

**Bromesberrow St Mary’s C of E (VA) Primary School**

 **and Preschool**

**Spiritual, Moral, Social and Cultural Development (SMSCD) Policy**

**March 2024**

**Contents**

Legal Framework: Links to OFSTED and SIAMS expectations..........................................3

School Statement on Spirituality ...............................................................................................4 Aims...................................................................................................................................................5 Organisation ....................................................................................................................................6 Spirituality in Collective Worship...................................................................................................6 Spirituality in Religious Education ...................................................................................................7 Spirituality within the Curriculum ..................................................................................................7 Spirituality within the Ethos of the Daily Life of the School...........................................................9

Roles and Responsibilities.............................................................................................................10

Moral Development……………………………………………………………………………………… 10

Social Development……………………………………………………………………………………… 11

Cultural Development…………………………………………………………………………………….. 11

Staff Development and Training.................................................................................................12

Recording, Monitoring and Evaluation......................................................................................12

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| **Name of School: Bromesberrow St Mary’s C of E (VA) Primary School** |

**Introduction**

At Bromesberrow St. Mary’s Church of England Primary School Christian values are firmly embedded in the daily life of our school and across our curriculum. As a Church school, we approach Spiritual, Moral, Social and Cultural Development (SMSCD) from a Christian perspective, offering a holistic approach to education.

*The Church school offers a spiritual and moral basis for the development of human wholeness and a sure foundation for personal and social values based on the person and ministry of Christ. A distinctive language is provided for the understanding of life and interpreting human experience. As a community of faith, the Church School should, in its best expression, reflect the nature of the Trinity, a life shared and defined by reference to others. Here we can begin to discover who we are, why we are, and – perhaps most importantly – what we might be*.

The Way Ahead, Chapter 3 para 3.26

**What is SMSCD?**

SMSCD is about developing the whole child through:

* Spiritual
* Moral
* Social and
* Cultural activities

in an environment which enables all children to grow and flourish, become confident individuals and appreciate their own worth and that of others through ‘Shining Together, We Reach for The Stars’.

**Spiritual Development**

**Legal Framework: Links to OFSTED and SIAMS expectations**

The OFSTED School Inspection Handbook, November 2019 No. 190017, page 59 & 60, states:

Inspectors will evaluate the effectiveness of the school’s provision for pupils’ spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school’s activities but draws together many of the areas covered by the personal development judgement.

Provision for the spiritual development of pupils includes developing their:

* ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
* knowledge of, and respect for, different people’s faiths, feelings and values
* sense of enjoyment and fascination in learning about themselves, others and the world around them
* use of imagination and creativity in their learning
* willingness to reflect on their experiences.

The SIAMS Evaluation Schedule for Schools and Inspectors, April 2018, includes the question:

* How well does the school support all pupils in their spiritual development, enabling all pupils to flourish? (Strand 2).

**School Statement on** **Spirituality**

To talk about spirituality is, essentially, to talk about something which is beyond words. To make conversations about spirituality more accessible to every member of our school community, Bromesberrow St Mary’s C of E Primary School has chosen to follow ideas developed by the Education Department at the Diocese of Gloucester.

This language of spirituality begins from a Christian understanding that everyone is a valued creation, individually and uniquely made by God, like pots made by a potter (Isaiah 64:8). Yet, in life things happen that impact on the physical ‘pot’ of life and create cracks that provide a glimpse of something ‘beyond’ the tangible. Christians would view this as an opportunity to relate to the Divine Creator God.

Cracks may be caused when something so good and breath-taking happens that the pot expands and cracks – the **wows** of life.

Cracks may happen when something challenging happens and threatens the comfort of everyday – the **ows** of life.

Cracks can also happen in the stillness and ordinariness of everyday – the **nows** of life, when a moment of stillness, a pause or prayer creates a crack in the normal, physical everyday.

In these special moments there is a spiritual opportunity. Kintsugi, the Japanese art of mending broken ceramics with golden joinery or glue, creates something that has been broken into something even more beautiful. Using this metaphor, the **wows, ows** and **nows** of life offer the possibility of cracks that are filled with gold and make the pot even more beautiful. The gold in the cracks reflect a little of the wonder of spirituality.

**Spirituality statement: 'We take joy in the wows, we work through our ows and make time for the nows.'**

Bromesberrow St Mary’s C of E Primary School uses this language and the concepts of **wows, ows** and **nows.**

 These are used to explore relationships with:

- ourselves

- others

- the wider natural world and beyond

- and offering the invitation to relate to God

Opportunities for spirituality development are established through the following task styles:

* **Windows –** to learn about life and to become aware of the new ways. Learning about life in all it’s fullness. This includes things that amaze us and challenge us.



