

Fioretti Trust



Spiritual, Moral, Social and Cultural (SMSC) Policy

"We encourage one another and build each other up, to be our best selves."

Committee Responsible: Full Governing Body

Date Proposed:

Date accepted:

Review Date: Summer 2026

Signed by Chair of Governors:

St Barnabas Church of England Primary School Spirituality, Moral, Social and Cultural Policy

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Introduction

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. **How does our school vision and values support spiritual, moral, social and cultural development?**

St Barnabas has a strong Christian vision, ethos and values. Inspired through Jesus,



Connected in community, uniquely created by God to flourish as our best selves, inspired by Jesus to live in and share hope, encouraged by the Holy Spirit to be a positive change in the world.

Inspired through Jesus, we share hope and encouragement as Barnabas "son of encouragement" did (Acts 4:36) and through Paul's message (1 Thessalonians 5:11) to "encourage each other and build each other up" and flourish by being our best selves.

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve and be their best selves. Therefore, we have a commitment to promoting children's development in a safe, inclusive, and respectful environment. We aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other beliefs and cultures.

Aims and objectives

- To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that enrich our society.
- Recognise our society is made up of a wide range of world faiths and views.
- To teach pupils to develop respect for and values others, including people with different faiths and beliefs, and to help them to identify and challenge prejudice.
- To prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society.
- To enable children to play and develop a positive role within school, the wider community and as citizens.
- To foster reflection and experience moments of stillness and reflection.
- Foster their emotional life and express their feelings, beliefs, values and responses to personal experiences.
- Reflect on, consider and celebrate the wonders and mysteries of life and a sense that there is “more to life than meets the eye”
- To teach and help children distinguish between right and wrong and to help them make informed and independent judgments.
- To take initiative and act responsibly with consideration for others and the environment, their understanding of right and wrong and legal boundaries.
- To teach children to listen and respond appropriately to the views of others.
- To learn about values including British values and develop their own values.
- Begin to understand the Christian imperative for social justice and a concern for the disadvantaged and learn about service in the school and wider community.

Spiritual development

The spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- Knowledge of, and respect for their own and different people’s faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Willingness to reflect on their experiences

Spirituality encompasses a wide range of experiences, beliefs, and practices that help individuals to find deeper meaning and fulfilment in their lives. It is the exploration of our expectance as humans.

Spirituality is the act of being fully human by revealing ourselves, our relationships with others, with beauty in the world and the beyond.

‘Spirituality is ‘relational consciousness’ where by individuals relate to self, others, the world around them and to a divine other’

Rebecca Nye

At St Barnabas, we support spiritual development and flourishing through helping children to understand what makes them, them - exploring self, their relationships with others, the world and beyond.

We recognise that spirituality might or might not relate to religion. It can involve practices such as meditation, prayer, contemplation, and self-reflection, as well as engagement in activities that connect individuals to a larger sense of purpose or community.

Self (being a unique person and understanding self-perception)

Spiritual learners become increasingly aware of the concept of self – the inner person and the way that this shapes an individual’s perception of themselves as a unique human being. Spiritual learners reflect on the relationship that they have with their sense of being a unique person.

We explore spirituality through the framework of:

Others (how empathy, concern, compassion and other values and principles affect relationships)

Spiritual learners become increasingly aware of the concept of others – a growing empathy, concern and compassion for how to treat others. Spiritual learners reflect on how their values and principles affect their relationships with others.

World and Beauty (perceiving and relating to the physical and creative world through responses to nature and art)

Spiritual learners become increasingly aware of the concept of a physical and creative world – a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity. Spiritual learners explore their understanding of beauty and the affect this has on their perception of and relationship with the world.

Beyond – (relating to the transcendental and understanding experiences and meaning outside the ‘everyday’)

Spiritual learners become increasingly aware of the concept of the beyond – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. Spiritual learners search for meaning in their very existence and their place in the greater scheme

We recognise that spiritual development can happen in positive and negative times

The ‘WOW’ Times – explores the spiritual possibilities of fantastic times

The ‘OW’ Times – explores the spiritual possibilities of hard times

What do we mean by ‘development’ in spiritual development?

