



A FAMILY, A FOUNDATION, A FUTURE

**Whitminster Endowed C of E
Primary School
Spiritual (see separate policy)
Moral, Social and Cultural Policy**

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Our Ethos Statement

Our school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils. Each child is recognised as an individual and encouraged to develop his or her varying talents, interests and potential. We aim to provide an ethos in which pupils can learn and be happy, providing them with a firm and lasting foundation of knowledge and values to serve them as they grow up and take their place in society.

Christian Vision:

A Family, A Foundation, A Future Our vision begins with Jesus' commandment 'to love one another, just as I have loved you'.

We are A FAMILY, loving and caring for each other; our own family, our friends, our neighbours, our school, our local and global communities. We all flourish because of these relationships.

We ensure children have A FIRM FOUNDATION. This is built on Christian values and enables all to develop an inner strength to live courageously, embrace their own and others uniqueness and love as Jesus did.

We aim to ensure that all have A FUTURE where they look outwards and become the very best they can be to live life to the full.

Associated values:

Wisdom (New Day, New Start) The Two Houses	Courage (Aspire, be challenged and confident in all you do) David, the Shepherd Boy
Peace and Joy (New day, new start) Story of St Francis	Compassion (Give Respect, gain respect) Loaves and Fishes
Dignity (and Respect) Give Respect, gain respect) Moses and the Burning Bush	Thankfulness (Embrace, Enthuse, Enjoy) The man who came back
Community (and Service (Value yourself and others) Queen Esther serves her people	Forgiveness (New Day, New Start) The Lost Son
Hope (Aspire, be challenged and confident in all you do) The Rainbow (Noah's Ark)	Perseverance (Create, Learn, Achieve) The Lost Sheep
Friendship (living well together) (Value yourself and others) Through the Roof	Trust (Embrace, Enthuse, Enjoy) Storm on the Lake

OUR SCHOOL VALUES:

**Celebrate and be proud
Give respect, gain respect
Value yourself and others
New day, new start**

**Aspire, be challenged and confident in all you do
Create, learn and achieve
Embrace, enthuse, enjoy**

Theological grounding firmly rooted in Christian narrative

A new command I give you: Love one another. As I have loved you, so you must love one another.
John 13:34

Introduction

At Whitminster Church of England Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that allows pupils - opportunities to explore and develop their own values, beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural tradition and an appreciation of the diversity and richness of different cultures, near and far.

The school's provision for spiritual, moral, social and cultural development is a strength, one parent summed up the views of many others by explaining that, *'they are not only educating my children well with academic skills but they also nurture them to become sociable, empathetic and aware of the wider community'*.

Aims

- To provide pupils with knowledge and insights into values and beliefs which enables them to reflect on their experiences in a way which develops the spiritual awareness and self-knowledge;
- To teach the principles that distinguish right from wrong;
- To encourage pupils to relate positively to others, take responsibility, participate fully in the community, and develop an understanding of citizenship;
- To teach pupils to appreciate their own cultural traditions and the diversity and richness of other cultures.

Special attention will be given to the quality of RE and Collective Worship as significant, although not exclusive, contributors to pupils' spiritual, moral, social and cultural development. We aim to bring SMSC into all aspects of pupils' everyday education across our broad curriculum. We aim to give our pupils opportunities for silence, stillness and reflection.

Spiritual Development

God is love. Whoever lives in love, lives in God and God lives in him. 1 John 4:16

See separate policy

Moral Development

Love must be sincere. Hate what is evil; cling to what is good.

Be devoted to one another in love.

Honour one another above yourselves. Romans 12:9-10

And what does the Lord require of you?

To act justly, to love mercy and to walk humbly with your God. Micah 6:8

For Christians, morality is not just about good behaviour, it is about shared values that are rooted in Christian belief. Forgiveness, love, justice are central values to good moral development.

Moral development is about pupil's knowledge, understanding, intentions, attitudes, feelings, emotions and behaviour in relation to what is right and wrong.

The behaviour policy and PSHCE policy explains in more detail how the school approaches this area.

