



Spiritual Development and SMSC Policy

Written: January 2020

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Chair of Governor signature: _____

Date: _____

Spiritual Development and SMSC Policy

School Vision: God Believes, We Believe, I Believe
'for with God nothing shall be impossible.' Luke 1:37.

School Mission Statement: Through enjoyable, memorable learning, supported by our core Christian Values and high expectations, we can aspire to make educated choices in order to flourish to live a rich and fulfilled life.

School Parable: Parable of the Talents (Matthew 25:14–30)
'To those who use well what they are given, even more will be given and they will have an abundance.' (Matthew 25:29)

School Motto: Believe You Can

We believe all children should have high expectations and aspirations for themselves, to work hard using the God given talents they have been blessed with and to know that with a little faith in themselves, each other and in God nothing shall be impossible. Aim high

Core Christian Values:

Value	Character	Scripture		
		Parable	Miracle	Core Bible Stories
Faith	Believing Betsy Butterfly	Mustard Seed	Jesus Calms the Storm	Noah's Ark
Love	Loving Lizzie Lioness	Good Samaritan	Loaves and Fish	Christmas Story
Respect	Respectful Rufus Rhino	Wedding Banquet	Healing the Servants Ear	Easter Story
Perseverance	Persevering Percy Penguin	The Lost Sheep	The Miraculous Catch of Fish	Creation Story
Forgiveness	Forgiving Frankie Falcon	The Prodigal Son	The Paralysed Man	Story of Joseph

Courageous Advocacy Missions: Helping the Hungry (Local)

Right to Learn (Global)

Aims and objectives

At St Meriadoc CE Infant Academy we strive to create a learning environment which promote 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 want our pupils to be successful, confident learners and responsible citizens. We recognise the importance of both the academic and personal development and well-being of every child in our school. This includes recognising the importance of providing a range of opportunities for our pupils to respond to and support their spiritual, moral, social and cultural developments with an understanding and an overview of Every Child Matters agenda. SMSC objectives are presented in the St Meriadoc ETHOS document which links in Every Child Matters, SMSC, PSHE and articles from United Nations Convention on the Rights of the Child.

The 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.

Spiritual, Moral, Social and Cultural development (SMSC) is outlined below as four separate dimensions, however, we are aware of the overlap between each area.

Spiritual Development

Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Spirituality is not the same as having a religion or faith; a person can be spiritual without having a particular faith. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn. Spirituality is a very personal experience and is very difficult to put into words. We all interpret it differently, from person to person, and it often develops within us at different stages of our life.

As a church school, we are focused on developing the mind, body and soul of adults and children alike. We believe that spirituality should influence all aspects of education and life, therefore we aim that all areas of the curriculum contribute to spiritual development.

Spiritual development is not about becoming, more spiritual, it is about realising or becoming more and more aware of oneself and their natural, innate spirituality. This can be a slow and gentle process, at other times there might be significant stages of realisation, which are part of the ongoing 'developing' process. People don't reach a finished state of spiritual development, but participate in the ongoing process of spiritual realisation.

Definition

As a school, we have defined spirituality as:

'Spirituality is something we feel inside ourselves; is not something we can see. It is about being curious, expressing and sensing the feelings of delight, awe and wonder, to empathise and to consider the views of others, to ask questions, to be inspired and be aware of something 'bigger' outside ourselves.'

As an infant school it is important that we use age appropriate language to define spirituality, so when talking to our children we will refer to:

- A sense of awe and wonder - The 'WOW' moments of life
- Caring for our world and those in it - listening to each other and the world around us
- Wanting to love and to be loved by people

These are defined in more detail later in this policy

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We are committed to:

- celebrating the religious and non-religious beliefs and values that our pupils bring as part of their family/culture heritage and to building an awareness of and respect for others' spiritual and religious beliefs
- fostering common human values and building spiritual capacities to promote selfworth, self-esteem and a valuing of others
- helping our pupils to come to an understanding of themselves as unique individuals and encouraging them to reflect on ultimate questions
- developing our pupils' curiosity, imagination, creativity and promoting a sense of awe and wonder.

