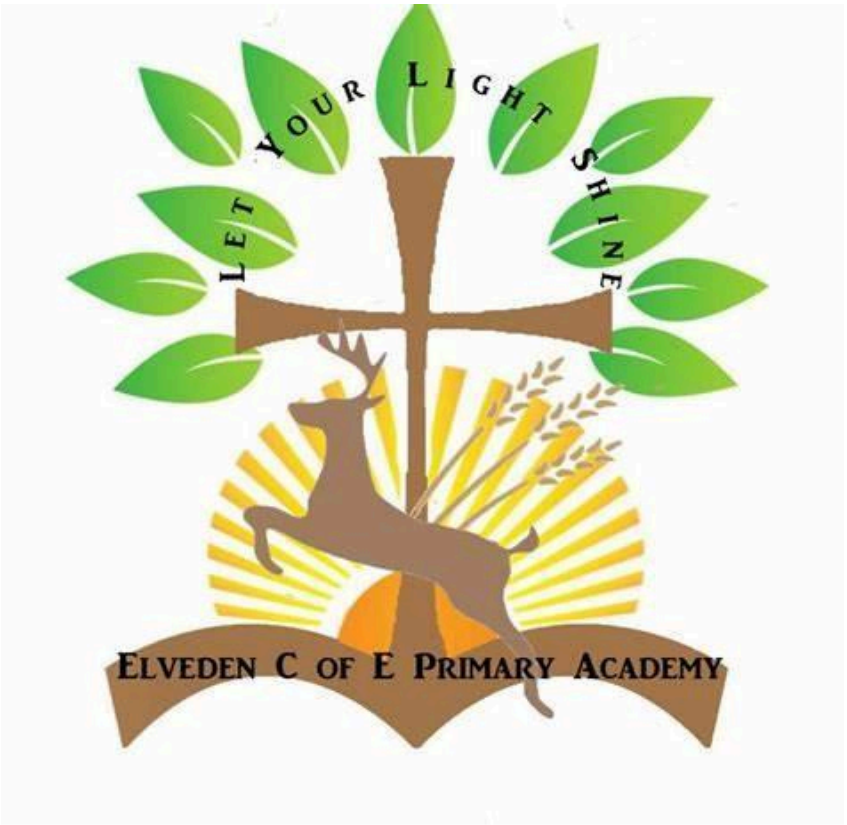



# Elveden Church of England Primary Academy

# Spiritual, Moral, Social and Cultural Policy

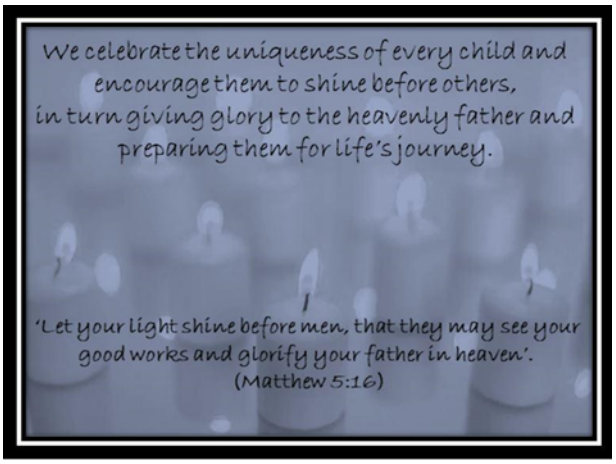
Date Completed: October 2024

Completed by: Danielle Sanders

Review Date: October 2027

# Let your light shine

We celebrate the uniqueness of every child and encourage them to shine before others, in turn giving glory to the heavenly father and preparing them for life's journey.




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**Spiritual Moral Social and Cultural Protocol**

## Introduction

Elveden Church of England Primary Academy promotes a strong Christian ethos and, by example and direct teaching, follows and promotes the teachings of Jesus, whilst recognising that not all of its members will be practising Christians.

We recognise that the personal development of children's, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

We recognise that the personal development of children's, spiritually, morally, socially and culturally (SMSC), plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides children 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
- an appreciation of the diversity and richness of the cultures, valuing all God's children

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of Elveden CE Primary, and is an essential ingredient of our school's success.

## Guidelines

The integrity and spirituality of children from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and children will be given access to alternative views.

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

The school community will be a place where children 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.

Children should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Children should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate children's' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

## Aims

To ensure that everyone connected with the school is aware of our mission and ethos statement and values.

- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and that these are embedded within the life of the school.
- To ensure that a child's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that children know what is expected of them and why.
- To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable children to develop an understanding of their individual and group identity.
- To enable children to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each child the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

## Spiritual Development (See also Spiritual Mapping in Appendix)

As a school we aim to provide learning opportunities that will enable 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 values
- develop a sense of enjoyment and fascination in learning about themselves, others

and the world around them

- recognise the challenges' of Jesus teaching
- use their imagination and creativity in their learning
- experience moments of stillness and reflection and be willing to reflect on their experiences
- develop into self-assured, confident, happy, positive young people
- sustain their self-esteem throughout their learning experience
- develop their capacity for critical and independent thought
- foster their emotional life and express their feelings
- discuss their beliefs, feelings, values and responses to personal experiences
- form and maintain worthwhile and satisfying relationships
- reflect on, consider and celebrate the wonders and mysteries of life
- foster a sense of empathy with others, concern and compassion

Spiritual education also involves:

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| **Awareness-sensing**<br><br>*Being aware of your own awareness* | **Here and Now** –being aware of the immediate experience<br><br>**Tuning** – the awareness during heightened aesthetic experience (e.g music) also profound sensitivity or empathy, feeling at one with others, belonging<br><br>**Flow** – feeling of concentrated attention, so engrossed you lose track of time.<br><br>**Focusing** – the awareness of all of you including your bodily awareness |
| **Mystery-sensing**<br><br>*Being aware that parts of our lives are in principle incomprehensible* | **Wonder and awe** – the distinction between the commonplace and the profound<br><br>**Imagination** – letting go of reality. Being open and willing to go deeper. |
| **Value – sensing**<br><br>*What we feel is a measure of what we value* | **Delight and Despair** – experienced as emotion<br><br>**Ultimate goodness** – a delight with trusting in the order of the world<br><br>**Meaning** – endless curiosity and meaning making, seeking a sense of identity: Who am I? Where do I belong? What is my purpose? To whom am I connected? |
| Hay, D. and Nye, R. (1998) *The Spirit of the Child*. London: Jessica Kingsley Publishers | |

**Moral development**

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

- recognise the difference between right and wrong, and readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understand the consequences and impact of their behaviour and actions
- show an interest in investigating and offering reasoned views about moral and ethical issues, and be able to understand and appreciate the viewpoints of others on these issues
- recognise the unique value of each individual
- listen and respond appropriately to the views of others
- gain the confidence to cope with setbacks and learn from mistakes
- take initiative and act responsibly with consideration for others
- develop their own moral sense
- show respect for the environment
- make informed and independent judgements
- understand the impact of their actions on other people

**Social Development**

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

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- demonstrate a willingness to participate in a variety of communities and social settings, including volunteering, cooperating well with others and being able to resolve conflicts effectively
- accept and engage 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
- develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain
- articulate their feelings and justify them in both informal and formal settings and be given responsibility and trust to develop their confidence
- have the confidence and self-belief to undertake difficult tasks
- encounter a wide range of experiences
- question things which prevent them developing into confident adults – particularly lack of aspiration and unfair discrimination
- develop an understanding of their individual and group identity
- learn about service in the school and the wider community and develop an understanding of the roles within our community – police, healthcare, the Post Office, Parliament etc.)
- know the value and importance of making a positive impact on the lives of other people

*Children want and need to make sense of who people are, what they do, and why they do it – Edwards (1986:3)*

## Cultural Development

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

- understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others
- understand, appreciate and respect the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- develop their knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- participate in and respond positively to artistic, sporting and cultural opportunities
- interact easily with people of different cultures and faiths
- explore, develop understanding of and show respect for different faiths and cultural diversity
- 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
- recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society
- develop an understanding of their social and cultural environment
- develop an understanding of Britain's local, national, European, Commonwealth and global dimensions

## Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage children 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. Teachers will inspire pupils through their enthusiasm for and modelling of learning. Teachers at Elveden CE Primary will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences.

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

Class discussions and circle time will give children opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. 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.
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally — e.g. empathy, respect, open mindedness, sensitivity, critical awareness

Many 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.

In addition to this, half termly throughout the school year, the children will celebrate a day focusing on each aspect of SMSC. The children will spend the whole day participating in activities centred on the theme of the day. The day will be documented in a scrap book, which will be kept in the front office for parents to peruse at will.

