



At St Mary's we champion every child to be the **best that they can be**. Our knowledge-led curriculum therefore endeavours to develop our children's **character**, **core skills**, **creativity** and sense of **community**.

Supported by our school's vision, ethos and position as a junior school, we believe that our specialist knowledge of the Key Stage 2 age range ensures **improving outcomes, opportunities and experiences for all our children**. To achieve this, we are aspirational for our pupils, instilling high expectations, the passion, perseverance and stamina to succeed.

Spiritual, Moral, Social and Cultural Education Policy

Ely St Mary's CofE Junior School

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Related Documents: In addition, please see:
- Religious Education Policy
- Behaviour Policy
- Antibullying Policy
- Educational Visits Policy
- Ofsted School Inspection Handbook

Approved/Ratified by LGB September 2022

1.0. Introduction

1.1 Our vision:

To provide opportunities for children, of all faiths and none, **to be the best that they can be**, in an environment where everyone is valued, respected, and challenged. In our school, individuals are supported in their personal journey of learning, growth, and development within an ethos of nurture, encouragement, and love.



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Let us think about each other and help each other to show love and do good deeds. (Hebrews 10:24)

1.2 Our Ethos:

To recognise its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Churches at parish and diocesan level. The school will promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs (appendix 1) We aim to serve our community by providing an education of the highest quality for all faiths and none, developing children's character, core skills, creativity and sense of community within an ethos of RESPECT. This acronym, known by all staff and pupils, details values and traits we uphold at St Mary's as we work together to achieve our common goals and school vision (please see explanation below).

1.3 Our rules:

At Ely St Mary's, we have two school rules.

- 1) We are **respectful** of each other, our resources and our environment. We use the word respect to make clear our expectations to the whole school community.

Responsibility: We are responsible for our learning and our behaviour.

Excellence: We aim high.

Spirituality: We open our eyes in awe and wonder at God's creation.

Perseverance: We keep trying, even when it is difficult.

Energy: We give our best efforts at all times: our focus, positive attention and determination to succeed.

Caring: We care for each other, our school and the world.

Tolerance: We celebrate our differences.

- 2) We follow instructions to keep ourselves and others **safe**.

2.0. Our Curriculum Intent:

Our curriculum endeavours to develop our children's **character, core skills, creativity** and sense of **community**. It encourages children to develop a curiosity about the world around them. Our curriculum extends beyond the academic and supports pupils to develop in many diverse aspects of life, focusing on **spiritual, moral, social and cultural development** as well as academic achievement.

For the purpose of this policy and our provision, we define these elements below:

Spiritual Development:

The spiritual development of pupils is shown by their ability to be reflective about their own beliefs and their knowledge of and respect for different people's faiths, feelings and values. Children experience a sense of awe and wonder in the world around them and are encouraged to think creatively and to reflect on their experiences.

Moral Development:

The moral development of pupils is shown by their ability to recognise the difference between right and wrong and to understand the consequences of their actions. Children are encouraged to reflect on their behaviour choices and to solve differences of opinion using the principles of restorative practice.

Social Development:

The social development of pupils is shown by their ability to socialise and cooperate with others.



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Children accept and engage with values of democracy, the rule of law, and are respectful and tolerant of those with different faiths and beliefs.

Cultural Development:

The cultural development of pupils is shown in their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. Children are encouraged to think about the kind of world they aspire to create and who they aspire to be.

3.0. SMSC Provision (appendix 2)

3.1. Our curriculum

Our curriculum is knowledge-rich, carefully sequenced and taught to be remembered. It provides children with firm foundations, equipping them with the core skills they need to succeed in their next stage of education and later in life. Lessons across the curriculum are designed to develop vocabulary and support children in the retention and application of learning, whilst also fostering curiosity, creativity and an awareness of the world in which we live and their impact on it.

We are aspirational in our curriculum choices, where opportunities for spiritual, moral and social development are woven throughout. Units of learning are framed by 'big questions' to promote children's enquiries and reflections. Children are introduced to a wide range of themes and encouraged to think as global citizens. Lessons are supported by a careful selection of high-quality texts which introduce new cultures and broaden children's horizons.

Our curriculum is further complemented by our schedule of educational visits and children's Personal Development Program.

3.2. Personal Development Program

Educational trips and visitors, curriculum accreditations are carefully selected to:

- Inspire curriculum learning to come, where children are immersed in an experience, learning new information and vocabulary and/or
- Provide an opportunity to apply and extend new learning in real life contexts and/or
- Develop children's character, creativity and sense of community and therefore build cultural capital across our school population *"the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement."*

It is for this reason that we make a clear distinction between our school's enrichment and extra-curricular offer, which is extended to all pupils, but taken up by many, and our core Personal Development Program which ALL pupils at our school will experience. This program evolves to meet the needs of our cohort and to reflect our changing world, but is carefully considered and selected to be broad and balanced and to meet the aims of our school vision and intent.