* **Mirrors –** to learn about ourselves and reflect upon our experiences. To meditate on life’s big questions and consider possible answers. Learning from life by exploring our own insight and perspectives and those of others.
* **Doors –** to live out our Christian values in the wider world and give opportunities to respond, to do something creative in order to express, apply and further develop out thoughts and convictions. Learning to live by putting into action our beliefs and values.

**Aims**

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| The School’s Vision: **Shining Together, We Reach for the Stars.**All individuals at Bromsberrow St Mary’s are encouraged to flourish and ‘shine’ together; feeling hope for all that lies ahead. As a Church of England school we are inspired by the example of Jesus, described as being ‘The Light of the World’ because of his messages and actions of love and hope. Through nurturing values like this, including kindness, respect and cooperation, our whole school community (children, staff, governors & parents) aim to shine brightly together, to benefit each other and the whole world. We want everyone in our school to feel valued for the unique talents and skills they have and encourage all to be aspirational with the hope to shine brightly and to ‘Reach for the Stars’.Matthew 5: 14-16*14“You are the light of the world. A town built on a hill cannot be hidden.15Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house.* *16In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven."* |

Our vision and values are drivers for spirituality within our school as it draws upon something so good and breath-taking happening that the pot expands and cracks – the wows of life e.g Jesus being born and bringing light to the world (Shining together). For individuals to Reach for the Stars we are in turn encouraging them to feel challenged and face something that may threaten their comfort from time to time – the ows of life. We want everyone in our school to feel valued for the unique talents and skills they have and this happens throughout the ordinariness of every day, where unknowingly our individual uniqueness will be Shining a light into the stillness of life – the nows.

**Motivation –** David and Goliath- 1 Samuel (17:50 -53), The motivation to conquer even if it may seem impossible through facing the ows in life.

**Pride –** God shows immense Pride in his Creation in the first chapter of the Book of Genesis (1-4), ‘God saw everything that he had made, and, behold, it was very good.' Throughout an individual’s spiritual journey they give time and enjoy the breath-taking wonders of the world in which they live, giving pause and thought to the creation and those moments of good.

**Kindness –** The Good Samaritan- Luke (10:25-37). Our mirrors of opportunities suggested in our Spiritual development plan highlights that kindness is explored and used to support deepened spiritual thinking and Shine Together.

**Cooperation –** Jesus heals a paralysed man- Mark (2:3-11) Exploring true friendships and relationships in relation to themselves, others and beyond interlinks with their own spiritual journeys.

**Perseverance –** Noah showed immense perseverance and faith in building an ark and filling it to God's instruction. God was so pleased with his perseverance and recognised that he was the 'only one in all the world, who does what is right' (Genesis 7:1). To explore themselves, others and the world individuals need to persevere to through their ows.

**Respect -**  The Ten Commandments- Exodus (20:2-17) The message is given that we should respect all people regardless of station and respect the world in which we live. This respect can come from taking time to appreciate, give thanks and explore the wider thinking of self, others and beyond through a personal journey.

**Organisation**

The spiritual growth of pupils is not only dependent on learning in RE, opportunities for enhancing the spiritual well-being of learners are developed in every aspect of our school life.

We support the whole school community to share this responsibility and to develop the shared language of spirituality. Opportunities are available for all to develop spiritually in our supportive and nurturing school inspired by our vision and lived out through our Christian values.

The physical environment of our school supports opportunities for spiritual growth and reflection for our children through:

* Our beautiful grounds and the nature around us
* RE spaces within each classroom
* Collective Worship Table and Worship board
* Quite space with our ‘this is us’ display
* Reflective area outside focusing on the 5 senses
* Safe and welcoming learning environments
* Calm zones within classrooms
* A safe environment to ask questions in classes they have made their own

We have identified specific areas which contribute to the spiritual growth of pupils: collective worship, the whole curriculum, including RE and the general ethos of the school within daily life,

**Spirituality in Collective Worship**

Collective Worship is the beating heart of Bromesberrow St Mary’s C or E Primary School. It provides the opportunity for our school community to share experiences, ideas and understanding. It is the context in which the language of spirituality, which we use as a school, is regularly and explicitly shared.

Collective Worship provides the opportunity for pupils to become aware of the importance of reflection and how our positive and negative experiences can be formative. It also provides a real sense of being present (**now** moments) which are often linked to invitations to pray.

Through daily Collective Worship, pupils are offered a space and a place for hearing the Christian story. They are offered an understanding of worship by being invited to participate in, or observe, Christian spiritual practices such as: prayer, reading and reflection on the Bible and liturgy and are introduced to different musical traditions.