## Links with the wider community

Visitors are welcomed into school.

Links with the Church are fostered through links with the local churches and the Diocesan Board of Education.

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 child.

Children will be taught to appreciate their local environment and to develop a sense of responsibility to it.

## Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

- Subject Lead identify aspects within their subjects to be included in teacher planning. Coordinators monitor teacher plans and their evaluations and assessments.
- Subject Leaders monitor resource provision, identifying shortfalls.
- The Headteachers have oversight of this policy and monitor the provision of SMSC.

Appendix

# Elveden CE Primary Academy

## Let Your Light Shine

Spirituality in our school:

Spirituality is not something we can see; it is something we feel inside ourselves. It is about awe and wonder, asking questions, inspiration and being aware of something 'bigger' outside of ourselves.

| Aspects of Spirituality | School Opportunities | Educating for Life in All its Fullness | School Improvement |
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| A sense of the mystery of life | Geography, Science, Number – links to real life<br>Literacy – Poetry/texts<br>Big Questions<br>Intrigue and curiosity<br>Staff 'journeying' and learning with pupils | Educating for Wisdom, Knowledge and Skills:<br><br>"For the LORD gives wisdom; from his mouth come knowledge and understanding." Proverbs 2:6 | Learning with open eyes<br><br>Actively planning for and finding the sense of mystery |

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| | Philosophy/RE<br>Children's questioning<br>Unanswerable questions allow opportunity to reflect and philosophise<br>Spiritual classroom/wellbeing garden<br>RSE | How does this link to the schools vision and mission?<br><br>Our children are 'inspired with a love for learning and to bring glory to God.' | |
| A sense of the human capacity for choice, decision making and personal responsibility | Behaviour choices in and out of the classroom<br>Opportunities to choose creative responses to work<br>Young sports leader<br>Collective Worship team<br>Eco council<br>PE<br>Group/Team work/Family group days<br>Play/OPAL<br>Home Learning<br>Philosophy<br>Meeting targets<br>Self-evaluation in learning<br>Forest schools | Educating for Community and Living Well Together:<br><br>"You shall love the Lord your God with all your heart, and with all your soul, and with all your might." Deuteronomy 6:5<br><br>How does this link to the school's vision and mission?<br><br>Our children 'empower others to do the same.' | Eco groups (warriors)<br><br>Reading buddies<br><br>Continue to develop independence in learning and in practical life skills<br><br>Family opportunities<br><br>Choice of how, where, and when to pray<br><br>Community links/choosing to support those who have needs |

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| A sense of awe and wonder | Everywhere – small things and big things<br>Element of discovery<br>Use of all senses<br>Awareness of the world<br>Programming/IT innovations<br>Visitors to school<br>Worship times<br>Visits – Norwich cathedral/mosque/other places of worship<br>Global school links | Educating for Hope and Aspiration:<br><br>"That their hearts may be encouraged, being knit together in love, to reach all the riches of full assurance of understanding and the knowledge of God's mystery, which is Christ." Colossians 2:2<br><br>How does this link to the school's vision and mission?<br>We 'provide a nourishing education which is deep and broad, equipping children for life in all its fullness. | Inspirational Worship times for everyone |
| A sense of transcendence and an awareness of there being something more to life than meets the eye | Using the language of 'God' 'prayer' etc<br>Stilling – forest bathing<br>Imagination<br>Reflection – I wonder…<br>Not always an answer<br>Stories<br>Relationships<br>Prayer<br>Art work eg Remembrance<br>Worship times<br>Spiritual/cultural days | Educating for Hope and Aspiration:<br><br>"Glory to God in the highest, And on earth peace amongst men." Luke 2:14<br><br>How does this link to the school's vision and mission?<br><br>We will shine before others 'to inspire, nurture and bring joy…' | Exploring symbols |

