Tunstall CofE Primary School

Spiritual, Moral, Social and Cultural Policy (SMSC)

Tunstall CEP Vision

'Thinking deeply, loving abundantly, serving graciously, for the Glory of God'

'We believe that God's abundance is for everyone, nurturing a servant heart for the local community of Tunstall and beyond. Learning opportunities are broad, inclusive and inspiring where creativity is nurtured and harnessed at every opportunity through our unique, Discovery Curriculum. Children and staff are safe, secure and empowered to be risk takers. We are a culturally diverse school who value each other's uniqueness with dignity and respect. We think deeply, love abundantly and serve graciously for the Glory of God and thus uphold our biblical underpinning of John10:10 being: 'A place where everyone can flourish'.

Date: September 2024

Review Date: September 2025

FRIENDSHIP, KINDNESS, SERVICE, FORGIVENESS, PERSEVERANCE, TRUTHFULNESS

Our Vision Statement

'We believe that God's abundance is for everyone, nurturing a servant heart for the local community of Tunstall and beyond. Learning opportunities are broad, inclusive and inspiring where creativity is nurtured and harnessed at every opportunity through our unique, Discovery Curriculum. Children and staff are safe, secure and empowered to be risk takers. We are a culturally diverse school who value each other's uniqueness with dignity and respect. We think deeply, love abundantly and serve graciously for the Glory of God and thus uphold our biblical underpinning of John10:10 being: 'A place where everyone can flourish'.

Our Ethos is based on three clear statements set in our deeply Christian context which we consider will enable our children to be courageous advocats and to flourish.

Thinking deeply, loving abundantly, serving graciously for the Glory of God

To work together as a strong community for the benefit of everyone and to ensure that every child has the opportunity to succeed we have three simple school rules with **respect** at the core:

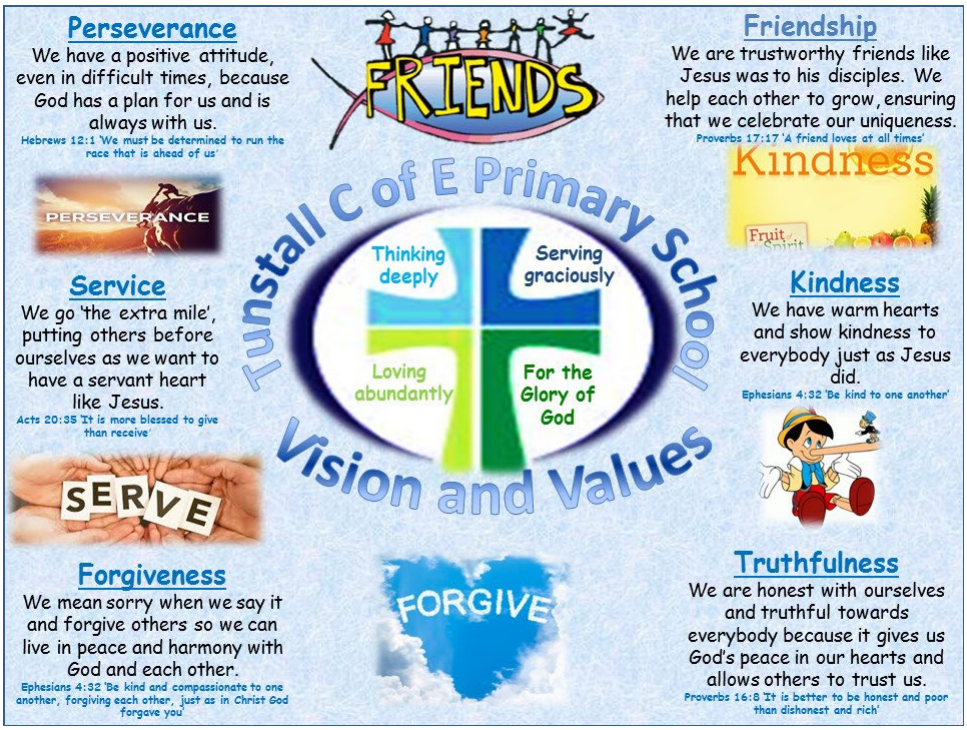
I **respect** myself, I **respect** others and I **respect** God's world.

