



Spiritual Moral Social and Cultural Policy 2022-23

Our values: Love, Respect, Trust, Hope and Forgiveness

Our vision: *Our vision, inspired by Jesus' words "I have come that they may have life – life in all its fullness" (John 10:10), is **everyone within our diverse community will flourish.** Together with our values, this demonstrates that **every child matters and every moment counts.***

Introduction and definition

This policy outlines the aims, purpose, nature and development of Spiritual, Moral, Social and Cultural (SMSC) Education within our school. The implementation of this policy is the responsibility of all members of school staff. SMSC development has to do with developing positive and successful relationships with other people. It has to do with the search for individual identity: the exploration and appreciation of similarities and differences that we find within society as well as securing high standards of personal behaviour. We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in children's ability to learn and achieve and contribute to shaping their attitudes and characters as individuals.

Whilst recognising that not all of its members will be practising Christians, this school promotes Christian values, through personal modelling, direct teaching and through exploring the life and teachings of Jesus. The integrity and spirituality of pupils from other faith backgrounds will also be respected and explored. Our core values of Love, Respect, Trust, Hope and Forgiveness will be promoted throughout the school and during collective worship themes and British values of democracy, individual liberty, the rule of law, tolerance and respect are embedded within the school curriculum and visited during specific occasions throughout the year.

General Aims

- To prepare pupils for the opportunities, responsibilities and experiences of adult life
- To inspire and stimulate pupils in order to foster a love of learning and enquiry; to reason rationally and to apply themselves with commitment to a range of tasks and physical skills



- To develop independent learners who demonstrate determination, effort and resilience in their work
- To help pupils understand the world in which they live and what it is to be human; to possess the necessary qualities to tolerate and value different traditions, experiences and people within society and form positive relationships
- To promote consideration for others, self-respect and self confidence
- To enable pupils to differentiate between right and wrong, make moral judgements and be directed by moral values
- To develop articulate pupils who demonstrate their ability to express their thoughts, views, opinions and feelings on a range of issues
- To encourage an openness to the transcendent and a willingness to explore the non-material world
- To provide opportunities to explore faith and belief and consider the impact that this has upon the lives of individuals
- To increasingly see pupils reflecting upon their learning and upon their actions and experiences
- To provide enriching and memorable educational experiences for children that will inspire them

Monitoring and Evaluation

- Provision for children's SMSC development will be monitored and reviewed termly through:
 - The monitoring of teaching and learning by the SLT
 - Termly RE assessments
 - Termly evaluation of the School Ethos action plan
 - Termly reviews of planning to ensure that they provide opportunities for the development of SMS
- Regular audits of provision undertaken by the SLT
- Termly pupil talk with groups of children



Spiritual Development

Definition

Spiritual development at Riverview is about the development of the non-material element of our children which animates and sustains their inquisitive nature. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's "soul"; others as the development of "personality" or "character".

Moral development

Definition

Moral development at Riverview is about developing in the pupils a framework of moral values which regulates their personal behaviour. It is about the development of their understanding of society's shared and agreed values.

Implementation

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place 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.

The school will provide a range of opportunities to support the Spiritual, Moral, Social and Cultural development of all learners.

Social Development

Definition

Social development at Riverview is about equipping our learners to work effectively with each other and function effectively in a multi-racial, multicultural society. It is about the development of the skills and personal qualities necessary for living and working together. This includes understanding people and the development of the interpersonal skills necessary for successful relationships.

Cultural Development

Definition

Cultural development at Riverview is about pupils' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about developing an understanding of the cultures represented in their immediate community as well as further afield across Europe and elsewhere in the world. It is about understanding the cultures are always changing and coping with change. It is also about



having the opportunity to be exposed to and participate in a range of art and musical experiences and appreciate human achievements.

Our aims for the Spiritual Development of our children at Riverview

To develop:-

1. Feelings and Emotions	The sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of how to control emotions and feelings and how to manage feelings as a source of growth.
2. Creativity	Expressing innermost thoughts and feelings through, for example, art, music, literature and crafts; exercising the imagination, inspiration, intuition and insight.
3. Self-knowledge	An awareness of oneself in terms of thoughts, feelings, responsibilities and experiences; a growing understanding and acceptance of individual identity. The development of self-respect and self-worth that enables us to respect and value others.
4. A sense of awe, wonder and mystery	Being inspired by the natural world, mystery or human achievement. <i>Have a sense of enjoyment and fascination in learning about themselves and others and the world around them.</i>
5. Search for meaning and purpose	Asking "Why me?" at times of hardship or suffering; reflecting on the origins and purpose of life; responding to the quest for meaning in life, for truth and ultimate values.
6. Relationships	Recognising and valuing the worth of each individual; developing a sense of community; the ability to build up relationships with other and foster human attributes such as love, faithfulness and goodness, which could not be classed as physical. To explore how we can relate to God.
7. Beliefs	The development of personal beliefs and faith and an appreciation that people have individual and shared beliefs on which they base their lives and how these beliefs contribute to personal identity.
8. Experiencing feelings of transcendence	Feelings which may give rise to belief in the existence of a divine being, or the belief that one's inner resources may provide the ability to overcome everyday experiences.



