



**West Park
Church of England
Primary School**

**Spiritual, Moral, Social
and Cultural Policy**

'You are the light of the world. A town built on a hill cannot be hidden. Neither do people put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way let your light shine before others, that they may see your good deeds and glorify your Father in heaven.' Matthew 5 v 14-16

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Spiritual, Moral, Social, and Cultural Policy

West Park CE Primary School

Let your light shine. Matthew 5:14-16

Person Responsible: Mrs Caitriona Bull

At West Park Church of England School we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their wellbeing and ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop:

- their own values and beliefs,
- spiritual awareness,
- high standards of personal behaviour,
- a positive, caring attitude towards other people,
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of the cultures
- develop an awareness and understanding of personal strengths
- opportunities to live their learning in being advocates for their beliefs

SMSC is a dimension of the whole school experience which makes the curriculum and being a part of the West Park family relevant, stimulating, creative and fun. It enriches each subject and the ethos of West Park CE Primary is an essential ingredient of school success.

1. Guidelines

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families in line with our Christian ethos.

Our school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils will have opportunities to learn to differentiate between right and wrong and how their actions affect other people. They will be encouraged to value themselves and others. As they move through the school they will increasingly be encouraged to empathise with the feelings of others, and to understand the vulnerability of pupils experiencing feelings of difference.

Pupils will understand the need for rules and the need to follow our school rules for the good of everyone. Our school rules reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements. These were written through consultation of staff, children and shared with our whole school community. Be kind, be safe, be your best.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and resourcing.

2. General Aims

- To ensure that everyone connected with the school is aware of our values and principles
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background
- To ensure that pupils know what is expected of them and why
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience
- To enable pupils to develop an understanding of their individual and group identity
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility through being able to be courageous advocates for their beliefs, e.g. Foodbank trolley all year not just at harvest time
- To increasingly develop empathy for those experiencing difference including in learning ability, disability, sexuality

3. Spiritual Development

At West Park we recognise the strength and potential for spiritual development we gain from our church status. Our aim is to widen our Christian faith to include all pupils, staff and families of different faiths or no faith in their journey of spiritual development.

Our definition of Spirituality is:

Spirituality is not something we can see, it is something we feel. It is a journey where we learn to ask questions, develop an understanding of ourselves and our deeper connection with others, the world and something bigger than ourselves.

As a school we aim to provide learning opportunities that will enable staff and pupils to:

- be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- develop a sense of enjoyment and fascination in learning about themselves, others and the world around them
- use their imagination and creativity in their learning
- be willing to reflect on their experiences
- develop into self-assured, confident, happy, positive young people
- sustain their self-esteem throughout their learning experience
- develop their capacity for critical and independent thought
- foster their emotional life and express their feelings
- experience moments of stillness and reflection
- discuss their beliefs, feelings, values and responses to personal experiences
- form and maintain worthwhile and satisfying relationships
- reflect on, consider and celebrate the wonders and mysteries of life

4. Moral Development

As a school we aim to provide learning opportunities that will enable pupils to:

- recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understand of the consequences of their behaviour and actions
- show an interest in investigating and offering reasoned views about moral and ethical issues, and be able to understand and appreciate the viewpoints of others on these issues
- recognise the unique value of each individual
- listen and respond appropriately to the views of others
- gain the confidence to cope with setbacks and learn from mistakes
- take initiative and act responsibly with consideration for others
- develop their own moral sense and distinguish between right and wrong
- show respect for the environment
- make informed and independent judgements
- understand the impact of their actions on other people

5. Social Development

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

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- demonstrate a willingness to participate in a variety of communities and social settings, including by having leadership responsibilities in school, cooperating well with others and being able to resolve conflicts effectively
- accept and 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

- develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain
- articulate their feelings and justify them in both informal and formal settings and be given responsibility and trust to develop their confidence
- to have the confidence to undertake difficult tasks
- encounter a wide range of experiences
- question things which prevent them developing into confident adults – particularly discrimination
- develop an understanding of their individual and group identity
- learn about service in the school and the wider community and develop an understanding of the roles within our community – emergency services, healthcare, Parliament etc
- know the value and importance of making a positive impact on the lives of other people

6. Cultural Development

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

- understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others
- understand, appreciate and respect the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- develop their knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- participate in and respond positively to artistic, sporting and cultural opportunities
- interact easily with people of different cultures and faiths
- explore, improve understanding of and show respect for different faiths and cultural diversity
- understand, accept, respect and celebrate diversity, as shown by their tolerance and welcoming attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities
- recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society
- develop an understanding of their social and cultural environment
- develop an understanding of Britain's local, national, European, Commonwealth and global dimensions

7. Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. Teachers will inspire pupils through their enthusiasm for and modelling of learning. Teachers at West Park CE Primary will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Worship opportunities, lessons, class discussions, extra-curricular activities and circle time will give pupils opportunities to:

- talk about personal experiences and feelings
- listen and talk to each other
- agree and disagree
- express and clarify their own ideas and beliefs
- share thoughts and feelings with other people
- explore relationships with friends/family/others
- consider the needs and behaviour of others
- develop self-esteem and a respect for others
- show empathy
- develop a sense of belonging
- speak about difficult events, e.g. bullying, death etc
- develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc
- develop an awareness of treating all as equals, and accepting people who are physically or mentally different.
- take turns and share equipment
- work co-operatively and collaboratively

8. Links with the wider community

- Visitors are welcomed into school
- The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it
- We work closely with St. Mary's Parish Church and Goring Primary School in our Growing Partnerships work
- The wider community are invited to school events including Christingle services, fairs and nativities.

9. How might the different subjects develop opportunities for spiritual revelation?

Collective Worship

- Opportunities for reflection and response are planned into worship.
- Stillness.
- Personal and collective beliefs are respected.
- Sharing and celebrating common beliefs.
- Celebrating success.
- Sharing happiness, sorrow, hurt, excitement, anticipation, fear, etc.
- Common activities such as singing, listening, laughing, praying, reflecting on a theme.
- Remembering and celebrating the lives of people of spiritual significance.
- Emphasising common purpose and values.
- Experiencing emotions.

RE

- People, places, things, books, actions and ideas held by religious believers to be holy.

- Ultimate questions of meaning and purpose.
- Ideas of the divine / questions of God.
- Forms of worship.
- Use of music, art and drama to express beliefs.
- Varieties of beliefs, celebrations and rituals.
- Ideas of commitment and belonging to groups and institutions.
- The idea of mystery and questions with no clear answers.

PSHE and RSE

- Discussion and debate regarding social and moral issues
- Knowledge of society, rights and responsibilities, including discrimination and prejudice
- Empathy for those who suffer
- Asking big questions
- Emotional understanding and shared language
- Positive sense of self

Quiet reflection

Sense of wonder e.g. diversity of life, human body, miracle of life

Inner peace- body awareness, coping strategies

English

- Empathy with authors and the characters in stories and plays.
- The appreciation of beauty in language.
- Emotions and sentiments in writing and speech.
- The values of great works.
- Heroes and heroines in literature.
- Imagining oneself as someone else.
- Escaping into other worlds through literature.
- The element of wonder in literature.

Opportunities for free writing and journaling, (writing from the heart).

Science

- Wonder as the basis of science.
- Questions of beginning, creation and evolution.
- Discovering the limits of experimentation.
- Birth, life, death and renewal.
- The universe and beyond.
- Regularity and order in science.
- Beliefs in science and the faith of scientists.
- The impact of scientific achievements.

PE

- Being a team member.
- Pushing yourself to the limits.
- Extremes of skill, endurance and achievements.
- Emotion in sport.
- Personal limitation and failure.
- Appreciation of perfection.
- Sportsmanship.

DT

- As we learn from God, learn from others.
- Supporting others
- Sharing ideas
- Using talents to help others.

- Creating for a better planet or to improve people's lives.
- Appreciating genius.
- Beauty in design.
- Food Technology- feeding the people and Harvest
- Personal achievement.
- Learning from others and nature.

Computing

- The wonder of worldwide instant communication.
- The wonder of human creativity
- The kindness, respect and moral choices of digital citizenship.
- The creativity and expression that can be demonstrated using digital arts, music or storytelling.
- The moral and environmental impact of technology.
- The speed of the growth of knowledge.
- The accessibility of knowledge and contact with other people worldwide.

Creative Arts

- The work of creative artists from a variety of times and places.
- Beauty, truth and goodness.
- Expressing, interpreting and exploring deep feelings and profound beliefs.
- Artistic creativity.
- The effects of the arts on emotions and senses.
- The arts as means of expressing mood.
- Skill in creation and performance, and particularly in personal reflection upon their own creativity using various art forms.
- Effects on the emotions and senses.
- Personal response and preference.
- Mood, skill, pattern, formulae

Geography

- Wonder at the diversity of environments and people.
- Questions about the care of the environment.
- The beliefs behind particular causes and campaigns.
- World (economic) development.
- Land formation.
- Empathy with people from other parts of the world.

History

- Being in touch with past people, things and ideas.
- Being part of history.
- Holocaust- humans treated as objects to be disposed of.
- Remembrance week- as of remembering is spiritual.
- Appreciation of sacrifice and gifts from people in our past.
- Artefacts: awe and wonder, of who else held this object, what did it mean to them?
- The commitment of significant people in history.
- War and peace – interpretation in history.
- The nature and importance of invention and exploration.
- Empathy with people from other times in history.