3.3. Reading Passports & Aspiration Library

At St Mary's all year groups have developed what we refer to as a 'Reading Passport' as we believe that reading takes children places: imaginatively; in the acquisition of knowledge; and in building life-long learners who go on to pursue broadening aspirations and ambitions as a result of their education with us.



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We ensure that these reading passports also offer a multitude of opportunities to develop children's spiritual, moral and social development (character) as well as their understanding and appreciation of culture, historic and modern day.

Whilst careers are often a feature of secondary education, we feel our junior position is an optimal time to inspire young minds to think big and aim high, for themselves, each other and the world around them. However, to do this, we believe our children should be surrounded by positive role models and stories of inspiration people and workers who have overcome adversity; changed the world in which we live; or excel within the creative arts. Children are therefore able to freely engage in our 'Little People' Big Dreams' library and their stories are also incorporated into our Collective Worship program in our Celebration Assemblies, where pupil groups work with staff to shape and share Collective Worship on these days.

3.4. School Community & Collective Worship

Our Christian ethos and our rules of respect and safety help to create a strong sense of community and belonging in our school.

Our Roots and Fruits Collective Worship scheme guides pupils' spiritual and moral development through the use of stories, poems and art all sequenced and shared within a weekly or termly value for the children to reflect upon and consider how it could be applied in their every day lives.

Weekly celebration assemblies and 'good news cards' are used to celebrate success in all forms; pupils are recognised for acts of kindness, their work in the local community, musical and sporting achievements, and for 'living the values' encapsulated in our rule of RESPECT.

Members of our school council and class ambassadors are supported to advocate on behalf of their peers. The council are responsible for organising charity events, developing their awareness of our community and the wider world. Representatives are elected through a formal process, developing pupils' understanding of democracy.

4.0. Extra Curriculum Opportunities

Our program of extra-curricular activities support children's spiritual and social wellbeing. After school clubs offer a range of sports, where the emphasis is on cooperation and teamwork, contributing to the social and moral development of our pupils. Our extensive music offer provides opportunities for musical and spiritual enrichment. Furthermore, we recognise the diverse nature of both our community as well as the wealth of opportunities available to them for further education and careers. We therefore aspire for our extra-curricular provision to be as broad and balanced as our core curriculum. It therefore includes clubs such as languages, art, animation, construction clubs, choir, orchestra and forest school in addition to those traditional sporting sessions.

5.0. Inclusivity

Whole school provision mapping allows us to identify children who may need additional help to learn and develop to their full potential. We work with children and parents to agree a package of support focused not only on academic outcomes but also on social and emotional development, supported by our classroom-based staff as well as our experienced inclusion and pastoral team.

At Ely St Mary's our vision is to provide opportunities for all children. We therefore ensure all children have equal access to extra-curricular opportunities, employing our pupil premium grant to support financially and our office and pastoral staff to assist with administration.



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All children with additional needs are supported to join in with wider school life and we ensure that our provision detailed above and in our appendices is inclusive and accessible to all, with the exception being where a pupil's behaviour may pose a risk to themselves or others. At this stage a collaborative risk assessment process is undertaken with individual families to ascertain barriers to participation or an alternative experience where safety concerns are not able to be overcome at the point in time.

6.0 Impact and monitoring

The policy is monitored by the Head Teacher who reports to governors about the effectiveness of the policy on request.

The quality of the provision state in this policy is evaluated by its breadth and fulfilment of our school vision and curriculum intent.

The impact of the policy and provision is measured through a number of methods, some of which include:

- Pupil participation analysis
- Pupil voice/ Curriculum conversations/ pupil surveys which help to monitor to what extent the school 'lives out' its values and asks for suggestions to strengthen our school community.
- Collective Worship feedback forms, which are completed by pupils and staff. Pupils are encouraged to feed back on whether Collective Worship provides sufficient opportunities to reflect on spiritual and moral issues. This feedback is shared with the governing body.
- Parent surveys



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Appendix 1



HOW DOES ESM PROMOTE BRITISH VALUES?

British Values are defined as:

- **Democracy**
- **The rule of law**
- **Individual liberty**
- **Mutual respect for and tolerance of those with different faiths and beliefs**

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- an understanding of how citizens can influence decision-making through the democratic process.
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behavior; and
- an understanding of the importance of identifying and combatting discrimination.