Our aims for Moral Development of our children at Riverview

1. To recognise the need and importance of rules, an ordered environment and a criteria used as a basis for making decisions about right and wrong
2. To develop an ability to make judgements on moral issues as they arise, by applying moral principles, insights and reasoning
3. To explore and develop moral concepts and values
4. To develop an ability to understand and think through consequences of their own and others actions
5. To demonstrate a respect for each other's needs and develop the ability to resolve conflicts effectively and appropriately
6. To recognise the difference between right and wrong based on moral codes
7. To apply the school values in a range of different contexts throughout the school
8. To resolve conflicts amicably providing children with the opportunity to express themselves and share their feelings

Our aims for the Social Development of our children at Riverview

1. To develop friendships and relationships with pupils from different ethnic and socio-economic backgrounds
2. Children will reflect on their own contribution to society
3. Work successfully as a group or team
4. Share views, thoughts and opinions with each other
5. To have the opportunity to exercise leadership and responsibility
6. To be aware and have the opportunity to participate in the democratic process
7. To develop personal qualities values in the society
8. To acquire an understanding of the rights and responsibilities of being members of families and communities (local, national and global) and ability to relate to others and work with others for the common good
9. To help children to act with courage and conviction, and challenge where appropriate the values of a group or wider community
10. Share views and opinions with others, and work towards consensus
11. Show respect for people, living things, property and the environment
12. Resolve conflicts amicably and counter forces with militate against unity



Our aims for the Cultural Development of our children at Riverview

1. Pupils will have a positive sense of their own personal identity and a respect and appreciation of the cultural diversity that exists in the school and their local communities
2. To have a sense of belonging
3. To develop an awareness and an appreciation of the Arts
4. Pupils demonstrate an ability to respond to cultural events
5. A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures.
6. A regard for the heights of human achievement in all cultures and societies
7. An appreciation of the diversity and interdependence of cultures
8. A willingness and opportunities to participate in, respond to and value the art, history, geography, icons and images, artefacts, music, painting, sculpture, dance, technology, literature and customs of their own culture and that of others

Implementation

Through classroom discussions children will be given opportunities to:

- Talk about personal experiences and feelings
- Express their own ideas, beliefs and faith
- Speak about difficult events, e.g. bullying, death etc
- Evaluate their own ideas and methods, as well as the work of others, and say what they think and feel about them
- Explore relationships with friends/family/others
- Consider the needs and behaviour of others
- Show empathy
- Develop self-esteem and a respect for others – their views, ideas, property and characters
- Develop a sense of belonging
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc



Many curriculum areas provide opportunities to:

- Listen and talk to each other
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties
- Experience good role models
- Explore places, people, periods, topics and experiences that inspire, motivate and challenge
- Take turns and share equipment
- Work co-operatively and collaboratively in a range of different groupings

Practical activities to develop SMSC will include:

- Working together in different groupings and situations
- Encouraging the children to behave appropriately at meal times
- Encouraging the children to move around the school safely and appropriately
- Taking responsibility e.g. class monitors, register monitors, worship committees, peer mediation, school monitor position
- Encouraging team work in PE and games
- Regular opportunities to participate in competitive sports
- Showing appreciation of the performances of other children regardless of ability
- Meeting people from different cultures and countries
- Participation in a variety of different educational visits and sharing their responses
- Participation in live performances
- Use of worship themes to explore important aspects of our heritage and other cultures and Christian teachings and values
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops
- Opportunities for the children to hear and see live performances by **professional** actors, dancers and musicians
- Opportunities to make and evaluate food from other countries
- Opportunities in music to learn songs and play a range of instruments
- Studying the contributions to society that certain famous people have made
- Applying the school values to all areas of the school day



Riverview C of E Primary and Nursery School

Ewell Family Centre with Riverview Daycare

Every child matters, every moment counts

Headteacher: Mrs M Atkins

- Regular participation in pupil talk, during which pupils share their views about different aspects of learning and school life
- Developing links with local churches
- Establishing a range of special days to celebrate the school's ethos, identity and learning – Jubilee, BHW, Music Week, RE Week, Green Day, Diversity Week
- Reflection time during collective worship assemblies
- The implementation of restorative justice and peer mediation to resolve conflicts and disputes between pupils
- Opportunities for pupils to record responses to collective worship and write prayers
- Make decisions and choices about what our school values should be
- Participate in establishing class and school and playground rules
- Providing positive corporate experiences – for example, through assemblies, team activities, residential experiences, school productions
- Establishment of sacred space throughout the school provide children with the opportunity to think and interact
- Teachers building in opportunities for SMSC development during medium and short term planning
- The teaching of RSHE which is sensitive to the cultural differences within the school and delivered in line with the Christian ethos of the school
- Building links between older and younger classes within the school through our House System
- Participation in nurture groups
- Parental workshops