



*St Nicolas C of E Academy*

*Together We Flourish*

*Spiritual, Moral, Social  
and Cultural  
Development Policy*

*Written: March 2020*



## Spiritual, Moral, Social and Cultural Development Policy

### Vision and Ethos

*Our vision as a Church of England primary school, deeply rooted in a strong Christian tradition, is to develop happy, young people with enquiring minds, a spirit of curiosity, respect for themselves, others and the environment so that they will have the skills, resilience and adaptability to thrive in a rapidly changing world.*

*Our vision draws inspiration from the Parable of the Sower which is found in the gospel of Matthew 13:1-9, 18-23 in the New Testament.*

*A farmer sows seed in a field:*

- *Some seed falls on the paths, and the birds quickly eat it.*
- *Some seed falls where there are rocks, and not much soil. Plants grow quickly, but soon the sun dries them. There is not enough soil, and the plants die.*
- *Some seed begins to grow in a place where there are too many weeds. The weeds stop the growth of the plants, and the plants die.*
- *But other seed falls on rich soil. So, the plants flourish.*

*We strive to provide the rich soil that enables our children and adults to develop the deep roots that they need to flourish in the love and grace of God. Within our community, our Christian school nurtures growth and supports all to have the courage to face challenge and the resilience to persevere even when confronted by difficulties. We endeavour to provide abundant opportunities which provide a platform for unique strengths and talents to blossom. Everyone feels valued and has respect for themselves and others, and hope for the brightest future.*

*Our mission, as a school with a religious character, is to provide an education of depth and quality in a Christian ethos which ensures the children and adults have the nurturing and aspirational environment to reach their full potential.*

*To realise our mission, we endeavour to live out our vision through our school motto:*

### *Together we flourish*

*Christian Values are interwoven through our vision, mission and motto and are embedded throughout the curriculum with a particular focus given to:*

- *Love (Compassion and Friendship)*
- *Peace*
- *Respect*
- *Hope*
- *Thankfulness*

## **Aims and objectives**

At St Nicolas CofE Academy we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives. We aim to develop:

**responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.**  
(Ofsted 2019).

Collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' Spiritual, Moral, Social and Cultural Development (SMSC).

Our curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathize with others as well as giving them the confidence to provide their opinions and develop their own view points. We closely link SMSC with our PSHE scheme of work.

Throughout the school we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

## **Spiritual Development**

Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

Our learning environment and curriculum provides opportunities to enable pupils to:

- Be curious and to express feelings of delight and wonder, (scientific investigations, new life, the global landscape);
- Empathise and consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in familiar stories);
- Consider how a belief can change people's lifestyles, (R.E, investigating communities and faiths, historical case studies);
- Discuss what they think they have achieved and what they need to do to be successful in the future, (self-assessment, target setting activities);
- Acquire an appreciation of and respect for their own and other cultures therefore developing further tolerance and harmony between different cultural traditions;
- have a sense of enjoyment and fascination in learning about themselves, others and the world around them;
- Use imagination and creativity in their learning;
- Reflect on their experiences.

## **Moral Development**

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching supports the rule of English civil and criminal law and encourages respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The school environment and curriculum promote moral development through:

- One clear school rule of 'Respect' which is embedded throughout the academy;
- Clear and consistent rewards and sanctions that children understand and believe to be fair;
- Collective worship that discuss moral values and cite expectations;
- Activities that enable pupils to give opinions and show their values;
- Enabling students to distinguish right from wrong and to respect the civil and criminal law of England;
- Enabling students to acquire a broad general knowledge of and respect for public institutions and services in England;
- Discussing the choices made by the pupils and others and the resulting outcomes (character studies, studies of historical figures);
- The ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives;
- Understanding of the consequences of their actions;
- encouraging students 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;
- Interest in investigating, and offering reasoned views about, moral and ethical issues.

## **Social Development**

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

Through the promotion of 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 children will:

**develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.**  
(Ofsted 2019)

To ensure that all pupils within the school have a voice that is listened to, and to demonstrate how democracy works we actively promote the democratic process through the election of our school council whose members are voted for by the pupils. The school council play a vital role in providing a voice for all the pupils in school and helping with the Headteacher with decision making.

The values of Respect, Perseverance, Peace, Thankfulness, Love and Hope are explicitly taught and modelled throughout the school.

At St Nicolas social skills are developed through:

- The modelling of positive social behaviour by all staff;
- After school clubs;
- Sporting activities;
- Team games led by staff and children at playtimes and lunchtimes;
- Turn taking and team building activities
- Pair and small group work within the classroom
- Working with others across the local community (local care homes, local schools, Youth With A Mission King's Lodge, St Nicolas Church)
- The teaching of appropriate relationship and sex education, which promotes age-appropriate understanding of healthy relationships.

Furthermore, we aim to enable students to flourish through growing their knowledge, self-confidence and resilience so that they can keep themselves mentally healthy. At St Nicolas we use restorative justice to listen and support all children across the school to resolve conflict.

### **Cultural Development**

Cultural development enables learner's to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

At St Nicolas we believe:

**It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.**  
(DfE National Curriculum)

Children are introduced to a regional and global perspective in life through:

- Studying global environmental issues,
- Experiencing stories from different cultures;
- First hand experiences through local visits to and visits from theatre groups
- Visitors from the local and international community;
- Being part of local and national fund-raising events;
- Studies of a different lifestyle including different food, dress, festivals and places of worship;
- Learning about other cultures when raising money for charity;
- Children are taught to understand the lifestyles and choices made by the variety of different cultures and faiths that exist within the school.

### **Monitoring and review**

The planning and coordination of SMSC is the responsibility of the RE and PSHE leaders, who also:

- Support colleagues in their teaching, by keeping them informed about current developments in the subject, and by providing a strategic lead and direction for SMSC;
- Speak to the children about different elements of SMSC and use this to inform future planning.
- Use specially allocated, regular management time to review planning of SMSC across the curriculum, evidence of the children's work and to observe elements of SMSC across the school.

Review Date – March 2022