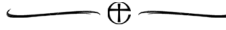




Through our Christian Values -
Friendship, Compassion, Trust
and Respect:

We Encourage, Build & Hope
together...no one left behind.

Based on 1 Thessalonians 5-11



Spiritual, Moral, Social and Cultural Education and promoting fundamental British Values

Introduction:

Sproatley Endowed Primary Academy is a Church of England Primary School offering a comprehensive Christian primary education to families in Sproatley and the nearby villages. The School is a caring community built on Christian values and beliefs, which permeate all aspects of School life. The curriculum is presented within a Christian world view. Such a world view gives perspective and meaning to all learning at Sproatley.

We seek to foster the God given talents and gifts amongst children, staff and governors for the service of each other, the school, and the wider community. Our aim is to develop each child fully - socially, physically, intellectually, morally and spiritually by fostering a caring inclusive community based on clear Christian values.

We encourage an understanding of the meaning and significance of faith, which recognises and respects the beliefs and religions of others, showing tolerance and valuing diversity. This is driven by our Christian vision of 'We encourage, build and hope together...no-one left behind.'

At Sproatley Endowed Church of England Primary Academy, we want our pupils to be successful, confident learners and responsible citizens. Guided by our Christian vision and values, we are committed to providing an environment that:

- Enables children to learn and develop to their full potential
- Ensures friendship, compassion, trust and respect for others and acceptance of differences
- Encourages independence, resilience, cooperation and collaborative working
- Ensures pupils develop self-discipline and take responsibility for their actions.

In order to facilitate and achieve this, we will provide a curriculum that:

- o is engaging, exciting, meaningful and rigorous
- o encourages questioning and challenge
- o is aspirational, creative, flexible and responsive
- o prioritises spiritual, moral, social, cultural intellectual and physical development
- o educates citizens for today and beyond

We recognise the importance of the academic, 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, that supports their spiritual, moral, social and cultural development with an understanding and an overview of teaching the Equality Act (2010) and including global education themes.

Spiritual, Moral, Social and Cultural development (SMSC)

Spiritual development:

Spiritual development is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in a religion, but equally may not. Children explore the fundamental British Value of exploring and respecting the values and beliefs of others. The Spiritual development of all our children is addressed through the Christian vision and values of the school.



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As a church school we address spiritual development through prayer, Christian worship, celebration of Christian festivals and learning about those of other faiths, reading and reflection on the Bible within Collective Worship, RE and across the wider curriculum.

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 self-worth, self-esteem and valuing others
- ☐ Helping our pupils to come to an understanding of themselves as unique individuals and encouraging them to reflect on "big questions"
- ☐ Developing our pupils' curiosity, imagination, creativity and promoting a lifelong love of learning.

We explore the concept of Spiritual Development with pupils through the concept of ***windows, mirrors and doors*** to enable pupils to see that spirituality is something we:

learn about (windows)

something that resides within us (mirrors)

on which we can answer a call to action (doors)

Windows, Mirrors and Doors

Windows, Mirrors and Doors are taken from the work of Liz Mills (1997) and provide a useful way of articulating spirituality to all stakeholders in the school, including pupils.

Windows:

Are for 'looking out onto the world and becoming aware of its wonders.'
Our curriculum and worship offers us opportunities to identify the wonders in the world – both human and natural – and those aspects that make us uncomfortable.

Mirrors:

Are for 'looking into and reflecting, alone and together, to see things more clearly, for thinking and asking important questions, learning from our own and each other's responses.

In addition to opportunities to reflect as part of our RE curriculum and worship, we also ensure pupils have the opportunity to reflect through 'stillness' and in using the Reflection spaces in classrooms and the school.

Doors:

Are for 'looking through in order to then act or express this in some way in response; for moving on, making choices and doing something creative, active and purposeful in response. In addition to opportunities within RE lessons and worship, pupils are also involved in Big Art and RE days where they are able to express their responses creatively as well as participating in Spirited Art (NATRE) to share their ideas with a wider forum.

Our focus on Courageous Advocacy supports children to make positive changes about issues that they are personally passionate about. We ensure that children leave with the confidence and skills to make themselves heard, knowing that they can make a real difference.

