Chidham Parochial Primary School

Spiritual, Moral, Social and Cultural Policy

Ratified: **June 2026**
Review: **June 2028**

The Spiritual, Moral, Social and Cultural policy sets the whole ethos for Chidham Parochial Primary School and is integral to all areas of teaching and learning as it infiltrates the whole curriculum. It is especially important in a Church School that there is a strong sense of caring for the whole school family and community and that each person feels valued as an individual. Although the school promotes the teaching of Christianity, we recognise that spiritual development is not limited to religious beliefs and knowledge but embraces a much wider code of beliefs and attitudes.

This policy should be read in conjunction with the Behaviour and Anti-Bullying policy, R.E. policy, Equal Opportunities policy and Collective Worship policy.

Spiritual development relates to that aspect of inner life through which children respond to the world around them and develop an awareness of God. This will include religious beliefs. At Chidham Parochial Primary School, spiritual development is a golden thread that runs through the whole life of the school. It underpins our curriculum, collective worship, relationships and wider school experiences and supports our commitment to nurturing the whole child. Spiritual development is concerned with how children make sense of themselves, others and the world around them. It includes moments of awe and wonder, reflection, stillness, questioning, imagination and the search for meaning and purpose. While rooted in our Christian vision, spiritual development is inclusive and relevant to all pupils, regardless of faith or belief.

<u>Our Shared Understanding of Spiritual Development</u>
To support a shared understanding of spirituality across the school, we use the model of **Windows, Mirrors and Doors**:

- **Windows** – opportunities to look out at the world with awe and wonder, noticing beauty, challenge and mystery
- **Mirrors** – opportunities for reflection, self-awareness and considering personal thoughts, feelings and beliefs
- **Doors** – opportunities to respond through action, creativity, compassion or changes in behaviour

This shared language supports staff in recognising spiritual moments across the curriculum and helps pupils to articulate their own spiritual experiences.

Moral development relates to children's knowledge, understanding, behaviour and attitudes in recognising the difference between right and wrong. Moral development is rooted in our Christian values and is supported through clear expectations, consistent boundaries and positive relationships. Pupils are encouraged to reflect on the consequences of their actions, to take responsibility for their behaviour and to develop a growing sense of fairness, justice and empathy. Moral development is promoted through the curriculum, collective worship, behaviour policy and everyday interactions, enabling children to make thoughtful choices, to forgive and seek forgiveness, and to stand up for what is right.

Social development relates to children's acquisition of the knowledge, understanding and skills needed to act responsibly towards themselves, others and property, and to play an effective part in society. Social development is fostered through positive relationships, teamwork, shared responsibility and participation in the wider life of the school. Pupils are encouraged to develop respect for others, to listen carefully, to cooperate, and to contribute to their community. Opportunities for social development arise through collaborative learning, pupil leadership roles, school councils, collective worship, extra-curricular activities and engagement with the local community, helping children to develop confidence, resilience and a sense of belonging.

Cultural development relates to children's increasing understanding of the beliefs, knowledge, traditions and skills that shape their own culture and those of others.

Cultural development is promoted by helping pupils to appreciate their own heritage while developing respect and curiosity for different cultures, faiths and ways of life. Through the curriculum, collective worship, visits, visitors and the arts, pupils are encouraged to explore diversity, celebrate difference and recognise shared human values. This supports children in developing tolerance, mutual respect and an understanding of their place in a diverse and interconnected world.

At Chidham Parochial Primary School we aim to provide a firm foundation of strong Christian values to prepare children for the society in which they live. This should be appropriate to their age so that at a later stage children will be equipped to make informed decisions for themselves. We want to work in close partnership with parents and carers to share the values that we uphold whilst respecting that families may not share, nor wish to share, values imposed by the ethos of the school. It is expected however, that parents support our principles and policies whilst their child is in school.

Although we are a Controlled Church School, parents and carers still maintain the right to withdraw their children from R.E. and worship. On admission to the school however, it is made clear to parents that Christianity permeates the whole curriculum and ethos of the school. It is not possible for their child to remain completely uninfluenced by day-to-day activities which include the saying of Grace (a thanksgiving prayer) at lunchtime and discussions which other children will have during school time.