Aims

To foster moral development, the school aims to provide children with opportunities to:

- recognise the difference between right and wrong and begin to understand how Christian values inform a particular perspective on moral choices;
- understand how our moral choices can affect the lives of others;
- be able to work together to agree codes of behaviour that are appropriate for our school community;
- understand the centrality of forgiveness and reconciliation in the life and culture of our school;

- begin to engage with big questions concerning morality and ethical issues in the wider community and in the world, and to realise that each of us has a responsibility to work for justice.

Teaching and learning

Through teaching and learning, the school pursues these aims by ensuring that:

- the curriculum and all areas of our community life are explicitly rooted in Christian values, such as perseverance and courage, as documented in school policies;
- opportunities for moral development will be pro-actively planned into the curriculum and actively encouraged in all areas of school life;
- our Christian values are shared with members of our school community through our website and school documentation as well as through colourful images; posters, classroom displays and exhibitions around the school building;
- our school values are embedded; these are:
 - Celebrate and be proud
 - Give respect, gain respect
 - Create, learn and achieve
 - Aspire, be challenged and confident in all you do
 - Value yourself and others
 - Embrace, enthuse, enjoy
 - New day, new start
- collective worship and assemblies celebrate practical demonstrations of Christian values lived out in the life of the school, local, and wider community.
- our behaviour policy makes clear that every child is treated fairly and is always offered the opportunity for a fresh start;
- parents and carers are made aware, through our website, other documentation and an annual newsletter, of our school's expectations regarding behaviour, as well as the rewards and sanctions that we operate;
- children gain skills in conflict resolution through peer mediation training and problem solving strategies;
- children are made aware of moral and ethical issues in the national and international context through, for example, representatives from charities and NGOs being invited into school to talk about their work;

Social Development

The human body has many parts, but the many parts make up one whole body. So it is with the body of Christ. 1 Corinthians 12:12

Social development is about the skills and qualities necessary for individuals to live and function effectively in society. It therefore overlaps with guidelines produced separately on citizenship and in the behaviour policy. For Christians, community and relationships underpin life.

Although some members of our church school may not be part of the local church community, there will nonetheless be an expectation that all relationships will be informed by Christian values. These values will be modeled by staff and governors and encouraged and celebrated in children.

Aims

To foster social development, the school aims to provide opportunities for children to:

- build relationships founded upon the Christian values (eg trust, friendship and forgiveness);
- engage 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- gain a clear understanding of the place of the church school within the wider Christian community including local, national and worldwide;

- access pastoral support from school staff;
- be equipped to become responsible citizens who recognise the importance of service and working for the 'common good';
- feel a sense of genuine pride in the school and their membership of it.

Teaching and learning

Through teaching and learning, we pursue these aims by ensuring:

- the curriculum and all areas of our community life will be explicitly rooted in Christian values, such as love, friendship and compassion, as documented in school policies;
- opportunities for social development will be explicitly planned into the curriculum and in all areas of school life;
- opportunities to engage with British Values will be explicitly planned into the curriculum and in all areas of school life.
- Collective Worship and assemblies will celebrate and reward practical demonstrations of our Christian values such as, service to the community, and acts of friendship and generosity, particularly shown towards children facing difficulties or challenges.
- strong mutually supportive links will be maintained and developed with our local community through participation in charity events and acts of service.
- strong, mutually supportive links will be maintained and developed with the local and national church and the worldwide Anglican communion through regular worship in the parish church, participation in parish events, and church members supporting the school, the input of the Bishops Visitor, Experience Journeys, Cathedral Leavers' Service, etc.
- a family support worker will provide pastoral support to children or family members facing challenges;
- our school community strives to be fully inclusive.
- the School Council is supported to play an active part with staff and governors in monitoring and evaluating the social cohesiveness of the school community;
- the Senior Leadership Team prioritises support and engagement with networks such as cluster meetings, school partnerships and attending headteacher conferences.
- there is active engagement with parents and carers and active support of PTA activities.

Cultural Development

After this I looked and there before me was a great multitude that no-one could count, from every nation, tribe, people, and language, standing before the throne. Revelation 7: 9a

Cultural development is about pupils' increasing understanding of those beliefs, values customs, knowledge and skills which form the basis of identity and cohesion in societies and groups. At the heart of cultural development, therefore, is the capacity, not only to understand and appreciate those elements that have shaped one's own life, but also to be open to people from very different backgrounds, and learn how to celebrate their story.

