



We strive to improve heart and mind'  
**Cor et Mentem Colere Nitimur**

At Chilton Foliat Primary School we honour our educational heritage, supported by a strong Christian ethos. We strive to provide a diverse education that inspires children to develop a thirst for knowledge. This is delivered in a safe, supportive and nurturing environment promoting self-discipline, motivation and excellence in learning. We encourage strong partnerships and positive relationships amongst pupils, parents, carers and the wider community.

## **Spiritual, Moral, Social and Cultural Policy**

### **1. Aims and purpose**

1.1 At Chilton Foliat School we recognise that the pupils' spiritual, moral, social and cultural development (SMSC), will play a significant part in their ability to learn and achieve. We therefore aim to provide an education that allows pupils the opportunity to explore and develop their own values and beliefs. Similarly, we strongly support pupils' development of their own spiritual awareness as well as their understanding of other diverse social and cultural traditions. We encourage high standards of behaviour and the adoption of a positive and caring attitude towards others.

1.2 Chilton Foliat School is a place where we strive to achieve excellence. Children and adults are encouraged to realise their potential for growth in an enjoyable, exciting, creative and caring Christian environment.

### **2. Guidelines**

2.1 Christian spirituality and Christian values and principles will be explored in all curricula areas, especially in RE/ Collective worship, but the integrity and spirituality of pupils from other faith backgrounds will also be respected and explored. The diversity of spiritual traditions will be recognised and pupils will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as unique and valued individuals whilst showing (Christian) love and respect for both pupils and their families.

The school community will be a place where 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.

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

Pupils should understand the need for rules and the requirement to abide by those rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour, whilst providing the opportunity to celebrate the work of pupils, as well as their achievements.

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

### **3. General aims**

**3.1** To ensure that everyone connected with the school is aware of our values and principles.

- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that all pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils 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 pupil the opportunity to explore social and moral issues, and to develop a sense of social and moral responsibility.

### **4. Spiritual Development**

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

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- 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.

### **5. Moral Developments**

**5.1** Recognise the unique value of each individual.

- Recognise the value of Jesus' teaching.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take the initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.

## **6. Social Development**

**6.1** Develop an understanding of their individual and group identity.

- Learn about service in the school and the wider community.
- Begin to understand the Christian imperative for social justice and a concern for the disadvantaged.

## **7. Cultural Development**

**7.1**

- Recognise the value of richness of cultural and religious diversity in the United Kingdom and how these influence individuals in society.
- Recognise Christianity as a world-wide faith.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, National, European Commonwealth and global dimensions.

## **8. Teaching and organisation**

**8.1** Development in SMCS will take place across all areas of the curriculum 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 life style.

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

Class discussions and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their ideas and beliefs.
- Discuss difficult matters, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/families/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 pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open-mind ness, sensitivity, critical awareness etc.

Many areas of the curriculum provide opportunities to;

- Listen and talk to each other.
- Learn an awareness of treating all as equals, accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

## **9. Links with the community**

### **9.1** Visitors are welcomed into the school

- Links with the Church are fostered through the links with our local church and the Diocesan Board of Education.
- The development of strong home-school links are 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.

## **10. Monitoring and evaluation**

### **10.1** Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Regular discussion at staff meetings and governors' meetings
- Audit of Policies and Schemes of work
- Sharing of classroom work and practice.
- Audit of Collective Worship policy and practice.
- inclusion on SDIP

## **11. Conclusion**

**11.1** High standards in the area of SMCS Development will be sought and maintained by making explicit the school's values expressed in our Mission statement, and by establishing the clear principles and values evident in the Biblical concept of loving each other as Jesus loved us.