Spiritual, Moral, Social and Cultural development is recognised through the following:

- **Beliefs**: the development of personal beliefs, including religious beliefs, and how these contribute to one's identity and value.

- **A sense of awe and wonder:** being inspired by the natural world, human achievement or mystery and being surprised and elated at occurrences outside our everyday experiences.

- **Search for meaning and purpose:** asking ultimate questions.

- **Self-knowledge:** developing an awareness of oneself in terms of complexity and limitation. This includes thoughts, feelings, emotions, experiences, responsibilities and self-respect.

- **Feelings and emotions:** To recognise and control emotions and feelings and also to develop aesthetic awareness by being moved through beauty, art and music. In addition to acknowledge being hurt by injustice or aggression as well as responding to kindness and caring. To learn to express thoughts and feelings through literature and the arts using imagination and inspiration.

- **Relationships:** To develop a sense of community by respecting and being sensitive to other people's views and beliefs.

- **Social codes:** To abide the codes and rules of conduct expected by the child's social group, class, school or larger community and to know the consequences of ignoring these rules in terms of sanctions but also in human relationships and friendships.

- **Moral behaviour and choices:** To behave morally as a point of principle and to make their own responsible judgements on moral issues

- **Cultural awareness:** To have an awareness of the differences of other cultures, their beliefs and lifestyles and to respect other societies.

Aims
At Chidham Parochial Primary School, we aim to foster the Spiritual, Moral, Social and Cultural development of all pupils in ways that are rooted in our Christian vision and enable every child to flourish as a unique individual.
Through SMSC development, we seek to support pupils in making sense of themselves, their relationships, their values and the wider world, equipping them to live well together and contribute positively to society.
This is achieved through:

1. **The ethos of the school,** where love, respect and dignity are lived out daily
2. **The curriculum**, which intentionally and spontaneously nurtures reflection, curiosity, responsibility and cultural understanding
3. **Collective worship**, which is central to school life and provides opportunities for spiritual growth, reflection and response
4. **Church and community links**, which help pupils to experience service, generosity and belonging within a wider community

The ethos of the school
The ethos and atmosphere of the school reflect the values and attitudes which characterise the community at Chidham Parochial Primary School. Pupils are positively encouraged to promote good standards of behaviour, a sense of community and respect for the rights and property of others. The ethos is a culmination of all aspects of school life and involves all personnel – pupils, staff, parents, Governors and the outside community in which the school is geographically situated, as well as links with the local congregation. Behaviour and expectations are clearly set out in the Behaviour policy.

Planned and Spontaneous Spiritual Development
Opportunities for spiritual development at Chidham Parochial Primary School are both **planned for** and **recognised spontaneously**. Planned opportunities are intentionally built into the curriculum, collective worship, RE, PSHE, visits, outdoor learning and reflection times. These enable pupils to encounter awe and wonder, explore big questions, reflect on experiences and consider how values shape actions. Spontaneous opportunities arise naturally through children's questions, conversations, emotional responses, encounters with beauty or moments of challenge. Staff are attentive to these moments and recognise their spiritual significance, allowing space for reflection without seeking to provide definitive answers or outcomes. Both planned and spontaneous opportunities are valued equally as part of children's spiritual development.

The Curriculum
Spiritual, Moral, Social and Cultural aspects are found in all areas of the curriculum and cross-curricular themes. Pupils are encouraged to question, investigate and discuss from an early age. This enables the pupils to explore their knowledge and faith in a wider sense e.g. a topic on growth challenges the children to look at the wonders of nature and a topic on ourselves gives children the opportunity to look at relationships.