Moral development:

Moral development is about knowing what is right and wrong and acting on it accordingly. Moral development is about personal and societal values, understanding the reasons for them and airing and understanding disagreements. We are committed to ensuring that our Christian vision and values are instrumental in everything we do. This includes:

- Respecting the rights and property of others, their opinions and customs, even when they are different from our own
- Helping others through showing Friendship, Compassion, Trust and Respect
- Solving differences of opinion in non-confrontational ways, using the principles of restorative practice.

Social development:

Social development shows pupils working together effectively, relating well to adults and participating in the local community. It also includes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

We are committed to:

- Fostering the skill and qualities of team building through the development of self-confidence, cooperation, 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
- Teaching the Equalities Act throughout our curriculum.

Cultural development:

Cultural development shows pupils understanding and feeling comfortable in a variety of cultures and experiencing a range of cultural activities (art, theatre, travel, concerts). Children develop the fundamental British Value of exploring, understanding and tolerance regarding the diversity of cultural traditions and beliefs of others.

We value and celebrate the cultural diversity of our school, 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.
- Weaving global education themes through our curriculum.

Teaching and Learning in SMSC at Sproatley C of E Primary Academy:

In the 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:

- Recognising the importance of our collective worship programme in supporting and encouraging SMSC development, including teaching the Equalities Act 2010 and aspects of global education.
- Planning and provision for introducing and teaching aspects of SMSC through Collective Worship using a range of different resources, f
- Providing a detailed long term plan covering all aspects of SMSC and detailing the curriculum intent for these and related areas, particularly Relationships, Health and Sex education. This plan is under constant review so that we can take into account our rapidly changing world and learning opportunities which arise under this heading
- Providing an appropriate range of effective teaching and learning resources and strategies as above that enable pupils to reflect on and respond to the issues of SMSC importance and concern
- Encouraging teachers to plan for and respond to opportunities to develop SMSC development and to ensure curriculum leaders have evidence of provision for SMSC education in their subject
- Maintain a positive climate in school in which all are valued and respected and expected to make a positive contribution
- Reviewing the effectiveness and impact of our policy and practice as part of our cycle of school improvement.

British Values

Promoting British Values:

Sproatley C of E Primary Academy is very much committed to serving our community and recognises the multicultural, multi faith and ever-changing nature of our world in which we live. We also understand the vital role we have in ensuring that groups or individuals within the

school, are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

Sproatley C of E Primary Academy also follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Our staff are dedicated in preparing students for their adult life beyond the formal examined curriculum, and ensuring that we promote and reinforce British Values to all our students.

We strive to promote and secure British values throughout our curriculum and ethos. This statement demonstrates our commitment not only to promoting British Values, but also celebrating and embracing them. The DfE have recently reinforced the need to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values of:

Democracy
Rule of Law
Individual Liberty
Mutual Respect
Tolerance of Different Faiths and Beliefs

Teaching SMSC through our Christian Values

Please see below



COMPASSION

2 Colossians 3.12: *Clothe yourselves with compassion, kindness, humility, gentleness and patience.*

Luke 10.25-37: *(The story of the Good Samaritan)*

Matthew 7.12: *Treat others as you want them to treat you.*

Spiritual Jesus' works of healing were always rooted in his compassion for others. In the story he told which is known as the Good Samaritan, the compassion shown is directed toward someone totally unexpected. Jesus was making the point that we are called to care for those outside our own cultural or social circle as well as our friends and family.

The literal meaning of the word 'compassion' suggests suffering with or alongside someone else. In developing character, we encourage an attitude of empathy and understanding of others, trying to imagine what it is like to stand in the shoes of another.

Moral We try to explore what it means to live out Jesus' teaching, exemplified in the command to do to others as you would have them do to you. (Matthew 7. 12) This is sometimes known as The Golden Rule and underpins all our relationships and our Behaviour Policy

Social As a community, we try to share one another's burdens and to help everyone to know that struggling and failure are not signs of weakness but opportunities to learn more about ourselves and others, and to grow as an interdependent family.

We actively look out for opportunities to support charities and good causes that improve the quality of life for people in our own country and the wider world.

Cultural We recognise that our nation has, throughout its history, offered a safe place for those fleeing persecution and disaster. We celebrate the rich diversity that this has brought to our culture and seek to play our part in offering a welcome to all those joining our school community especially anyone in any kind of need.