We think about spiritual development like developing a photography or looking through a key hole. It is when the image is ‘realised’ or ‘made visible’. Something previously unknown becomes known like a moment of realisation or clarity.

Spirituality is an innate human capacity. Spiritual development is not about becoming more spiritual (in a measurable or expansive sense). It is about realising or becoming more and more aware of one’s natural, innate spirituality. This is sometimes a slow and gradual process, at other times there might be significant stages of realisation, which are part of the ongoing ‘developing’ process. Unlike the

development of a photograph, people don't reach a finished state of spiritual development, but participate in the ongoing process of spiritual realisation.

Our school supports children's spiritual development by:

- Creating a supporting safe environment in which children can experience spirituality and flourish.
- Sharing invitational and inspiring collective worship and opportunities for reflection and prayer.
- Helping the children realise the positive impact they can have on others by being an encourager.
- Giving children the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.
- Demonstrate curiosity and open mindedness when exploring life's big questions and searching for meaning.
- Giving children the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful
- Being respectful and celebrating what makes us different
- Valuing children's questions and encouraging them to think deeper.
- Appreciating a connection to something bigger than ourselves.
- Recognising moments when the unknown become known.
- Exploring what links us to others.
- Appreciate beauty in the world and be alive to experiences of awe and wonder.

Moral development

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to 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 ability to understand and appreciate the viewpoints of others on these issues.

At St Barnabas Primary, we teach moral development through understanding what is right and wrong, why we have rules and laws and the consequences and an impact of my behaviour on myself and others.

Children are encouraged to understand the need for a common code based on the school values.

Our school supports children's moral development by:

- Providing a clear moral code for encouraging positive behaviour by teaching and modelling our school values.
- Having a behaviour curriculum which explains the need for expected behaviour and the impact on others.
- Promoting racial, religious and other forms of equality
- Challenging stereotyping

- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practise moral decision making
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment
- Encouraging pupils to ask for and offer forgiveness to other.

Social development

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

At St Barnabas Primary, we understand that our society is made up of people from different backgrounds and with different views or beliefs. That we should respect others and develop positive relationships to cooperate and enable all to flourish.

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community –for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community

Cultural development

The cultural development of pupils 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 in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across
- cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, 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 and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

At St Barnabas Primary, we understand British society is culturally diverse; it is made up of the different faiths and values, traditions, arts, language, social institutions

Our school develops cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Teaching world faith and views through the RE curriculum.
- Encouraging them to think about special events in life and how they are celebrated
- Developing pupils' cultural experiences through trips and experiences for example, theatre, museum and gallery visits

Relationship and Sex Education (RSE)

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity. Please see our RSE policy for more information.

Curriculum:

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Recognise Christianity as a world faith and the diversity of faith and beliefs in Britain and across the world.
- Develop an understanding of their social and cultural environment.

Teaching and development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. All curriculum areas

should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Opportunities need to be planned in, but will also occur spontaneously. Class discussions will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, eg bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others' needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging and cultural heritage.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally — e.g. empathy, respect, open mindedness, sensitivity, critical awareness
- Identify issues of spiritual significance
- Learn to live with success and failure for themselves and with others;
- Respond to the ultimate questions of life;

Many curriculum areas will provide opportunities to:

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

Spiritual, moral, social and cultural development is recognised in all areas of school life, particularly in:

- Collective Worship
- Class Worship
- Our school Christian values
- Promotion of British Values
- Whole school curriculum including PSHE
- Church/School ethos links – Church services, prayer spaces
- Spirituality/Personal worldview discussions

Partnerships:

Visitors are welcomed into school. Links with the Church are fostered through links with the local churches. The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.

Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it. They are encouraged to be active in serving the community through charity work, Young Leaders Award, working with local groups and taking part in community events.