Spiritual, Moral, Social and Cultural development across the curriculum
The following table illustrates some of the activities undertaken in school that promote Spiritual, Moral, Social and Cultural development across all subjects of the curriculum

Collective Worship (see separate policy)
Daily collective worship is an important part of the day for a church school for it sets into context the whole ethos of the school as a caring Christian environment where all are valued. It is not simply a coming together as a school, but also an opportunity for all to share their beliefs and for some, to hear of Christianity for the first time. Of paramount importance to worship teaching is that children know how to apply what

they have learnt, and that they know that Christian principles are for every day, not just for Sundays and church. Therefore we aim to develop a sense of community and responsibility to each other and that includes thinking about others and their needs.

Church Links
Our Rector leads worship on Thursdays and special services at St Mary's Church or in school at other times during a school year.

The Harvest Festival Service is held early in the autumn term to coincide with Harvest at St Mary's and all our gifts are distributed to the Chichester Foodbank Charity. Children are encouraged to give and emphasis is placed on helping others.

The Year 6 children also attend a special Leavers Service at Chichester Cathedral with children from other church schools.

The Spiritual, Moral, Social and Cultural development of pupils at Chidham Parochial Primary School is an integral part of the daily life of the school, with Christianity as the foundation faith and model which underpins the ethos of the whole school.

SMSC IN THE FOUNDATION STAGE
A foundation for the promotion of children's spiritual development
Pupils will have an 'open mind' and a readiness to use their imagination. They have a lively sense of curiosity and are accepting of wonder and excitement. They are responsive to interesting experiences and have a capacity to show this in language and actions.

A foundation for the promotion of children's moral development
Pupils are beginning to recognise 'right' and 'wrong'. They are beginning to take responsibility for their own actions and can begin to learn about caring for others in the family, classroom and in the community. They have openness to caring for their environment and for learning to appreciate its beauty and joys – a first step to thinking about moral issues concerning the environment.

A foundation for the promotion of children's social development
Pupils are usually at the 'me' stage but can begin to gain an understanding of the need to take turns and share as they play and work together and with adults. They are curious about visitors to their classroom and enjoy new experiences including visits to places of interest.

A foundation for the promotion of children's cultural development
Pupils are interested in learning about their own culture and in story, picture, dressing up and play, for example, they can begin to appreciate the richness of other cultures. They are open to a wide variety of aesthetic experience.

Opportunities for SMSC permeate all aspects of the early year's curriculum and school life. Within a happy friendly atmosphere, children and adults accept individual differences, respect each other and their surroundings and are encouraged to take an active part in the world around them through a planned and structured learning environment. The value of activities and experiences, such as those outlined below, need to be acknowledged and planned for:

- visitors to the school
- educational visits
- school rules
- special times
- transition arrangements
- interest areas

BY THE END OF THE FOUNDATION STAGE:
In order to be developing spiritually, morally, socially and culturally most children should begin to, know and understand that:

- they matter to other people
- what they do and say affects others
- they, and others, have feelings and experiences that are sometimes good and sometimes not
- there are people whose job it is to help them if they are in trouble
- there are rules that they should follow
- there are differences between people; and this helps to make the world a lively and fascinating place
- there are some behaviours that are right and some that are wrong
- the environment can be pleasant, healthy and attractive or unpleasant, unhealthy and unattractive
- different situations may require different types of behaviour

be able to:

- experience a range of feelings e.g. joy, sorrow, wonder and curiosity, inspired by places and environments as well as by people and situations
- express their feelings and emotions and display awareness of others' feelings and emotions
- make friends and work with others
- look and ask for help
- work by themselves
- listen and respond attentively
- make choices
- talk about what makes us healthy

become increasingly: confident, eager, independent, sensitive, participative, fair to others, willing, careful with people and things, attentive, secure, friendly, enquiring.

be acquiring: self-respect, concern for others' feelings, perseverance, interest in their surroundings, enthusiasm for learning.

SMSC AT KEY STAGE 1

A foundation for the promotion of children's spiritual development
Pupils have a natural inquisitiveness about themselves and others; they can think about things they value and are special to them. They can be thoughtful and can reflect on the 'big' questions about life and living; a favourite question is 'why'. Their natural openness to awe and wonder continues into the Key Stage 1 Years. They retain their spontaneity and enthusiasm for new experiences but are beginning to show a capacity for sustained interest in what is new.