TRUST

John 14. 1: *Do not let your hearts be troubled. Trust in God, trust also in me.*

1 Corinthians 13. 6-7: *Love does not delight in evil, but rejoices in the truth, it always protects, always trusts, always hopes, always perseveres.*

Spiritual Jesus demonstrated his trust in God throughout his life. He also entrusted his ongoing work in the world to his special friends - the disciples, and ultimately to us. We explore together the Christian understanding of being the Body of Christ on earth.

Moral We try to follow the example of Jesus and trust each person in our school will live by our core Christian values including truthfulness, respect and justice. We encourage children to reflect on *why* trust is so crucial in our relationships and what the consequences might be when it is broken.

Our experience in school has been that this trust is rarely betrayed but we know that when it breaks down, forgiveness is needed and the capacity to offer a new start.

Social As a community, trust is the glue that holds our relationships together. To develop character we give each individual important responsibilities (with appropriate support) and, in so doing, seek to encourage trustworthiness from the youngest age.

Cultural We recognise that in the wider culture of our nation, citizens are trusted to live by the laws of our country. We trust that our leaders (children and grown-ups), in school and in the wider nation, will have the highest moral and ethical standards and will lead with integrity. We teach the skills required to respectfully hold to account those in authority.



FRIENDSHIP

John 15.15: *'I no longer call you servants', said Jesus..... 'Instead I have called you friends.'*

Spiritual Jesus called his disciples friends. He trusted them, encouraged them and ultimately gave his life for them. Jesus extends the hand of friendship to everyone. We explore together, what friendship with Jesus means for Christians.

Moral Jesus' example of self-sacrificial love and commitment to his friends is one that inspires us to place the needs of others above our own and make our friendships faithful and resilient.

Social Jesus' friends came from a wide range of backgrounds and included fishermen, scholars and tax collectors. We encourage an attitude of inclusivity and openness to others, regardless of religious, ethnic or socio-economic background.

Cultural The culture in our school is democratic, diverse and inclusive. However, we know that if our children are to be fully equipped for life in modern Britain, we need to be pro-active in forming links and building relationships with schools in a wide range of social, cultural and religious settings.



RESPECT

Mark 10.14: *Let the children come to me (Mark 10. 14)*

Matthew 10.29: *Are not two sparrows sold for a penny? Yet not one of them will fall to the ground outside your Father's care.*

Spiritual Jesus valued every person equally regardless of status, gender or wealth. He showed a particular bias to those who were poor, in need or at the margins of society at that time. At our school we explore the Christian teaching that every child and adult is made in God's image and is uniquely precious and worthy of respect and kindness.

Moral Following Jesus' teaching and attitude towards children, our school values every child equally and is pro-active about ensuring that no individual is disadvantaged or treated differently due to their social background, gender, sexual orientation or cultural or religious background. We equip children with the skills to recognise prejudice in the media or in the political process. We encourage all within our community to learn about and engage with our nation's democratic processes both locally and nationally to help to support, protect and sustain for the future the respect due to every citizen.

Social As a community whose life is founded upon Christian values, we do not merely *tolerate* difference and diversity, we actively *celebrate* the uniqueness of all individuals. Whilst it may not always be possible to respect the opinions of every member (e.g. if they are sexist, homophobic or racist) we do respect the individual and their right to hold views that are different from our own.

Cultural As a Church of England school, we strive to create a culture that is characterised by openness, empathy and respect. We try to foster humility and thankfulness in our relationships with one another and the natural world. We continually strive to improve our understanding of different faiths and cultural diversity, celebrating the richness of experience and beliefs represented in British society.

Monitoring Processes

SMSC is the responsibility of all staff and governors, as it will have a fundamental impact on the quality and nature of the education offered by our school.

The lead person with responsibility for evaluating the effectiveness of SMSC is the Headteacher, Mrs Tippett. Her role will ensure the following:

- that our current policy is regularly reviewed, up to date, and a true reflection of practice in our school.
- that all staff, parents and governors understand how the school interprets SMSC and to ensure that regular, appropriate professional development is provided
- That pupils also understand the reason for SMSCD in school; we are helping them to develop a range of personal and social skills to become well-rounded, responsible, and engaged members of society.

Policy written: June 2024

Policy reviewed: June 2025

Next review: June 2026