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| A reflective attitude to the natural world | Recognising the impact of the natural world on human nature<br>Celebrating our rural location<br>Bespoke curriculum<br>Conservation area/field/forest school site/wellbeing garden<br>Eco issues/Fairtrade/LKS2 project<br>Photographs/pictures/class books/art/sketch books<br>At all times – inside and outside | Educating for Dignity and Respect:<br><br>"And God saw everything that he had made, and behold, it was very good." Genesis 1:31<br><br>How does this link to the school's vision and mission?<br><br>Our school is a place 'where everyone is understood and respected as a precious child of God.' | Developing Eco Warriors<br><br>Eco club<br><br>Developing environmental space<br><br>Developing Forest school site |
| A sense of pattern, sequence and order | Animals and the natural world – lifecycles<br>Dance/Music<br>Languages<br>Class routine<br>Maths and Science<br>Organised and well managed classrooms<br>Christian Year/festivals<br>Making connections with the curriculum<br>Extra-curricular<br>After school clubs | Educating for Community and Living Well Together:<br><br>"In the beginning God created the heavens and the earth" … "And there was evening, and there was morning – the sixth day." Genesis 1:1 and 1:3<br><br>How does this link to the school's vision and mission?<br><br>Through the development of leadership at all levels, 'we will shine before others.' | 'Bringing the children's attention' to pattern and sequence |

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| A spirit of enquiry and open mindedness | Philosophy for Children<br>Circle time/speaking and listening/show and tell<br>Higher order questioning/topic questions<br>Teaching for Mastery Maths<br>Encourage time to ask questions<br>Own research<br>Self-evaluation/assessment<br>Interfaith learning days<br>Appreciating others peoples point of views<br>Personal writing targets<br>Inference through reading<br>Malawi links | Educating for Wisdom, Knowledge and Skills:<br><br>"Do not be conformed to this world, but be transformed by the renewal of your mind, that by testing you may discern what is good and acceptable and perfect." Romans 12:2<br><br>How does this link to the school's vision and mission?<br><br>'With spiritual development at the heart of the school, our children are inspired with a love of learning.' | Encouraging children to ask more questions<br><br>Develop links with Malawi |
| A spirit of life's joys and achievements | ALL THE TIME<br>Celebration assemblies/awards/show and tell/news<br>Recognising and celebrating special moments<br>Celebrating birthdays/special occasions of others – gifts<br>Inspirational speakers<br>Fun laughter and smiles<br>High standards – genuine achievement<br>John 10:10 "Live life in all its fullness"<br>Appreciating others achievements<br>Personal targets | Educating for Dignity and Respect:<br><br>"Then I was constantly at his side. I was filled with delight day after day, rejoicing in his whole world and delighting in mankind." Proverbs 8:30-31<br><br>How does this link to the school's vision and mission?<br><br>We enable our children 'to flourish and embrace their fullest individual potential.' | 'Be the best you can, in the eyes of God.' |

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| | Postcards/calls home/certificates<br>Raffles prizes<br>Acknowledgments<br>Dojo prizes<br>Racing to Read prize<br>Treasured Memories | | |
| An awareness of disappointment and failure, suffering and pain, decay and loss | Eg bereavement or illness; pets dying or ill; flowers, leaves; Jesus<br>Disasters – earthquakes, tsunami, bombings, floods, famine, fires, drought<br>Adults and children leaving<br>Worship times<br>History/Science/Stories/RE/PSHE/RSE relationships<br>Global school partnership<br>Supporting charities<br>Emotional resilience<br>Mental health and wellbeing; policy and practise – Young Minds day<br>Christian values encouraging empathy and compassion<br>Current affairs eg Picture News<br>Child protection/safeguarding | Educating for Dignity and Respect;<br><br>"Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility. gentleness and patience." Colossians 3:12<br><br>How does this link to the school's vision and mission?<br><br>The school is a place 'where everyone is understood and respected as a precious child of God.' –school prayer | Family group competitions |

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| | High expectations in all things and a positive attitude to 'failure'; we learn at the point at which we fail – challenging most able | | |
| A sense of others as feeling, thinking persons | Relationships with others – playtimes, all times throughout the day<br>Resolving conflicts as they happen – restorative action<br>Sharing, giving in, taking turns, respecting, working in pairs/groups<br>Inclusion/SEN<br>PSHE – Jigsaw charter/chime<br>Respect for each other – unique and special<br>Allowing time to think/feel<br>Caring for each other's feelings<br>Circle time<br>Worship time<br>Christian values<br>Mutual support and care for staff<br>Mixed age groupings<br>Global school links<br>Buddy bench<br>Zones of Regulation | Educating for Dignity and Respect:<br><br>"You shall love your neighbour as yourself." Leviticus 19:18<br><br>How does this link to the school's vision and mission?<br><br>The school is a place 'where everyone is respected and all are deeply valued.' –school prayer | Break down any SEN stereotyping<br><br>Educating parents on SEN<br><br>Developing active listening skills and empathy<br><br>Charity events – Autism awareness/Young Minds |
| | Encouraging children to imagine how it would feel to be hurt/suffering<br>Drama/role play | Educating for Dignity and Respect: | Visits the cities that are culturally and socially different |