Opportunities to reflect on the **wows** of life such as beauty and joy of the world are given, as well as time to reflect and empathise with **the ow** moments of disappointment or pain. Pupils are given time to consider their responsibilities to others and to grow in love and service. Time is given for celebration, both for the accomplishments of school members and to mark seasonal Christian festivals and celebrations in the calendars of other faiths. In this way pupils are offered time to be able to contemplate and develop spiritually. Collective Worship in Bromesberrow St Mary’s C or E Primary School is invitational, inspirational and inclusive

**Spirituality in Religious Education**

The Church of England’s Statement of Entitlement outlines the aims and expectations for Religious Education in Church of England Schools and guides this school’s approach to RE and spirituality.

Learning activities in RE provide for the needs of all pupils, offering a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews, linking these to pupils’ ideas of spirituality and the language of **wows, ows** and **nows** where appropriate.

For further details, please refer to Bromesberrow St Mary’s C of E Primary School Religious Education Policy and The Church of England’s Statement of Entitlement.

**Spirituality in the curriculum**

Children start their learning journey with us at Bromesberrow at age 3 in preschool and they are integrated and part of the school. Our expectation from the off is that children are ‘Shining Together, We Reach for The Stars’ in their learning and personal journeys. With a journey in mind, we see learning as cumulative, in the sense that this is built on over the years of children’s lives as they aspire to Reach for the Stars and do so with the support of others. Spirituality is also seen to be built on as the children learn and grow with us and with this in mind we have built a ‘what you would see in each year group’ spirituality document to ensure we have focus in providing the children with opportunities to have conversations around spirituality in an age appropriate way, alongside specific reference with individual subjects and examples of spirituality within these. This is ensuring that we are not only seeking day to day opportunity for spirituality but we are also carefully planning for these experiences to happen for our children, which is allowing them to develop their spiritual growth.

Maths Points to consider:

* The wonder of number patterns
* What cannot be measured? For example, love
* What cannot be accurately counted? For example, the difference an act of kindness makes.

Reading Points to consider:

* How do you frame questions around a text? For example, What inspired you in this text? How did a character cope with a challenge in life? How did the actions of a character surprise you? How do you think you would have responded to that wow or ow moment? What do you think makes these words so powerful/beautiful/painful?

Writing Points to consider:

* If pupils are invited to write about things that have profound meaning to them, how is this writing valued? How can it be recognised as having value, rather than simply be reduced to an evaluation of SPAG?

DT Points to consider:

* What motivates designers and their decisions? For example, is it a desire to make money or a desire to help and make improvements to daily life for everyone?

Music Points to consider:

* What style of music ‘invites you to explore the mystery that dances within your soul’ (K. Hall)?
* What styles of music have the opposite effect?
* How does music encourage creativity, delight, and curiosity?

MFL Points to consider:

* What motivates language learning? For example, buying an ice cream on holiday or welcoming and comforting a stranger in our country?
* What does it feel like to genuinely communicate with someone in a new language?

Geography Points to consider:

* The wow of physical geography.
* The ow of discovering different physical regions do not provide the same opportunities.
* What options/opportunities are there to respond and take responsibility in a challenging world?

History Points to consider:

* Which stories tell historical wows?
* Which stories tell historical ows?
* What lessons for future decisions and choices do they provide?

PE Points to consider:

* How do you celebrate a new skill? How does it feel to be proud of your whole self?
* What does it feel like to be completely focused on a task or challenge?
* How do you recognise the delight in movement, connectedness, and creativity?
* Encourage the awareness of one’s own strength and limitations.
* Recognise/celebrate equality, freedom, respect and trust.

Science Points to consider:

* Delight in discovering how things work.
* Opportunities to linger longer on the wonder!
* What questions cannot be answered by science?

Art Points to consider:

* How does art invite you to explore the mystery that dances within your soul?
* What are the wows and ows in the stories behind the artists you study?
* How do you celebrate and respect different responses to art?

PSHE & RSE Points to consider:

* As you explore topics such as relationships, feelings & attitudes, keeping safe and ‘your body’ where are the natural links with the wows, ows and nows?
* How can the honesty and sensitivity needed to explore these topics gently reflect the language of spirituality already used throughout the school?

All Subjects Points to consider:

* How do you celebrate the achievement and break-through wows of success?
* How do you support the ows of difficulty and frustrations?
* How do you maximise the everyday moment of concentration and being in the present, creating a sense of calm and completeness?

**Spirituality within the Ethos of the Daily Life of the School**

In Bromesberrow St Mary’s C of E Primary School we view spiritual growth as becoming more and more aware of one’s natural, innate spirituality. These opportunities happen throughout each and every day as children deal with delight, disappointment and the chance to be present with themselves.

For this reason, every member of the school community, including MDSA and administrative staff are familiar with the school’s shared language of spirituality and will respond to pupils appropriately.

