



Preston Candover CE Primary School

Love, Hope and Justice

Inspire learning for life

Encourage each other and build each other up - 1 Thessalonians 5:11

Spiritual, Moral, Social and Cultural Development Policy (SMSC)

(And promoting fundamental British Values)

To be read in conjunction with the Collective Worship and RE policy

Our policies reflect our Christian ethos and are in accordance with all statutory safeguarding requirements.

May 2025	Review Date: May 2028
	Reviewed by: Curriculum & Standards
Signed: Headteacher	
Date:	
Signed: Chair of Governors	
Date:	

Vision and Aims

At Preston Candover CE Primary, our vision is based on the belief that all children can succeed and that it is our duty to *inspire learning for life*. We believe that by teaching children to *Encourage each other and build each other up* (1 Thessalonians 5:11), we can ensure all in our school community flourish and live the best lives they can for themselves and for others.

Guided by our core Christian values of **Love, Hope and Justice**, we are committed to ensuring every child is able to meet their potential intellectually, morally, spiritually and physically in a caring Christian environment. We aim to develop learners who show mutual respect and make a positive contribution to society. We inspire our children to become life-long learners who are equipped to apply their learning in a diverse and rapidly changing world.

Our core Christian values focus us as an inclusive community to be the best version of ourselves. Our values permeate all areas of school life through learning, religious education, prayer, worship and action. We live our core values, cultivating character in our children through teaching virtues e.g. respect, perseverance, courage, fairness and truthfulness. Opportunities for reflection, questioning, and exploring beliefs are essential in developing each child and these are actively planned for.

Rationale

In our school, we recognise the importance of the academic, personal development and well-being of every pupil. This includes recognising the importance of and are determined to provide children with thoughtful and wide-ranging opportunities to explore and promote children’s spiritual, moral, social and cultural development, with reference to the Equality Act (2010) and global education themes. As a church school, we are committed to providing an environment that enables our children to become aware of, and reflect upon, their own and others’ spiritual, moral, social and cultural experiences and promote development of these in all aspects of school life (taking into account the school’s trust deed).

Spiritual, Moral, Social and Cultural development (SMSC)

(NB whilst each dimension is outlined separately there is a great deal of overlap between the four areas).

Spiritual Development

At Preston Candover CE Primary, *Spiritual Development* is essentially about relationships. It is about connecting with, exploring and deepening our understanding of ourselves, others, the beauty of the world and beyond. We see spiritual development as a journey of encounter, reflection and transformation that we are all on in our quest for individual identity and the search for meaning and purpose in our existence.

We use the following 'Windows, Mirrors, Doors' framework, developed by Liz Mills, to further define what spirituality means for us in our school.

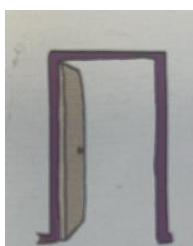


Self: Our understanding of who we are

"What's important to me?"

Mirror: Pause and reflect- the way we look at ourselves and reflect on how we wish to behave. Exploring our own feelings, emotions and beliefs, whether rooted in faith or not.

Reflection: The learning from



Others: How our self-understanding shapes our relationships with others

"How can I make a difference?"

Door: Opening the door to welcome people, their feelings and beliefs- Developing awareness and respect for other people's beliefs and faiths, difference and diversity. Developing empathy, concern and compassion for how to treat others. Having the opportunity to contribute to society and make a positive difference

Transformation: The learning to live by putting into action what I believe



Beauty: Our wonder at life and creativity

"What do we find beautiful?"

Window: Looking out into the world- Appreciation of the world and beauty around us and the 'awe and wonder' that surrounds us. Developing our capacity to value the world, demonstrate gratefulness and ask questions.

Encounter: The learning about life



Beyond: Our sense of meaning, higher purpose and values

"Why am I here?"

Candle: Allowing the opportunity to search for meaning in our existence and our place in the greater scheme of things. Engaging with big enquiry questions.

Specific Aims

Spiritual Development

In developing the spirituality of children, we help them to become aware of:

- The human search for meaning and purpose of life which may lead to an understanding and belief of God
- The joy of being alive
- The beauty of the natural world
- The mystery and wonder of existence
- The world of imagination and creativity
- The value of the non-material dimension of life
- The need to understand oneself and one's feelings
- The need to value oneself and one's feelings
- The need to recognise the feelings and achievements of others
- The importance of relationships in our lives – with self and others as well as the world around us and possibly our relationship with God – things that transcend the world around us and are intangible

In this way, spiritual development encourages

- Self-awareness
- Reflection, prayer/meditation
- Reasoning
- A sense of enduring identity
- Good relationships
- Co-operation and empathy
- The formation of long term ideals
- Questioning, valuing, envisioning, imagining

As a church school, the Spiritual development of our pupils is promoted through:

- The teaching of our Christian vision and values which underpins all that we do
- Daily Christian collective worship, including reading and reflecting on the bible and key parables/teaching
- Use of pupil spirituality journals
- Use of 'Picture News' to reflect on issues in the wider world
- Providing opportunities for reflection and prayer throughout the school day based on 4 spiritual concepts; **self, others, beauty and beyond**
- Using pop up prayer spaces/ outdoor spiritual spaces throughout the week
- The celebration of Christian festivals
- The learning about those of other faiths/ world viewpoints in RE lessons, including from pupils themselves
- The No Outsider Programme (to support the PSHE curriculum)
- The Leader in Me Programme and creating explicit links between spirituality and the habits.
- Providing opportunities of courageous advocacy for our pupils
- Supporting charities Eg, Winchester Night Shelter
- Engaging with projects such as Fairtrade Achiever Award and Global Neighbours projects
- Participating in Music/ Art projects such as Take One Picture and the Opera Northington Church
- Our restorative positive relationships and behaviour policy
- Using Big Enquiry questions to shape our curriculum
- Providing high quality education visits and visitors to enhance the curriculum offer
- Identifying where opportunities for developing spirituality can be planned for (See separate document)
- Participating in events such as World Book Day, Comic Relief and Children in Need
- Fostering high self-esteem by encouraging children to take risks or face challenges in their learning within a secure and positive environment
- Demonstrating appreciation for imaginative work and provide opportunities for children to use their

creativity and imagination

- Developing good listening skills in the children; the School will show that it is listening to the children through its response to issues raised, by them, via the School Council and teacher/pupil interviews
- Showing that it is not always possible to provide an absolute answer and at such times it is a positive experience to value a variety of interpretations and responses
- Improving co-operation and understanding in relationships
- Providing opportunities such as group activities where children have constructive and enjoyable interaction with others; it is important that they sometimes work with those children who they would not normally choose as partners and this teaches children skills of co-operation and collaboration
- Fostering emotional well-being by encouraging children to express their feelings and to have the ability to control their emotional behaviour
- Developing the capacity for evaluative reasoning and critical thought by encouraging children to look beyond the surface

Moral Development is concerned with the ability to make judgements about how we should behave and act and the reasons for such behaviour. It refers to the knowledge, understanding, values and attitudes in relation to what is right or wrong.

Moral Development: moving gradually from 'taught' morality to taking responsibility for their own moral decisions, children will be encouraged to:

- Understand the experience the moral dimension of the Christian faith
- Distinguish between right and wrong
- Respect the right and property of others
- Help those less fortunate than themselves
- Act with consideration towards others
- Reflect on moral principles
- Take responsibility for their actions
- Have high expectations
- Conform to rules and understand consequences
- Understand that the behaviour will be judged but the child will always be accepted
- Understand the need to forgive and be forgiven

The School will promote the moral development of the child by;

- Showing respect and awareness of the rights of others e.g. UNCRC Rights of the Child and RRE
- Having a consensus of values and virtues that are stated clearly and owned by everyone e.g. in Class Charter
- Building the self- esteem of the child
- Encouraging everyone within the school to behave in a caring way towards one another

Social Development refers to the development of abilities and qualities that children need to acquire if they are to play a full and active part in society.

Social Development: alongside the quality of the relationship between teachers, pupils, support staff, parents and governors, children will be encouraged to:

- Develop skills such as co-operation, collaboration, responsibility, teamwork and initiative
- Relate positively to others
- Participate fully and take on responsibilities
- Behave appropriately
- Engage in successful partnerships

- Show care and consideration eg. Through sharing and taking turns
- Experience being part of a caring community
- Listen and respect the viewpoints and ideas of others
- Become responsible citizens
- To promote a curiosity in contrasting places and countries
- To begin to understand the imperative of social justice and a concern for the disadvantaged
- Resolve conflict

The School will promote social development through:

- Providing robust programmes of support for children with additional needs to allow them to participate fully in school life
- Emotional Literacy support to help individual pupils as well as developing social skills for groups of children
- Participation in a range of sporting activities throughout the year
- Engagement with local events
- Leadership roles and pupil voice

Cultural Development is concerned with the development of knowledge and understanding of differing cultural beliefs, customs and traditions.

Cultural Development:

The children need to appreciate the distinctive features of their own culture and those of others. This will help children to answer the questions “Who am I?” and “Where do I fit in?” We need to remember that cultures are dynamic and are constantly being re-shaped.

Opportunities will be provided for children to:

- Develop a sense of belonging to a culture and being proud of their cultural background
- Respond to cultural events
- Share different cultural traditions and beliefs
- Appreciate the values, customs, beliefs and diversity of other faiths, ethnic and social economic groups in the local, national and global communities
- Discuss and explore differences and similarities between different cultures and faiths
- Critically evaluate current cultural enthusiasms, icons, music and media with confidence and respect

The School will promote cultural development through:

- Exposing children to a wealth of stimuli from their own culture and those of others
- Encouraging participation in and appreciation of the Arts activities through the year
- Encouraging tolerance and appreciation of the beliefs, value and customs of different cultures
- A celebration and sharing of children’s and families cultural heritage

Roles and Responsibilities

The role of governors

- To oversee the ethos and curriculum of the school to ensure that it promotes the above aims

The role of the Headteacher

- To implement the School’s Policy for SMSC and she is supported by the governing body in doing so
- To promote opportunities for SMSC when developing the curriculum and in all aspects of school life

The role of all staff: teaching and non-teaching

- To ensure that they provide opportunities within the planned and wider curriculum for pupils to develop spiritually, morally, socially and culturally
- Subject leaders and class teachers will have due regard to the guideline document “Promoting SMSC in our Curriculum” when planning work and experiences for the children