Our Values

As a church school Christian Values our Christian values are our heartbeat and inform all that we do as a school.

Introduction

At Tunstall Church of England Primary School, we strive to create a learning environment which promotes 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. The over-arching umbrella that supports children in developing these skills and their personal development is Spiritual, Moral, Social and Cultural development (SMSC). SMSC challenges us as a school to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide.



Spiritual Development

Definition:

Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.

What does it look like?

The spiritual development of pupils is shown by their:

- ability to experience awe and wonder in all that is around them.
- Engagement in building positive relationships with others built on love
- Care for the nature and living things.
- ability 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
- 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

Our learning environment and curriculum:

The learning environment and curriculum opportunities at Tunstall Church of England School enable pupils to:

- Be guided by a clear set of Christian values
- Express personal beliefs and compare views with others, sharing feelings and opinions through discussions and stories to develop empathy, (debates, drama activities, discussing feelings and empathising with characters in familiar stories)
- Begin to develop their own system of beliefs which may or may not include religious beliefs and to consider how a belief can change people's lifestyles, (R.E, Collective Worship, investigating communities and faiths, historical case studies)
- Develop a sense of who they are, what they like and what they want to change about themselves (PSHE, RE, Heart Smart, Collective Worship)
- Discuss what they think they have achieved and what they need to do to be successful in the future, (self-assessment, target setting activities)
- Have time and space within school to think and reflect (Prayer Tree, Sensory Garden, Eucharist Service, Collective Worship, End of Day Prayer, church services)
- Experience a love of learning through rewarding their enthusiasm and by encouraging exploratory play and learning.
- Be curious and to express feelings of delight and wonder, (scientific investigations, new life, the global landscape)
- 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 that contribute to their spiritual development.

We are committed to:

- celebrating the religious and non-religious beliefs and values that our pupils bring as part of their family/cultural 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 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

Moral Development

Definition:

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

What does it look like?

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries 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 their ability to understand and appreciate the viewpoints of others on these issues

Our learning environment and curriculum:

The classroom environment and Discovery Curriculum at Tunstall Church of England Primary School promote moral development through:

- Our whole school behaviour policy with three simple school rules
- Clear and consistent rewards and sanctions that children understand and believe to be fair
- Class and school worship that discuss moral values and cite expectations
- Activities that enable pupils to give opinions and share their values
- Discussing the choices made by the pupils and others and the resulting outcomes (character studies, studies of historical figures)
- PSHE Curriculum - Heat Smart that gives children the chance to discuss moral issues and learn to avoid temptation (peer pressure) in a Christina context
- The use of moral stories and Bible stories in class and school worship to explore moral issues
- The teachings of the Christian faith and other faiths in RE to develop a moral compass to guide and support children in making decisions about the way that they should behave
- The values of forgiveness, kindness, perseverance, friendship, truthfulness, and service are explicitly taught and modelled throughout the school

We are committed to encourage our 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.

Consequently, we reject all forms of bullying, cruelty, dishonesty, violence and discrimination.

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.

What does it look like?

The social development of pupils is shown by their:

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

Our learning environment and curriculum

At Tunstall Church of England Primary School social skills are developed through:

- Modelling of positive social behaviour by all staff
- After school clubs
- Sporting activities
- Buddy and team games at play times and lunch times
- Learning buddies and Talk Partners
- Turn taking and team building activities
- Pair and small group work within the classroom
- Working with others across the local community (inter-school sporting events, village community members)
- Working across year groups e.g. rainbow days and pens down days
- The values of forgiveness, kindness, perseverance, friendship, truthfulness, and service are explicitly taught and modelled throughout the school
- Extensive outdoor learning opportunities including Forest school

We are committed to:

- fostering the skill 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

Cultural Development

Definition:

Cultural development enables learner's 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.

What does it look like?

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those 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 School
- 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, musical, 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 socioeconomic groups in the local, national and global communities

Our learning environment and curriculum:

At Tunstall Church of England Primary School children are introduced to a regional and global perspective in life through:

- 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
- Studies of a different lifestyle including different food, dress, festivals and places of worship.
- Learning about other cultures within the curriculum and in Collective Worship
- Deep theological discussion in RE lessons which promotes a clear understanding and tolerance of different faiths and allows children to look for similarities as well as differences.
- Children are taught to understand the lifestyles and choices made by the variety of different cultures and faiths that exist within the school
- Ensuring our resources reflect a broad range of cultures, skin tones and nationalities found within our school, within Britain and globally.
- Ensuring stereotypes are challenged when looking at historical texts

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 people's cultural traditions
- celebrating the richness of culture and tradition.

