Spiritual, Moral, Social and Cultural Development Policy

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Our Christian Ethos and Values

All policies within the Diocese of Norwich Education and Academies Trust (hereafter referred to as "the Trust"), whether relating to an individual academy or the whole Trust, will be written and implemented in line with our Christian ethos and values.

We have high ambition for all, and we truly value the wider educational experience.

We walk and talk our Christian values. We put people at the centre of the organisation and want to see them flourish and grow. Our schools are inclusive, welcoming those of all faiths and none.

Overall accountabilities and roles

The Trust has overall accountability for all its academies and staff. Through a Scheme of Delegation for each academy it sets out the responsibilities of the Trust, its Executive Officers, the Local Governing Body and the Principal/Headteacher. The Principal/Headteacher of each academy is responsible for the implementation of all policies of the Trust.
All employees of the Trust are subject to the Trust's policies.

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1. Values and Principles

At Whitefriars C of E Primary Academy we hold to the values and principles of DNEAT as central to school improvement. These values underpin our approach to spiritual, moral, social and cultural (SMSC) development. They are characterised by:

- The affirmation of individual worth.
- Nurturing hope and aspiration.
- Service to others
- Holistic education
- The importance of excellent leadership and role models
- Development of mutual trust.
- Collaboration.
- Commitment and endurance.

2. Academy Quality Standards and SMSC Development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'.

Since 2012, SMSC development has been judged under overall effectiveness by Ofsted. For leadership and management to be outstanding, SMSC development and, within this, the promotion of fundamental British Values must lie at the heart of a school's work. For personal development, behaviour and welfare to be outstanding pupils' spiritual, moral, social and cultural development must equip them to be thoughtful, caring and active citizens in school and wider society.

DNEAT recognises this and places SMSC development at the heart of every school. We recognise that SMSC development plays a significant part in pupils' ability to learn and achieve. The following DNEAT Quality Standards illustrate this:

Excellent spiritual, moral, social and cultural development is essential to the ethos of every one of our schools. *When threaded through the whole school community and the curriculum – like the writing in a stick of rock – it supports and affirms the development of young people so that they are prepared for the opportunities, responsibilities and experiences of life. This is not an add-on but lies at the heart of all that we do.*

Develop cultural literacy: *All children have access to a rich variety of cultural experiences, including visits and visitors that bring students into contact with art, music, performance, a wide range of religious and cultural practices and opportunities to create, engage and reflect. Every child will have access to musical tuition and the opportunity, each year, to experience observing and engaging with high-quality theatre and concert performances. Children learn the range of behaviours expected in different contexts.*

3. SMSC Development and wider educational aims

The Prevent Duty
Effective implementation of our SMSC policy supports our duty to prevent children and young people being drawn into terrorism and non-violent extremism. Our policy and practice relating to SMSC development ensure that our academy is a safe place for children to understand and discuss sensitive topics, including terrorism and extremist ideology, and learn how to challenge these ideas.

Promoting British Values
According to Ofsted (2015), 'fundamental British values' are:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Through our provision of SMSC development we promote these values by:

- enabling pupils to develop their self-knowledge, self-esteem and self-confidence;
- enabling pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encouraging pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enabling pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- promoting tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encouraging respect for other people and for democracy and supporting for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Community Cohesion and the Equalities Duty
Schools have a duty to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between people of different groups (Race Relations Amendment Act 2000) and a duty to uphold equality (Equality Act 2010). Our SMSC development provision supports both these duties, by encouraging meaningful interaction between pupils, between pupils and their local community, and with wider society. Pupils' own sense of identity is supported as well as an understanding of diversity.

4. Spiritual Development

Love the Lord your God with all your heart, all your soul, all your strength, and all your mind.' Also, 'love your neighbour the same as you love yourself.'
Luke 10: 27

Pupils' spiritual development (Ofsted 2015) is shown by their:

- ability 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
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Within a Christian context, spiritual development may be symbolised as a journey or likened to a race with a reward at the end (Hebrews 12 v 1-2). Spirituality is therefore about nurture and growth. Provision for spiritual development will allow every member of the school community to flourish.

In our academy this means we provide:

- a high quality education rooted in Gospel values
- opportunities for all students at all levels to achieve their full potential both academically and holistically because their learning needs are recognised, accommodated and met
- a strong sense of celebration showing the school is vibrant and 'alive'
- a climate where pupils and staff understand their own self-worth and are willing to take risks and learn from failure
- an environment where all members of the school community are encouraged to be self- aware and attentive, not rushing around all the time
- a reflective physical space where pupils and staff can stop, reflect and recharge
- collective worship which is highly valued, with time for silent reflection embedded
- the opportunity for pupils to plan and lead collective worship
- a curriculum where pupils ask big questions and teachers are confident to facilitate this, e.g. 'What does this mean to me?' 'How would it be if everyone behaved in this way?'
- an environment which values wholeness and affirmation
- a sense of belonging through relationships with the wider school community and DNEAT family, e.g. acts of worship held in the community setting; pupils attending cathedral days , Headteacher attending Diocesan conferences
- opportunities in the curriculum where a spiritual vocabulary is developed, e.g. use of symbolism; myth; religious language; music; dance
- opportunities for 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 value

5. Moral Development

Think about what is true and honourable and right and pure and beautiful and respected. And do what you learned and received from me—what I told you and what you saw me do. And the God who gives peace will be with you.
Philippians 4: 8

Pupils' moral development (Ofsted 2015) is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

Within a Christian context, love predominates in all aspects of our academy life. Love underpins our commitment to forgiveness whilst not accepting wrong doing or ignoring the consequences. Reconciliation and restoration lie at the heart of our behaviour policies.