A foundation for the promotion of children's moral development
Pupils will bring to school some awareness of what it means to live by rules and a code of conduct. They can begin to understand the need for fairness, and often have clear views of what is right and wrong. They are learning to get to know themselves better and are beginning to show self-restraint in their actions.

A foundation for the promotion of children's social development

Pupils know the importance of caring and sharing in a wider context although they may not have totally outgrown their egocentricity. Children are learning to play with others and are beginning to develop skills for interacting with each other.

A foundation for the promotion of children's cultural development
Pupils are becoming aware that there are differences between their own lives and homes, and those of others. They have an open and enquiring attitude towards difference, whether this be in people, places or customs. They are open to a wide variety of aesthetic experience, and can express themselves creatively with enthusiasm.

Opportunities for SMSC permeate all aspects of the KS1 curriculum and school life. Staff promote a welcoming and secure environment that values positive and thoughtful relationships; where children understand the standards of behaviour expected of them; where children are encouraged to take part in the wider life of the school and are rewarded for their efforts.

In seeking to create an environment where the promotion of SMSC development of all pupils can flourish, it is important to build on the experiences and provision of the Foundation Stage and to introduce new experiences and activities such as those outlined below:

- inviting in speakers, performers and other visitors from their own and wider communities
- participating in a charitable cause
- ensuring pupils talk about their feelings, for example, fairness and unfairness, right and wrong
- visits to places of interest
- participating in a community event
- a code of behaviour which is explained to pupils

BY THE END OF KEY STAGE 1

In order to continue to develop spiritually, morally, socially and culturally pupils should begin to, know and understand**:**

- that they are different from anyone else and that this (their uniqueness) is one of the reasons that they are important
- how people get hurt (spiritually, physically and mentally) and that teasing others about their beliefs, appearance or intelligence is wrong
- that awe, wonder and mystery are ways of experiencing the world around them
- the importance of respecting and learning from differences across a wide range of cultural traditions
- that behaviour varies according to situations
- that some things are right and some things are wrong, and why
- the advantages of being, within their capabilities, fit and healthy and of knowing the food, drink, exercise and rest they need to remain healthy
- that some questions in life are difficult to answer
- why expressing themselves clearly, listening carefully to others and being able to forgive are important in relationships
- the daily life of the school and of their own community, and the rules that everyone must keep if life is to run fairly
- the beauty of shape, pattern and order and how we benefit from these
- the pleasure of listening to and writing stories and poems, of making and dancing to music, and of drawing, painting, designing and making

be able to**:**

- sit quietly and think, appreciating the silence

- identify and express their beliefs and feelings through various forms of artistic appreciation and give simple reasons for their beliefs
- manage their feelings appropriately
- see their actions and words from the point of view of other people
- try to stop themselves from responding aggressively when they feel hurt
- recognise that there are people who hurt others on purpose and whose behaviour and words should be described to an adult
- work independently, asking for help when they need it
- express themselves clearly and interestingly, listen with attention and interest and respond appropriately to what others have said
- plan co-operatively with others, negotiating fairly and putting aside self interest
- reflect upon and talk about their experiences of the environment, attempting to understand what things are like and how environments differ
- value their own cultural identity

become increasingly: understanding; responsible; health conscious; curious; interested in others, in things and their environment; appreciative; reflective; generous; co-operative; able to wait and share; creative; truthful.

be acquiring: self-knowledge; love and respect for themselves and others; self-discipline; empathy; a social conscience; a love of nature; social skills.

SMSC AT KEY STAGE 2

A foundation for the promotion of pupils' spiritual development
Pupils become increasingly interested in the big questions about life and living. As they progress through this key stage their capacity for discussing ultimate questions develops. They are still interested in asking the question 'why?' but they want to move on to finding reasons and answers. Increasingly they are fascinated by uncertainty, and human attempts to wrestle with this.