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| An increasing ability to empathise with others | RE visits<br>Inclusion/SEN/accessibility<br>Use opportunities as they arise<br>Social stories<br>Challenge for able pupils<br>Good sportsmanship<br>Emotional intelligence<br>Worship times/songs<br>Global school links<br>Volunteering – young citizen | "Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you.' Ephesians 4:32<br><br>How does this link to the school's vision and mission?<br><br>We enable our children to 'flourish and embrace their fullest individual potential.' | Can the children 'walk the walk' in daily life? |
| A sense of the quality of silence and reflection | Assessment for learning informing lesson planning<br>In the moment marking<br>Worship time/personal connection with God<br>Listening<br>Quiet/calm working environments<br>Teaching skills that allow time to think/respond/evaluate<br>A calm/colourful/stimulating school environment<br>Prayer places – in classes/reflection corners/in hall/spiritual classroom<br>Give children time and silence; teachers too<br>Staff room<br>Music<br>Wellbeing garden | Educating for Wisdom, Knowledge and Skills:<br><br>"Be still, and know that I am God. I will be exalted among the nations. I will be exalted in the earth!" Psalm 46:10 | Stilling – forest bathing – reflection space at forest school site<br><br>Children thinking for themselves/taking responsibilities<br><br>Recognising how silence and reflection has positive impacts on academic results/mental health |

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| A sense of self-worth and the worth of others | Display celebrating ALL effort and achievement<br>High academic standards<br>Circle time/PSHE especially and specifically<br>All are unique and special<br>SEN/gifted and talented provision<br>Health and safety policy and procedures<br>Safeguarding children<br>Teamwork – support<br>Family/mixed age groupings<br>Teaching about Jesus<br>Admissions policy<br>How we do assessment/feedback – praise, understanding, personal<br>Learning styles<br>Year 6 leavers celebrations<br>Challenging any behaviour which puts others down/lack of dignity<br>A broad curriculum in which all children can experience success | Educating for Dignity and Respect:<br><br>"Put on then, as God's chosen ones, holy and beloved, compassionate hearts, kindness, humility, meekness and patience, bearing with one another and, if one has a complaint against another, forgiving each other; as the Lord has forgiven you, so you also must forgive. And above all these put on love, which binds everything together in perfect harmony." Colossians 3:12-14<br><br>How does this link to the school's vision and mission?<br><br>Both our children and adults are valued 'as God's children, overflowing with His light.' | Friends intervention: aspiration and self-belief<br><br>Developing further links with the community post pandemic |
| A growing self-confidence in expressing inner | Discussions<br>Listening skills<br>Circle time<br>Creative expression – dance, art, drama, music<br>Not being afraid/embarrassed/unqualified for teachers and pupils to talk about difficult things | Educating for Wisdom, Knowledge and Skills:<br><br>"Do not conform to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will." Romans 12:2 | More opportunities for extemporary prayer |

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| thoughts (spiritual communication) | Make mistakes/take risks<br>Interactive play<br>Child/class-led assemblies and worship times<br>Well-taught RE and Spiritual development that offers and models a spiritual and emotional language (emotional literacy)<br>Opportunities for prayer | How does this link to the school's vision and mission?<br><br>A sense of spiritual communication is developed 'so all may embrace life in its fullness to the glory of God.' | |
| A sense of the joy in life, all achievements and play | Taking part<br>Extending good EYFS practise into KS1 – Early Excellence<br>Worship times/Celebration Assembly<br>Laughter and fun<br>Healthy school issues<br>After school clubs<br>Breakfast club<br>Sports clubs/lunchtime clubs<br>A relaxing/inspirational staff room<br>PE partnership<br>PTFA<br>Teaching for mastery maths<br>Sport (sport premium)<br>Achievement for all through a broad curriculum and hard work<br>Residential visits<br>Lunchtime sports leaders | Educating for Hope and Aspiration:<br><br>"May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit." Romans 15:13<br><br>How does this link to the school's vision and mission?<br><br>We develop opportunities 'to inspire, nurture and bring joy.' | Playtime resources<br><br>Wet time play resources |

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| | New play equipment<br>MUGA<br>Platinum OPAL award | | |