Aims

To foster social development, the school aims to provide children with opportunities to:

- gain a knowledge and understanding of the values from their own culture, heritage, traditions and an appreciation of how they have evolved and developed over time
- develop knowledge, understanding and appreciation of the cultures of those with whom they interact day by day, as well as other cultures represented in the UK
- develop a knowledge of the local Christian heritage, particularly through "Experience Church", visits to local churches and the Cathedral, and to explore their relationship to it.
- develop a knowledge and understanding of the cultural diversity of Christianity through links overseas, RE, Collective Worship and events in school
- understand the relationship between religious belief and culture through a creative, challenging and interactive RE curriculum
- explore what it means to be a child made in the image of a Creator God
- understand what it means to be part of a community characterised by openness, hospitality and an eagerness to learn from one another

Teaching and learning

Through teaching and learning, we aim pursue our aims by ensuring:

- the curriculum and all areas of our community life will be explicitly rooted in Christian values, such as friendship, respect and creativity, as documented in school policies;
- the curriculum will be delivered using creative and imaginative teaching strategies which allow individual gifts and talents to flourish;
- a range of art forms will be used to teach children about Christian heritage and tradition, and also the heritages and traditions of other faiths;
- children are given opportunities to take part in and respond to cultural and artistic enterprises
- children explore current affairs and different interpretations of events by the media;
- children explore the ways in which cultural, racial, and religious prejudice can take root and learn how to recognise this and other forms of discrimination as well as ways to counter it;
- whole school projects which celebrate diversity within the local and wider community feature in our curriculum;
- links with our Diocese and dioceses overseas teach children that as a church school, we are a part of the World Wide Anglican Communion which comprises a rich cultural diversity of Christian traditions and practices.

Ethos team

There is a school ethos team made up of the worship leaders (four Year Six children) and then children who apply at the beginning of each new school year. These children support worship and help promote the school ethos. They meet on a regular basis to work on project such as reviewing the values, developing reflection areas etc. This is team is led by the RE subject leader.

Monitoring and Evaluation

Assessment is about the way a child responds to what we provide; however, it is important to remember that children may be unaffected or resistant to this provision. Children's response will be noted by class teachers & reported to parents in reports & parent's evenings. It is more appropriate to think of opportunity evaluation rather than child assessment. The Ethos Governor committee will be responsible for monitoring and evaluating this policy.

Opportunities offered to children for Spiritual, Moral, Social and Cultural Development will be monitored and evaluated in the following ways:

- audit of policies and schemes of work
- regular discussion at staff and governor meetings
- planned SMSC opportunities on all MTP and Weekly planning
- planned whole school SMSC opportunities
- sharing of classroom work and practice
- evidence from pupils' discussions and work
- regular inclusion in SDP

Appendix 1 – Opportunities for MSC development

Opportunities for Social Development can be said to be provided when children are:

- encouraged in their awareness of themselves in relationship with others and the effects of their actions on those relationships.
- encouraged to listen to others in order to understand them and their needs including handicaps such as sensory deprivation.
- develop skills of communicating with others in a variety of ways.
- given opportunities to work collaboratively with another individual, or in small groups.
- are made aware of the corporate nature of the school community and their contribution.

- encouraged to link with individuals and groups and institutions outside the school in positive and constructive activities.
- Helped to recognise the interdependence of all people.

Opportunities for Moral Development can be said to be provided when children are:

- treated positively and with respect, and sensitivity is shown to pupils' background and attitudes.
- presented with the opportunity to know about and consider the core values which underpin the ethos of the school.
- developing the skills of listening, and decision making in regard to moral issues.
- made aware of moral dilemmas facing individuals and groups within society and the difficulties which may be encountered in the resolution of such dilemmas.
- helped to recognise the importance of taking personal responsibility for their actions and the consequences of these.
- provided with a framework which is firm enough to provide boundaries for their own behaviour within a safe environment.
- aware of pastoral support systems within the school which enables them to thrive individually and in relationship with others.
- in a school which clearly promotes values such as honesty, keeping promises, respect for others and self-discipline.