Throughout the daily life of the school, including lunch times and playtimes, pupils know that their references to wows, ows and nows will be heard and taken seriously. They will be encouraged to reflect on these experiences and be comfortable about talking about the golden glue of spirituality. This can be seen;

* within our behaviour policy where restorative practise is used
* RE lessons, where spiritual development is planned in and encouraged throughout our daily school life.
* Collective Worship, where Christian Values, such as forgiveness, peace, thankfulness and trust are taught explicitly.
* Our PSHE/RHSE curriculum giving children the confidence to ask questions and learn about themselves and others.
* Celebration assemblies
* Religious Celebrations
* Spontaneous acts of personal worship, prayer and reflection (including silence and stillness)
* Through enrichment experiences including visits/visitors, including trips to places of worship and Forest School.

**Roles and Responsibilities**

Recognising there are opportunities for enhancing the spiritual well-being of learners in every aspect of our school life, every member of our staff team is committed to support this spiritual growth wherever appropriate. Leonie Mison is responsible for supporting and leading spiritual development in our school, including monitoring opportunities for spiritual growth in collective worship, the whole curriculum (including RE) and the general ethos of the school within daily life,

This role also includes:

* Ensuring personal knowledge and expertise are kept up-to-date by participating in CPD and shared good practice
* Providing and sourcing in-service training for staff as necessary
* Ensuring all staff are familiar with the shared language of spirituality
* Acquiring and organising appropriate resources, managing a budget when necessary
* Monitoring the opportunities for spiritual growth through regular observations and learning walks in both formal and informal contexts, discussions with colleagues and pupil voice
* Contributing to the SIAMS self-evaluation process particularly around Strand 2

**Moral Development**

The Moral development of our pupils is shown by their:

* ability to recognise the difference between right and wrong, readily apply this understanding in their own lives 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 being able to understand and appreciate the viewpoints of others on these issues.

This can be seen in our school through:

* PSHE and wellbeing programme (to include Zippy’s and Apple’s Friends, and Passport, GHLL Pink Resources, Lego therapy)
* Opportunities for moral development being planned for explicitly into the curriculum
* Collective Worship
* Values education and Stars awards recognising good moral development and achievement in practice
* Sustainability
* Equalities, identities and diversity
* Discussions/debates around moral and ethical issues
* School behaviour policy – available on the school website for our school community (this is linked to our values systems)
* An understanding of the moral teaching of the Bible and other religions
* The moral aspects of the school ethos
* The School Council and Worship Leads work alongside our staff to review the impact of our Christian values on behaviour.

**Social Development**

The Social development of our pupils is shown by their:

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

 This can be seen in our school through:

* Our fully inclusive, welcoming environment and ethos, where we strive in *Reaching for the Stars with Aspiration and Hope*
* Our Christian Values and teachings, e.g. service, friendship, compassion and generosity, as well as our school Values of collaboration and kindness.
* The curriculum, where opportunities are planned in to develop children’s social awareness.
* Collective Worship
* Excellent pastoral support to children and families
* Collaborative tasks (including team building activities)
* Opportunities to vote and have their voice heard, contributing to the school community
* School council and Worship Leads
* After school activities, allowing children to interact with different children collaboratively in a range of different contexts
* Community events (locally, nationally, globally)
* School and community partnerships and cluster events, e.g. Tewkesbury District Partnership
* School visits and visitors
* Celebrating differences

**Cultural Development**

The Cultural development of our 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 within school and further afield as an essential element of their preparation for life in modern Britain
* 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, 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, 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.

This can be seen in our school through:

* Links with local schools, churches, groups, businesses, charities, faiths etc
* The curriculum being explicit in learning about Christian heritage and tradition, as well as the heritage and tradition of other faiths and cultures.
* Participation in cultural events and whole school projects which celebrate diversity
* Visits and visitors from the Christian faith and other religions e.g. Cathedral, Church, Mosque, Synagogue.
* National and International events and celebrations
* Current affairs and enterprise activities and issues (e.g. community arts initiatives and workshops)
* Collective Worship
* RE teaching, where children learn that the Christian faith is rich and culturally diverse in its traditions and practices.

**Staff Development and Training**

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. ECTs and staff who are new to Bromesberrow St Mary’s C of E Primary School will receive training and support from the staff member identified as leading on spirituality. This policy is shared on the school’s website and highlighted to new staff members, parents and governors. This policy is reviewed every 3 years, or more frequently, as required.

**Recording, Monitoring and Evaluation**

The Local Advisory Board in partnership with SMSC lead work together and consider any views expressed by parents, children and staff in order to make any changes or recommendations. Recommendations are fed back to the Local Advisory board and are then actioned as appropriate. Local Advisors ensure that this policy is fully implemented and that practice is consistent with the school’s Christian vision, in line with the school’s monitoring policy and schedule for Local Advisors.

Links to other policies:

* Behaviour policy
* RE policy
* Collective Worship Policy