



Spiritual Moral Social and Cultural Policy 2021-22

To be read alongside Teaching & Learning policy, Behaviour policy, RE policy, PHSE policy and RSE Policy.

Summary

The school promotes a Christian ethos, and both by example and direct teaching upholds and promotes the teachings of Jesus Christ, whilst recognising that not all members of the school will be practising Christians.

1. The school recognises that development of pupils' spiritual, moral, social and cultural education plays a significant part in their ability to learn and achieve.
2. The school aims to provide all pupils with a range of opportunities to explore and develop:-
 - a. their own values and beliefs,
 - b. spiritual awareness,
 - c. high standards of personal behaviour,
 - d. a positive caring attitude towards other people,
 - e. an understanding of their social and cultural traditions
 - f. an appreciation of the diversity and richness of other cultures.
3. All curriculum areas contribute to pupils' spiritual, moral, social and cultural development, and opportunities for this will be planned in each area of the curriculum, especially in RE and Collective Worship.
4. The integrity and spirituality of pupils from other faith backgrounds is respected and explored. The diversity of spiritual traditions is recognised, and pupils are given access to alternative views.
5. All adults model and foster expected standards of behaviour, treating all people as God's unique creation, valuing each individual and showing respect for pupils and their families.



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6. The school community is a place where pupils can find acceptance as unique individuals, and where Christian forgiveness and the opportunity to start again is fundamental to the school's Christian ethos.
7. Pupils learn to differentiate between right and wrong and how their actions may affect other people. They are encouraged to value themselves and others.
8. Pupils understand the need for rules and why keeping them benefits everyone. School and classroom rules reflect, reiterate, promote and reward acceptable behaviour, and provide opportunities to celebrate pupils' work and achievements. All curriculum areas seek to use illustrations and examples from as wide a range of cultural contexts as possible.

Aims

- To ensure that everyone connected with Riverview is aware of its Christian values and principles.
- To ensure a consistent approach to the delivery of SMSC throughout the curriculum and the wider life of the school.
- To ensure that each pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know the standards expected of them and why.
- To give each pupil a wide 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 develop an understanding of their social and cultural environment, and appreciation of the many cultures that now enrich our society, preparing them for life in modern Britain.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of personal responsibility and engagement with the wider world.

Spiritual Development

The school provides learning opportunities that enable pupils to:

- Sustain their self-esteem in 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 rewarding relationships.
- Reflect on, consider and celebrate the wonders of God's world and mysteries of life.
 - Recognise and reflect on Christian approaches to Spiritual Development.

Moral Development

The school provides learning opportunities that enable pupils to:

- Recognise the unique value of each individual.



- Recognise the challenge of Jesus' teaching.
- Listen and respond appropriately to the view of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect and care for the environment.
- Make informed and independent judgements.

Social Development

The school provides opportunities that enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about serving others in the school and wider community.
- Begin to understand the Christian imperative for social justice and a concern for the disadvantaged.

Cultural Development

The school provides opportunities that enable pupils to:

- Recognise the value and richness of cultural diversity in modern Britain and how this influences individuals and society
- Recognise Christianity as a world faith



- Develop an understanding of their social and cultural environment
- Develop an understanding of Great Britain's local, national, European, Commonwealth and global dimensions.

Teaching and Organisation

Learning in SMSC is fundamental to all curriculum areas, using activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on its significance, and to recognise any challenges to their own attitude and lifestyle.

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

Class discussions and circle time gives pupils opportunities to:

- Talk about personal experiences and feelings
- Express and clarify their own ideas and beliefs
- Speak about difficult life events, e.g. conflict, bereavement etc
- Share thoughts and feelings with other people
- Explore relationships with friends and family
- Consider others' needs and behaviour
- Show empathy with the vulnerable and suffering
- Develop self-esteem and respect for others
- Develop a sense of community and belonging
- Develop the skills that enable them to develop socially, morally, spiritually and culturally.

Practical approaches to develop SMSC include:

- Working together in different groupings and situations
- Encouraging pupils to behave appropriately at meal times
- Taking responsibility e.g. as class monitors, lunch monitors, register monitors, assembly monitors, delivering messages and looking after younger children.
- Encouraging team work in PE and games
- Valuing the work and performance of other pupils regardless of ability



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- Listening to music from different composers, cultures and genres
- Meeting people from different cultures and countries
- Participating in a variety of cultural events and educational visits
- Participating in live performances
- Using assembly themes to explore important aspects of British heritage and other cultures e.g. festivals, patron saints and national celebrations
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops
- Offering opportunities for the pupils to hear and see live performances by professional actors, dancers and musicians
- Offering opportunities to make and evaluate food from other countries
- Offering opportunities in music to learn songs from different cultures and to play a range of instruments including steel pans and samba
- Studying the contributions to society made by well-known figures

All curriculum areas provide opportunities to:

- Listen and talk to each other
- Learn an awareness of treating all as equals
- Agree and disagree
- Take turns and share equipment
- Work cooperatively and collaboratively

Links with the wider community

Visitors to and from local organisations, places of worship and businesses are welcomed by the school.

Links with the Church are fostered especially with Ruxley Church, Churches Together and other local churches and the Diocesan Board of Education.

The development of a strong home-school link is vital, enabling parents and teachers to work in an effective partnership to support each pupil.



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Pupils are taught to appreciate their local environment and to develop a sense of responsibility to it.

Visits from charities.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed as part of the school's ongoing monitoring through:

- Lesson observation
- Learning walks
- Work samples
- Informal observations
- Governors Monitoring Visits
- Pupil discussions
- Headteachers oversight/monitoring of this policy

Reviewed and Approved by the Learning and Progress Committee: February 2022

Date of next review: February 2023