Opportunities for Cultural Development can be said to be provided when children are:

- given access to a wide cultural variety of literature, and visual stimulus in all areas of the curriculum.
- given the opportunity to meet, talk to and work with people of different ethnic backgrounds.
- encouraged to have a global perspective which positively appreciates the diversity and richness of achievements of cultures worldwide.
- provided with a curriculum and environment which lacks any form of discrimination or prejudice.
- encouraged to recognise and celebrate the cultural diversity within their own school

	SOCIAL
ENGLISH	Circle time skills in Speaking and Listening. Social interaction through play. Writing and communicating with an audience. Group drama work, reading and discussion of social issues in literature. Stories to create awareness of a variety of life experiences e.g. deafness.
MATHS	Maths games for social interaction, taking turns and sharing. Working in pairs and groups to gather information and solve problems. Recognising Maths skills as a tool for society.
SCIENCE	Investigation in groups sharing expertise and skills. Science as a co-operative activity requiring communication and interaction. Science related to issues in society e.g. alcohol abuse.
D.T	Designing with others. Using technology to benefit others e.g. elderly people.
COMPUTING	Working co-operatively. Using data handling skills to promote understanding of social issues. Poster design for safety.
HISTORY	Exploring structures of society, including institutions e.g. hospice, hospital, workhouse. Looking at children past and present. Understanding the influence of the past on the development of society today.
GEOGRAPHY	Local studies to raise awareness of different homes, communities and family groupings. Local amenities; who are they for? Human influence e.g. tourism on island of St. Lucia, Caribbean. Group fieldwork opportunities.
ART	Art as a means of learning about people and society. Group collage e.g. creating murals.
MUSIC	Taking part in a Performing Arts activity e.g. school assembly/pantomime. Collaborative work and sharing resources e.g. instruments, taking turns. Group singing and composition.
RELIGIOUS EDUCATION	Knowing about and understanding the importance of family and traditions within religious faiths. Study of ideas of community in religions. Researching charities and other religious forms of social caring and responsibility.
PHYSICAL EDUCATION	Participation in traditional and creative dance and pair and group work in gymnastics. Enjoyment of team games, showing co-operation, respect for others and their needs. Participation and observation as social skills.

	CULTURAL
ENGLISH	<p>Stories and literature from other cultures.</p> <p>Awareness of issues such as stereotyping and equal opportunities in literature.</p> <p>Language and meanings in different cultures.</p> <p>Language can be used to empower or oppress people.</p>
MATHS	<p>Creating Islamic patterns, Rangoli patterns and using Roman Numerals.</p> <p>Careful choices of resources and examples to include references to other cultures.</p> <p>Shopping in a multicultural area.</p> <p>Counting in a different language.</p>
SCIENCE	<p>Differences and similarities between groups of humans.</p> <p>Animals from different countries.</p> <p>Creation stories from different cultures alongside current Scientific stories.</p> <p>History and role of science in different cultures and religions.</p> <p>Scientific development in relation to others - water supplies, new varieties of flowers and food crops.</p>
DT	<p>The effectiveness of very simple technology in some cultures.</p> <p>Instruments from different countries, e.g. cooking utensils. Designs for different climates e.g sunhats.</p>
HISTORY	<p>The story of development of a variety of cultures. Stories of religious leaders and their influence on cultures. History of contribution of other cultures to science and maths. History of slavery, empire, Holocaust etc.</p>
GEOGRAPHY	<p>Study of people - especially children living in different countries and comparisons with own cultural context.</p> <p>Developing an awareness and appreciation of different styles of everyday life. The influence of environment on societies.</p> <p>The way in which different peoples have responded to universal problems.</p>
ART	<p>Pictures from different cultures, e.g. African Art.</p> <p>Visiting exhibitions and art galleries to view art from different cultures.</p> <p>Art as an expression of a culture e.g. Nativity pictures on Christmas cards.</p>
MUSIC	<p>Music from different cultures e.g. Calypso songs from the Caribbean. Listening to and using instruments from other cultures.</p>
RELIGIOUS DUCATION	<p>The study of different religions and their artefacts as part of a cultural tradition.</p> <p>Meeting people of a variety of faiths and cultures and visiting places of worship. Exploring how religious ideas are expressed in different cultures e.g. food, dress, patterns festivals and celebrations.</p>
PHYSICAL EDUCA'HON	<p>Dance as an expression of culture e.g. Indian Folk.</p> <p>Teams adopting names of international sides. Games and sports from other cultures.</p>