A foundation for the promotion of pupils' moral development
Pupils are forming their own ideas about right and wrong. Although they are still trying out limits within their own lives, increasingly they are open to an acceptance of rules for living co-operatively together. They have a growing sense of justice and fair play. Moral and environmental issues capture their interest especially those in the life of the school and in the media.

A foundation for the promotion of pupils' social development
Pupils are becoming more independent and are more willing and able to take responsibility for themselves and others. Increasingly, they are participating in a 'social life' and learning the part they play in it. They have a greater sensitivity towards being included and excluded, and are learning how to make and maintain friendships.

A foundation for the promotion of pupils' cultural development
Pupils increasingly become aware through their own school, locality and the media, that there are other cultures that may be different from their own. They are beginning to understand ideas of tolerance, understanding and respect. They are at the age where the concept of living in harmony can be explored. They enjoy getting involved in a wide variety of cultural and aesthetic experiences.

Opportunities for SMSC permeate all aspects of the Key Stage 2 curriculum and school life. In seeking to create an environment where the promotion of the SMSC development of all pupils can flourish, it is important to revisit and build on the experiences and provision in Key Stage 1, and to introduce new experiences and activities such as those outlined below:

- taking responsibilities around the school e.g. caring for younger children, organising charity events, class representatives, school council
- taking part in extra-curricular activities, community projects and visits
- taking part in school performances
- welcoming and taking part in hospitality for visitors including parents
- working with writers, artists, musicians in residence
- discussing moral, social, environmental issues
- taking an active part in, for example, environmental projects
- working co-operatively with each other and with adults
- learning to be independent

BY THE END OF KEY STAGE 2

In order to continue to develop spiritually, morally, socially and culturally pupils should begin to: know and understand:

- that people have different ways of coping with pain, suffering, loss and sorrow
- the difference between right and wrong in thought, word and action and the importance of trying to think, say and do what is right
- that there is a wide variety of aesthetic experience
- that there are different ways of expressing the spiritual and that for many people religious faith is central
- that life involves taking risks, but that these risks can be minimised with careful thought for personal health and safety and that of others
- how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships
- that words do hurt, and that sometimes it is the way something is said, rather than what is said, that hurts
- that different cultures, including their own, have traditions, customs and beliefs that give people a sense of identity, security and belonging
- that cultures can change over time
- how natural processes and human thoughtlessness can endanger species, landscapes and environments
- their own feelings and responses to the natural world
- that a community is made up of a wide variety of people

be able to:

- appreciate stillness and silence
- discuss religious beliefs with respect and understanding, engaging with the language of religion and faith
- recognise different emotions and the likely impact of these emotions, especially when strong, on behaviour
- form opinions on the contribution of individuals to past and present societies
- accept and offer deserved praise, recognising and appreciating their own strengths and those of others
- reflect on own views
- be flexible and tenacious in the face of frustration and difficulty, recognising and working to overcome, their particular weaknesses
- take responsibility, where appropriate, for their own health and safety, weighing risks sensibly and asking for help when necessary
- talk clearly to the whole class about something that interests them
- contribute to the building of consensus, expressing their own ideas and preferences, but recognising when compromise is necessary
- produce and manage simple budgets independently and in negotiation with others
- recognise good and bad reasons for believing something
- give responses to searching and puzzling questions

become increasingly: creative, conscientious, adaptable, considerate, trustworthy, reliable, loving, resilient, loyal, interested in other cultures, adventurous, honest with themselves and others, enterprising, autonomous, interested in the natural world, willing to contribute, companionable, imaginative, rational.

be acquiring: tenacity, sensitivity, a sense of their own strengths, a sense of who and what they belong to, initiative, integrity, environmental awareness, their own opinions, social skills and respect for property.

Monitoring and Evaluation

Spiritual development cannot be measured or assessed. However, the school monitors the quality of opportunities provided through professional dialogue, pupil voice, learning walks, curriculum review and reflection on practice. This ensures that spiritual development remains a lived and meaningful part of school life without creating additional burdens for staff.