Monitoring and Evaluation

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

- The planning and coordination of SMSC are the joint responsibility of the leader for Christian Distinctiveness and the Leader of Learning with the support of the Wellbeing Curriculum teams and the Humanities Team.
- SMSC is monitored as a part of every learning walk as well as by our church representative and SMSC/R.E. Governor.
- Analysis of this information identifies strength in practice and next steps for improvement.
- This policy will be reviewed every three years and monitored by the Governing Body.
- Monitoring of lesson plans and teaching and learning by church representative and the designated
- Regular discussion at staff and governors' meetings
- Audit of policies and Schemes of Work.
- Pupil voice and School Council
- Sharing of classroom work and practice.

- Audit of Collective Worship policy and practice.
- Regular inclusion on School Improvement Plan.

The following policies are closely linked with our Spiritual, Moral, Social and Cultural policy:

Behaviour Policy
SEND Policy
Collective Worship Policy
Teaching and learning Policy

Subject:	**Mathematics**		
We promote **spiritual** development	We promote **moral** development	We promote **social** development	We promote **cultural** development
By making connections between pupils' mathematical skills and real life; for example, creating pie charts to compare how children in other countries spend their day with how children at Tunstall spend their time. By considering pattern, order, symmetry and scale in both the manmade and natural world.	By engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people? By reflecting on data that has moral and ethical implications; for example, at harvest time, pupils consider the percentage of people around the world suffering from hunger.	By the sharing of resources within the classroom, the negotiating of responses and group problem solving. By analysing social data e.g. on poverty and bullying, including online bullying.	By asking questions about the history of maths; for example, 'what did the Greeks discover that we still use in maths today?

Subject:	English		
We promote **spiritual** development	We promote **moral** development	We promote **social** development	We promote **cultural** development
In responding to a poem, story or text; pupils can be asked, 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' By appreciating the beauty of language. Through drama, allowing for insight, self-expression, and the chance to walk in someone else's shoes e.g. different characters from fairy tales, soldiers from the trenches.	By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills. By considering different perspectives. By expressing what it feels like to be wronged and what remedies might make things better for the injured e.g. during Anti-Bulling Week.	By supporting conceptual and language development through an understanding of and debates about social issues e.g. the use of social media. By providing opportunities for talk in a range of settings, especially through the 'Talk partners approach and sharing work.' By exploring similarities and differences and how respect for others can be expressed. By building self-esteem and encouraging self-worth. Performances such as nativity plays and end of KS/Year celebrations.	By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell'. By providing opportunities for pupils to engage with texts from different cultures e.g. creation stories from around the world, myths and legends, poems from other cultures etc. By taking different roles from other backgrounds. By using different dramatic conventions to encourage empathy.

Subject:	Science		
We promote **spiritual** development	We promote **moral** development	We promote **social** development	We promote **cultural** development
By demonstrating openness to the fact that some answers cannot be provided by Science. By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment. By using interactive programmes which allow pupils to plot the stars in relation to their location and ask questions about the size of the universe and how it might have been formed.	By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place. By considering that not all developments have been good because they have caused harm to the environment and to people. By encouraging pupils to speculate about how science can be used both for good and evil.	By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable young person. By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes.	By asking questions about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Christian, Egyptian and Muslim traditions.