In our academy this means we provide:

- a clear moral code based on the Christian values of sacrificial love; repentance; forgiveness and truthfulness
- an approach to behaviour which is based on the best restorative practices
- a code of practice which reflects our core values and upholds the rights and responsibilities of each person in our community
- space and time for thinking and reflection as an essential part of school life for all
- collective worship which is rooted in Christian values and regarded as vital to the life of the school
- a culture rich in praise and thanksgiving
- a setting where relationships and interactions are modelled on Christian values
- space for different perspectives and belief systems to be heard and where empathy is
- encouraged,
- opportunities for opening up the big questions concerning morality and ethical issues
- throughout the curriculum
- communications which are open and truthful at all levels and where integrity is important
- role models who are fair, respect everyone and keep promises
- visual displays of our Christian values through images; posters; classroom displays;
- screensavers and exhibitions, many of which are created by the pupils.

6. Social Development

A person has only one body, but it has many parts. Yes, there are many parts, but all those parts are still just one body. Christ is like that too. Some of us are Jews and some of us are not; some of us are slaves and some of us are free. But we were all baptised to become one body through one Spirit. And we were all given the one Spirit.
I Corinthians 12: 12-13

Pupils' social development (Ofsted 2015) 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 communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement 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.

Within a Christian context, social development is about living successfully as a community. In our academy, we strive towards koinonia, or fellowship. We aim to live out what it means to be the Body of Christ. This means we value each person in our community as a child of God.

In our academy, this means we provide:

- a centre for learning where everyone can flourish, regardless of their background
- effective communication systems with parents and other stakeholders
- a clear understanding of the place of the church school within the wider Christian community - locally, nationally and globally, e.g. Diocesan links
- a relationship between the school and the parish which is positive and exemplifies Christian attitudes and values
- a place where relationships between all members of the community can be nurtured
- pastoral support by the incumbent as well as by members of the school staff
- an ethos where rights and responsibilities are balanced carefully
- a sense of community and inclusion rooted in Christian values which are articulated clearly by all stakeholders
- existing partnerships with the community, other schools and churches as well as fostering new links
- acts of service towards others within and beyond the school
- excellent people management to support an effective implementation of performance management and staff development policies
- a place where children are taught about their interrelationship with their environment

7. Cultural Development

Now, in Christ, it doesn't matter if you are a Jew or a Greek, a slave or free, male or female. You are all the same in Christ Jesus.
Galatians 3: 28

Pupils' cultural development (Ofsted 2015) is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others

- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Ability to recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Within a Christian context, the importance of welcome and hospitality lie at the heart of gospel values. The importance of inclusivity and compassion is demonstrated through the Parable of the Good Samaritan. The values which underpin this narrative lie at the heart of our policy and practice.

In our academy, this means we provide:

- opportunities for pupils to explore their Christian cultural heritage - particularly through visits to local churches and the cathedral - and their place within this heritage
- displays around the school showing examples of the range of different cultural influences on the Christian tradition, including artwork produced by pupils
- explorations of the cultural diversity of Christianity through RE, collective worship and events in the school
- practical ways to address any issues of prejudice and discrimination
- the nurture of gifts and talents of all, promoting participation in extra-curricular activities
- authentic and real representations of cultures throughout the curriculum
- hospitality, openness and a willingness to learn from one another, including 'welcoming the stranger'
- opportunities for all in the community to recognise what it feels like to be an outsider and to acknowledge that everyone feels outside at some stage in their life
- an environment where openness and respect shine through every interaction within and beyond the school community
- opportunities for children to access a rich variety of cultural experiences, including visit and visitors that bring students into contact with art, music, performance, a wide range of religious and cultural practices and opportunities to create, engage and reflect
- an opportunity for every child to have access to musical tuition and the opportunity, each year, to experience observing and engaging with high-quality theatre and concert performances.

8. SMSC Development in Practice

SMSC provision takes place across all curriculum areas and in the wider life of the academy. In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs.

Resources
The academy provides a range of resources expressing the diversity of cultures in our school and wider community. Literacy texts, art stimuli, music, religious artefacts and the use of a foreign language reflect the school's aims of giving access to cultural diversity in the teaching of the curriculum. Residential trips, special focus days, educational visits and specialist visitors offer particular opportunities for the aims of SMSC aims to be pursued.

Parental and Community Involvement
In order to support our SMSC development, the Academy has close links with the local community, church and Diocese. Visitors are welcomed into school and members of the church community regularly lead collective worship. A wide range of both volunteers and professionals are welcomed into the 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.

Monitoring & Evaluation
The person responsible in our academy for SMSC development will monitor provision through observation, looking at curriculum planning, talking to children and reviewing the provision with staff. It will also form part of the ongoing SIAMS self-evaluation process.

Professional Development
Whole staff and individual training needs will be identified through the Academy's self-evaluation process and staff appraisal.

9. Monitoring & Review

The implementation and impact of the policy will be evaluated through the Academy's self-evaluation processes. The policy will be reviewed every three years.

Links to Other Policies

- Teaching & Learning Policy
- Collective Worship
- RE Policy
- Equality and Diversity Policy