Our learning environment and curriculum 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)

2.3 Spiritual Development through Windows, Mirrors and Doors.

WINDOWS: giving children opportunities to become *aware* of the world in new ways; to *wonder* about life's 'Wows' (things that are amazing) and 'Ows' (things that bring us up short). In this children are learning *about* life in all its fullness.

MIRRORS: giving children opportunities to *reflect* on their experiences; to *meditate* on life's big questions and to consider some possible answers. In this they are learning *from* life by exploring their own insights and perspectives and those of others.

DOORS: giving children opportunities to *respond* to all of this; to *do* something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to *live* by putting into action what they are coming to believe and value.

Moral development:

Definition

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

We teach our children to recognise what is right and wrong and act on this accordingly.

We are committed to encouraging pupils to:

- be truthful and honest
- respect the rights and property of others, their opinions and customs, even when they are different from our own
- help others
- solve differences of opinion in non-violent ways

The classroom environment and curriculum promote moral development through:

- Codes of conduct and class rules, agreed with children and UNCRC Rights Charters displayed in the classroom
- Clear and consistent rewards and sanctions that children understand and believe to be fair.
- Class and school Collective Worship that discuss moral values and cite expectations.
- Activities that enable pupils to give opinions and show their values.
- Discussing the choices made by the pupils and others and the resulting outcomes, character studies, studies of historical figures).
- The values of 'Justice' and 'Forgiveness' are explicitly taught and modelled throughout the school e.g. Forgiveness Feet are used to promote reconciliation.

St Meriadoc CE Infant Academy will not tolerate any form of bullying, cruelty, dishonesty, violence or discrimination from anyone within our school community

Social development:

Definition

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.

We support our children to develop an understanding to respect their rights, of living in a community and of being a respectful citizen. We uphold the United Nations Convention on the Rights of the Child and actively promote this with our children. We have five focused rights within our school, Right to a voice (Article 12), Right to a faith (Article 14), Right to an education (Article 28), Right to be the best you can be (Article 29), Right to relax and play (Article 31). Our School Council: Rights Ambassadors support children's rights across the school. We strongly believe that "Rights" are things every child should have or be able to do and that all children have the same rights. All the rights are connected to each other, and all are equally important, having been agreed by nearly every country. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. We teach our children that as they grow, they have more responsibility to make choices and exercise their rights.

We are committed to:

- fostering the skills and qualities of team building through the development of self-confidence, co-operation, sensitivity to others, reliability, initiative and understanding
- providing an environment where pupils can take responsibility for themselves and others in school and the wider society.

Our learning environment and curriculum

At St Meriadoc CE Infant Academy social skills are developed through:

- Modelling of positive social behaviour by all staff
- After school clubs
- Sporting activities
- School Council: Rights Ambassadors
- Buddy and team games at play times and lunch times
- Turn taking and team building activities
- Pair and small group work within the classroom
- Working with others across the local community
- Values of 'Faith', 'Love', 'Respect', 'Perseverance' and 'Forgiveness' are explicitly taught and modelled throughout the school. These are supported by Values characters, which have linked stories promoting the value. See table on front page under 'Our Vision'.

Cultural Development

Definition

Cultural development enables learners 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.

We are committed to ensuring our children have the knowledge and understanding of wider cultural traditions and this is woven into all areas of our creative curriculum.

We value and celebrate the cultural diversity within our school, our community, our society and the world by:

- promoting an appreciation of our own cultural tradition/s and encouraging an appreciation of other peoples' cultural traditions
- celebrating the richness of culture and tradition.

In light of this we will ensure that the SMSC development of our pupils is promoted across the curriculum and in the wider life of the school by:

- providing an appropriate range of effective teaching and learning strategies that enable pupils to reflect on and respond to the issues of SMSC importance and concern
- maintain a positive climate in school in which all are valued, respected and encouraged to make a positive contribution •

ensuring that teachers plan for and respond to opportunities to develop SMSC development and to ensure subject leaders have an understanding of SMSC education in their subject

- recognising the importance of our collective worship programme in supporting and encouraging SMSC development
- reviewing the effectiveness and impact of our policy and practice as part of our cycle of school development.