	SPIRITUAL
ENGLISH	Literature, including story and poetry which explores human experience and response to life and death. Use of stillness and imagination in drama and other activities to develop inner awareness. Expressing feeling and emotions through verbal and written communication knowing that words can influence feelings.
MATHS	Enjoyment and fascination of numbers, including the idea of infinity. Reflecting on pattern and order, as well as a sense of mystery and space. Exploring the relationships of numbers, shapes and objects and the possibility of inter-connectedness. Sense of achievement and self-worth at appropriate levels of understanding.
SCIENCE	Scientific links with a spiritual interpretation about universe and life. Using the school grounds for reflection on relationships between people and their environment. Reflecting on the mystery of the natural world and physical worth, life cycles and growth. Awareness of physical self as wonderful.
DT	Sense of worth in human potential and achievement. Designing cards for religious festivals. Making Holy books and other artefacts/special objects.
HISTORY	Ideas of change and development and re-creation. Understanding of the importance of tradition to a community. Sense of time and awareness of personal place within it.
GEOGRAPHY	How things came about, and a sense of wonder at the earth's variety and order. Developing self-awareness and relationships with other cultures and environments. Appreciation of natural features e.g. lakes, woods.
ART	Idea of beauty in Art. Appreciation of colour and shape and texture. Religious and spiritual ideas expressed in, for example, stained glass windows. Using art as a means of expressing personal feelings, imagination and creative thought.
MUSIC	Making music by singing together, songs and hymns and with instruments. Listening to specific chosen pieces, and why people write music e.g. Hallelujah chorus. Identifying feelings and emotions associated with different types of music. Using music as a background to times of quiet and reflection to develop awareness of the inner self.
RELIGIOUS EDUCATION	Knowledge of religious reflection and spiritual practices e.g. worship. Providing opportunities for experiencing space and silence to allow skills in reflection and awareness to develop. Meeting others who belong to other traditions. Providing opportunities for experiencing awe, wonder and transcendence.
PHYSICAL EDUCATION	Spiritual awareness of body, its beauty and potential, through activity and observation. Movement to express feelings and emotions including dancing for joy. Developing inner determination to do one's best and recognise and develop one's inner potential and strength.

	MORAL
ENGLISH	Discussion of right and wrong - moral issues visualised in children's literature. Skills of listening and forming evaluative judgements in discussion. Circle time discussion of behaviour and relationships. Dramatising situations which raise moral questions.
MATHS	Encouraging a sense of personal responsibility for their own learning in class and through homework. Encouraging honesty, not cheating. Awareness of manipulation of data (statistics).
SCIENCE	Thinking about experiments and investigations and their outcomes for humans. Caring for living things e.g. classroom Guinea pig, plant. Discussing issues raised by scientific discovery and progress e.g. cloning, genetic engineering, travel in space.
DT	Learning co-operation with others through activities. Technology as helpful and constructive as well as potentially destructive.
HISTORY	Developing awareness of local, national, world issues. Encounter with ideas and encouragement to think through a moral stance on issues e.g. war and peace. Stories to illustrate changes in attitudes.
GEOGRAPHY	Developing moral responsibility to care for environment e.g. farming and hedgerows. Awareness of misuse of earth's resources and human responses e.g. recycling and deforestation. Awareness of human exploitation e.g. child labour in developing countries. Poverty amidst affluence.
ART	Interpreting pictures which put a moral point of view.
MUSIC	Appreciation of Music and respecting the ideas and judgements of others. Learning about and from the lives of musicians.
RELIGIOUS EDUCATION	Stories with a moral message from world religions. Ideas of right and wrong behaviour in world religions. Individual and corporate responsibility within religious communities. Developing skills of listening, respecting and evaluative judging.
PHYSICAL EDUCATION	Taking part in team games and obeying rules. Awareness of others' needs particularly physical. Encouragement to cheer, celebrate achievement and shake hands at end of a game. Developing a sense of fair play, not hurting anyone