St John and St Nicolas Schools Federation | For the good of all through curiosity, creativity and love

Policy Title:	**Spiritual, Moral, Social and Cultural Education**
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Description:	How spiritual, moral, social and cultural education is implemented
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Contact:	governors@stjohnandstnicolasschools.org.uk
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Other relevant policies:	Behaviour, British Values, R.E., Collective Worship
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Change Record

Version Number	Date Approved	Governing Board Minute Reference	Description of Amendments	Review Date
1.0	*06.02.23*	*FGB Minutes 06.02.23*	*New policy recommended by SIAMS working party*	*Feb 2025*
1.1				
1.2				
1.3				
1.4				

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St John and St Nicolas Schools Federation

Spiritual, Moral, Social and Cultural Education Policy

At St John and St Nicolas Schools Federation, our vision is 'For the good of all – through curiosity, creativity and love.' This vision inspires everything that the federation does. It applies equally to all the federation's policies with the intention that our policies impact as fairly and positively as possible to meet the needs of all members of our schools' community.

Context

The National Curriculum states the following:

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, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life

At St John and St Nicolas Schools Federation we believe very strongly that this curriculum offering supports and enhances our vision for our schools.

This policy identifies ways that these ideals are implemented across our federation.

Spiritual, moral, social and cultural (SMSC) development is inherent in our Vision and permeates the entire curriculum and school experience across the Federation. All curriculum areas draw from a wide range of cultural contexts and encourage pupils to reflect on the significance of what they are learning. Many curriculum areas provide opportunities to

- listen and talk to each other
- learn an awareness of treating each other as equals
- agree and disagree
- take turns and share
- work cooperatively and collaboratively
- show empathy, respect, critical awareness and open mindedness

However, there are clear curriculum areas, which lend themselves to individual aspects including, in particular, Religious Education; Personal, Social and Health education and Collective Worship.

Intent

We believe that we achieve thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development through our approaches and teaching and delivery of a broad range of learning opportunities for SMSC, in partnership with parents, families and the wider community.
We do this by ensuring that

- all children have an equal opportunity to access SMSC provision through the range of teaching and learning styles used
- there is a consistent approach to the delivery of SMSC across the curriculum and the life of the federation
- everyone is treated as a respected and valued individual

Implementation

Spiritual development: we explore and reflect on beliefs and experiences; respect faiths, feelings and values; experience awe and wonder; enjoy learning about ourselves, others and the surrounding world; use imagination and creativity and offer reflection in for example our collective worship, RE and PHSE and other curriculum opportunities and instil a sense of care for our local and global environment (please see our Spirituality Statement)

- Moral development: we learn to recognise right and wrong; respect the law; understand consequences of behaviours and actions; investigate moral and ethical issues without conflict, prejudice or bias; offer reasoned views based on Christian values and our behaviour policy
- Social development: we use a range of social skills in different contexts; appreciate diverse viewpoints; participate, volunteer and cooperate in a variety of settings; resolve conflict; and begin to have an appreciation of British values of democracy, the rule of law, liberty, respect and tolerance (see British Values Statement) through our full school curriculum and the breadth of opportunities offered by our schools
- Cultural development: we recognise all the rich diversity in our school and locality; appreciate the wide range of cultural influences that have shaped their own heritage; appreciate the role of Britain's democratic parliamentary system; participate in many cultural opportunities through the arts, sport and other key curriculum areas and understand, accept, respect and celebrate difference

SMSC is essential to the academic progress of pupils. It doesn't happen in isolation – it permeates the school and is linked to everything we do and is supported and articulated by school leaders and governors and should be visible in all day-to-day decisions and relationships. There are strong links with local churches, and equally important is the development of strong home-school links enabling parents, carers and teachers to work in an effective partnership to support each pupil.

Impact

Well promoted SMSC can contribute to raising academic standards and improving children's life chances and we recognise and celebrate much achievement by our pupils present and past when we see this.

Our children leave our schools with the joy of being alive and the beauty of the natural world and will be able to look back on an interesting and happy primary education, proud of their successes and self-disciplined.

We want them to be confident that they have worked hard and made friends, are able to encourage others, and for the foundation to have been laid for them to be a responsible member of society, interested in the world around them and keen to make a positive contribution to society. We hope that they will be willing to share and reflect upon their own and others' faiths, be able to work with others, regardless of gender, race or sexuality, understand changes and be eager for challenge!

Monitoring and Evaluation:

Provision and effectiveness of SMSC is overseen and monitored by the executive headteacher and governors on a regular basis. Any shortfalls are addressed and new opportunities identified and woven into the SMSC fabric and vision of the federation.