decision making process of the school.

School council members are elected twice a year by each class and attend fortnightly meetings. For the next election a polling booth will be used and a councilor has been invited to explain the process.

Here they discuss issues that relate to the everyday life of the school. They take these ideas back to class to discuss further and bring back to school council concerns, interests and views the children wish to voice.

This term school council expressed an interest in establishing a chess club after school which is now up and running and enjoyed by children in both key stages.

This year, the school council expressed an interest in supporting a global charity appeal at Christmas. They presented to the school the work of Operation Christmas Child which sends shoeboxes filled with toys to those children who might otherwise receive no gift. This appeal was supported by many families.

The school council carried out an audit of playground games and interests across the school and asked the children to share any worries and concerns about play time.

All children are asked to complete a questionnaire to record their views on many aspects of school life.

Policy updated 8th December 2014

Related Policies

Single Equalities

Inclusion and Special Educational needs and Disabilities

Safeguarding

Behaviour

E-safety

R.E.

P.S.H.C.E.