Subject:	MFL – French		
We promote **spiritual** development	We promote **moral** development	We promote **social** development	We promote **cultural** development
By exploring the beauty of languages from around the world through topic work and by learning French and knowing where around the world the French language is spoken. By exploring the way language is constructed.	By helping pupils to have an accurate and truthful understanding of the French culture.	By learning the skill of communicating in different ways. By exploring different social conventions e.g. forms of address in French	By appreciating the language and customs of others. By exploring the literature and culture of other countries. By having key days to investigate and celebrate France such as Bastille Day

Subject:	History		
We promote **spiritual** development	We promote **moral** development	We promote **social** development	We promote **cultural** development
By considering how things would be different if the course of events had been different; for example, what difference would it have made if the Romans had not invaded Britain or if the Normans had not been successful in 1066? By looking at the history of Tunstall, Sittingbourne and Swale and investigating the reasons why people settled in Kent. By speculating about how we mark important events from history and the people who shaped them e.g. Guy Fawkes on the 5th November, Remembrance Day. By exploring the contribution of other countries and people across the globe in the development of Engalnd	By exploring the results of right and wrong behaviour in the past e.g. wars. By considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice? Are there examples of this from the Kent area or for people and their ancestors who live in our area By going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if…?' 'What would have turned a tragedy into a triumph?' etc.	By giving the trigger for discussions about how groups and communities organised them-selves in the past e.g. Romans. By assessing the impact of significant individuals such as Rosa Parkes, Nelson Mandella, Mary Seacole By considering questions about social structure in the past. For example: What might pupils say about the rights of children in Victorian times? How societies looked after the vulnerable or disadvantaged? By encouraging pupils to talk to their parents and grandparents; for example, when learning about war through exploration of Remembrance.	By exploring the history of Kent and history around us in Swale. By celebrating and developing knowledge of the cultural history of all our children and families. By investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian influence on British culture. By taking pupils on visits to heritage sites e.g. Reculver Roman Fort, Dover Castle.

Subject:	Geography		
We promote **spiritual** development	We promote **moral** development	We promote **social** development	We promote **cultural** development
By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world. By making links with history when exploring the environment and speculating on why the landscape is as it is i.e. in the local area study. By comparing their lives with pupils living in other countries or other parts of the UK, possibly through geography, Collective Worship, Heart Smart.	By considering how people treat the environment; posing questions such as, 'How are we changing our surroundings – are some things for the better and others for the worse?' Who benefits and who suffers? What should be our personal response to these? Who should look after our environment?	By providing positive and effective links with the community and through linking with other schools with different demographics both in the UK and globally. By considering social responsibility e.g. care for the environment and impact of traffic on the local area. Beach Clean	By making links with other countries through schools linking and cultural themes. By exploring cultures that have had and still have an impact on the local area Sittingbourne-

Subject:	**R.E.**		
We promote **spiritual** development	We promote **moral** development	We promote **social** development	We promote **cultural** development
By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and world views – Christianity, Judaism, Islam, Hinduism, Sikhism and other faith and non-faith views By asking and responding to questions of meaning and purpose. By considering 'big questions' about God, Identity and Community Through engaging in theological and philosophical debate	By exploring morality including rules, teachings and commands such as The School Behaviour Policy, The Ten Commandments and Fruits of the Spirit. By investigating the importance of service to others. By exploring religious perspectives and responses to evil and suffering in the world and through asking philosophical questions. By asking questions about the purpose and meaning of reconciliation and salvation e.g. exploring Yom Kippur. Through thinking about the impact of religion on individuals.	By exploring the qualities which are valued by our school through our core values Friendship, Service, Forgiveness, Perseverance, Kindness, Truthfulness Through thinking about the impact of religion, Faith and beleifs on communities. By asking questions about the social impact of religion, Faith and beliefs at an age appropriate level.	By exploring similarities and differences between faiths and cultures – Christianity, Judaism, Islam, Sikhism, Hinduism and non-faith By considering in particular different cultural expressions By learning about UK Saints, especially through celebration of these in worship. By engaging with text, artefacts and other sources from different cultures and religious back-grounds. Through thinking about the impact of religion on communities

Subject:	**Relationships, Sex &Health Education (RSHE)**		
We promote **spiritual** development	We promote **moral** development	We promote **social** development	We promote **cultural** development
By developing an awareness of and responding to others' needs and wants. By exploring meaning and purpose for individuals and society. By developing resilience and inner strength. By exploring spiritual practices such as worship and prayer, praise, reading of sacred texts, and considering the impact of these on believers and any relevance to their own life.	By exploring what is right and wrong, safe and unsafe, and to work out what we need to do in this particular community to make sure everyone flourishes. By making explicit links to the school's distinctive vision..	By helping pupils to engage in a democratic process for agreeing the rules for community life e.g. creating class expectations. By creating opportunities for pupils to exercise leadership and responsibility through Courageous Advocacy Team, Light House Team, Leading Lights.	By exploring how different cultures can offer great insights into how we lead our lives.