Our learning environment and curriculum

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

- Links with local and international schools (partnership school with NISSII Christian Academy, Kenya).
- Stories from different cultures
- First hand experiences through local visits, theatre, art and artists
- Visitors from the local and international community
- Being part of National and International fund-raising events including own Courageous Advocacy mission suggested by the children - Helping the Hungry (Local) Right to Learn (Global)
- 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.

Awe and Wonder

Children are born inquisitive, and it is our duty to nurture this natural curiosity and guide them towards looking at the world and noticing, with awe and wonder, the natural and man-made delights all around us. We want to encourage them to ask 'big questions' about life, religion, nature, science and any other area of fascination. We pride ourselves on offering continued continuous provision throughout the school from Nursery to Year2 to nurture and encourage children's curiosity and creativity.

Caring for Nature and Living Things

We provide many opportunities for children to learn about nature and the role they play in protecting our world. As a Church School, this is especially important. We have our very active School Council: Rights Ambassadors who ensure children are receiving their rights. All children receive sustainability lessons in our polytunnel, where they grow their own fruits, vegetables and flowers and look after nature such as making bird feeders and bug hotels. Through science and topic work, children learn about the world and how they can care for living things. Our School has been awarded RHS Gardening Level 3 award and we are working towards Level 4.

Love

We are a very caring school and pride ourselves on our ethos of family. Through our Christian Values, we teach children to care for friends, family and the community. Indeed, our curriculum includes learning about those we love and those who love us.

Children's spiritual development is fostered through all aspects of our provision. It is about the relationships and the values that we consider to be important, as well as the development of knowledge, concepts, skills and attitudes. We give children opportunities to:

- Express personal beliefs and compare views with others, sharing feelings and opinions through discussions and stories.
- Begin to develop their own system of beliefs which may or may not include religious beliefs.

- Experience a love of learning through rewarding their enthusiasm and by encouraging exploratory play and learning.
- Reflect upon the world around them and show a sense of awe and wonder towards aspects of the natural world or human achievement.
- Reflect on the situations of others through role-play, stories.
- Experience a range of stories, music, art, drama and dance

What is the Role of the School Community?

In school, we give opportunities for reflection, in lessons and collective worship, children develop an understanding of looking back and reflecting on what they have experienced. This may take the form of looking back and taking from the past, from a Bible story, from a picture/icon/view/learning experience. We foster the process of 'Chat and Catch' where we reflect, meditate or pray and then listen or look for a response in the world around us. The focus is to help us in our lives today and tomorrow.

All members of the school community have a responsibility for helping to nurture children's spiritual development.

School staff can do this through:

- Establishing and maintaining a partnership between children, parents and staff; recognising and respecting the faith or non-faith background of the children and their families;
- Taking part in, and supporting, Collective Acts of Worship;
- Being good role models in their conduct towards other members of the community;
- Promoting an attitude of respect for other people and for others' views;
- Nurturing consideration for and generosity towards others.
- Drawing on the experiences of pupils and their families during religious education lessons and beyond;
- Recognising and being constantly aware of the needs and backgrounds of each individual pupil;
- Being willing to develop their own knowledge and understanding of the Christian faith and the faiths of others;
- Having a positive attitude to the value of spiritual education.

Children can do this through:

- Taking an active part in Collective Worship;
- Participating in activities which promote the skills allowing them to engage in examination of and reflection upon religious and non-religious belief and practice;
- Conducting themselves towards others considerately;
- Respecting the views and beliefs of others;
- Respecting each other's rights.

Parents can help through:

- Adopting a positive attitude to the value of spiritual education;
- Supporting the school's ethos and acts of community worship;
- Respecting the views and beliefs of others.

Spiritual Development is the 'heartbeat' of our school and to encompass how it is lived out at St Meriadoc it is expressed through our Wheel of Spirituality.



By living out our Christian Values and developing our:

worship, curriculum, world, how we interact with ourselves, others and a divine being through stillness, creativity, curiosity and questions we will enable our children to continue their lifelong journey with a greater sense of empathy, sense of identity and purpose, show wisdom and be able to take a challenge.

Monitoring and review

The planning and coordination of SMSC are the responsibility of the RE/Worship subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC;
- Speaks to the children about different elements of SMSC and uses this to inform future planning.
- Uses 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.
- Plans staff meetings to explore identified values and the SMSC links that may exist within these.