Subject:	Art and Design		
We promote **spiritual** development	We promote **moral** development	We promote **social** development	We promote **cultural** development
By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena. By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey. By allowing pupils to show what they know through their own expression of big ideas about life e.g. ethical issues. By promoting the process of 'reviewing and evaluating'; for example, visiting the Art galleries, a museum and associated follow-up work.	By exploring how emotions and feelings are expressed through painting, sculpture and architecture. By responses to and use of visual images to evoke a range of emotions.	By sharing of resources. By exploring social conflict and resolution. By exploring art as a powerful social tool e.g. in advertising, in representing particular groups.	By experiencing a wide range of creative media from around the world. By developing aesthetic and critical awareness at an age appropriate level.

Subject:	Music		
We promote **spiritual** development	We promote **moral** development	We promote **social** development	We promote **cultural** development
By allowing pupils to show their delight and curiosity in creating their own sounds. By making links between their learning in R.E., Geography etc. with music being explored relevant to our Discovery Curriculum. By considering how music makes one feel and can 'move us' deeply.	By exploring how music can convey human emotions such as sadness, joy, anger, etc. By appreciating the self-discipline required to learn a musical instrument e.g. all learning string instruments such as the ukulele.	By exploring how an ensemble or orchestra works together. By discussing and experimenting with what would happen if musicians in a band/group didn't cooperate. By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax. Singing & music lessons. Extra-curricular Singing Club.	By giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing in each worship and for longer periods on a Thursday Choral Worship each week. By encouraging pupils to listen and respond to traditions from around the world. By appreciating musical expression from different times, clutures and places.

Subject:	Design and Technology		
We promote **spiritual** development	We promote **moral** development	We promote **social** development	We promote **cultural** development
By enjoying and celebrating personal creativity. By reviewing and evaluating created things.	By raising questions about the effect of technological change on human life and the world around them.	By exploring dilemmas that individuals may face and developing practical solutions to these problems. By making a contribution to the local society through art works displayed at local venues – such as the Village Hall for Remebrance	By considering cultural influences on design. By asking questions about functionality versus aesthetics.

Subject:	**Computing**		
We promote **spiritual** development	We promote **moral** development	We promote **social** development	We promote **cultural** development
By wondering at the power of the digital age e.g. use of the internet. By understanding the advantages and limitations of ICT. By using the internet as a gateway to big life issues.	By exploring the moral issues surrounding the use of data. By considering the benefits and potential dangers of the internet – e.g. campaigns for charities and injustice as a force for good. Online bullying as a danger. Internet Safety Days every term	By links through digital media services with other schools and communities. By highlighting ways to stay safe when using online services and social media. By being prepared to work with technology to forge new relationships. By discussing the impact of ICT on the ways people communicate e.g. AI, Social Media.	By exploring human achievements and creativity in relation to worldwide communications. By developing a sense of awe and wonder at human ingenuity.

Subject:	**P.E.**		
We promote **spiritual** development	We promote **moral** development	We promote **social** development	We promote **cultural** development
By delighting in movement, particularly when pupils are able to show spontaneity. By taking part in activities such as dance, games and gymnastics which help pupils to become more focussed, connected and creative. By being aware of one's own strengths and limitations through swimming lessons, participation in Sports Day.	By discussing fair play and the value of team work. By developing qualities of self-discipline, commitment and perseverance. By developing sportsmanship e.g. through shaking the hand of a competitor at the end of an event, regardless of the result. Upholding the three school rules of: I respect myself, I respect others and I respect God's world at sporting event..	By developing a sense of belonging and self-esteem through team work to create a dance, participate in a race etc. By developing a sense of community identity through taking part in inter-school events. By offering a variety of extra-curricular sporting activities that are cross year group, enabling pupils to work together in a variety of different groupings and contexts.	By learning about the history of sport and where they originate from e.g. The Olympics when studying the Greeks. By making links with national and global sporting events such as the World Cup and the Olympics. By exploring rituals surrounding sporting activities e.g. medal ceremonies, learning and singing the national anthem.