CONSIDER:	EVIDENCE
How do we promote the values of democracy in lessons and wider school life?	<ul style="list-style-type: none">• PSHE Rights & Responsibilities Units.• School Council• School Ambassadors• Pupil Surveys & Pupil Voice• Letter writing• Aspiration Library Stories• Curriculum Units e.g. The Greeks; WW2; Famous Figures.
How do we promote the importance of identifying and combating discrimination?	<ul style="list-style-type: none">• School Rules – Respectful & Safe• RESPECT values – Tolerance• Anti-bullying policy• Responding to Prejudice Related Incidents Policy and protocol• Whole school staff training Cambridgeshire PSHE Service: Diversity & Ethnicity• Aspiration Library Stories



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CONSIDER:	EVIDENCE
	<ul style="list-style-type: none"> Class Libraries and Reading Passport Book choices e.g. Spots & Dots Collective Worship Content and Themes – see long term plan.
Do pupils understand that the freedom to choose and hold other faiths and beliefs is protected in law?	<ul style="list-style-type: none"> RE Curriculum Families can opt out of Collective Worship Authorized absence for religious observance T for tolerance – pupils understanding and respect for others' choices and beliefs. Aspiration stories shared in CW and curriculum teaching e.g. Malala, Martin Luther King, Nelson Mandela, Gandhi
How do we promote tolerance between different cultural traditions by enabling pupils to acquire an appreciation of their own and other cultures?	<ul style="list-style-type: none"> RE curriculum – this has progressed to teach other world religions progressively rather than experientially e.g. Hinduism and Islam. National Celebrations e.g. Languages Day Calendar of Religious Festivals Curriculum Units – Journeys in Y6 (immigration); Y5 India. Family invitations to speak to classes. World Vision Charity Support Personal Development Program See SMSC policy
Do pupils understand that there is a separation of power between the executive (the government) and the judiciary (the courts)?	<ul style="list-style-type: none"> In school systems – Staff SLT vs Student Bodies. Visiting professionals: solicitors, police officers, MPs, civil servants.
Are pupils made aware of the difference between the law of the land (all the laws in force in a country) and religious law?	<ul style="list-style-type: none"> Visiting professionals: solicitors, police officers, MPs, civil servants, army/navy/ Royal Airforce. Learning about the Queen, King and their reigns and jubilees. History Units: Y3 Kings & Queens; Y4 Victorians; Y4 Roman Empire; Y5 Transatlantic Slave Trade; Y6 Journeys; WW2; Greeks.



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CONSIDER:	EVIDENCE
<p>How do we challenge opinions or behaviours that are contrary to fundamental British values?</p>	<ul style="list-style-type: none"> • Responding to Prejudice Related Incidents Policy • Staff Training with PSHE Service • Anti Bullying Policy • School Rules: Respectful & Safe • CPOMs records, data trends. • Collective Worship program • Pupil led Collective Worship – Pupils applying messages and themes into every day lives. • Curriculum Units: Journeys in Y6 (immigration); Debates Y5/ Y6; Y3 Art Unit Activism (using art to express messages) • PSHE curriculum e.g. Diversity and Community unit. This includes looking at peoples' identities, origins, religious beliefs, national identities and cultural traditions both locally and in the UK. • Book and text choices. E.g. Poetry - 'The British'. This poem looks at all the different cultures that make up the UK. 'The proudest Blue' which is about wearing a Hijab, '10,000 dresses' that explores gender & 'The Present' that looks at physical disability and stereotyping. • 'Different families, same love' which explores all different family groups. • Aspiration Library Books – learning how famous figures have overcome discrimination, for example.



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Appendix 2



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SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT WITHIN THE CURRICULUM

	<u>SPIRITUAL</u>	<u>MORAL</u>	<u>SOCIAL</u>	<u>CULTURAL</u>
MATHS				Mayan number system.
ENGLISH		Debates and discussions. Stories with moral dilemmas.	Shared reading. Author visits.	Stories and poems from other cultures.
SCIENCE		Y4 (Recycling – our place in the world.)	CREST – group investigations (team work.)	
RE	Visitors – impact of religion on their life.	Living our Christian value. Charity explored through Christian Aid. Islam and charity – zakat.	Multi-cultural world religion day. Celebrations in other religions.	Visits to other places of worship. Sponsoring a child / partner a school from another culture and religion.
PSHE/ RSE		Drugs	Building strong relationships with other. Building resilience.	Rights and responsibilities. Celebrating diversity.
COMPUTING			Internet Safety – social media and use of mobile phones.	
PE	Haka - rugby	Sports and Health leaders Referee leadership – training for pupils.	Inter-school competitions.	Yoga
HISTORY	Vikings – Pagan vs Christian faith WW2 – Atheism vs Christianity, bravery and courage	Slavery and Britain's role. WWII – moral dilemmas.	Social change: Industrial Revolution,	What legacies remain from different periods in our History? What difference did they make?



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	Stone Age and Iron Age – Stonehenge Mayan religion	Treatment of children in Victorian Britain.	WWII changes in society Saxons - different societies and hierarchical structures.	Romans, Saxons, Victorians.
GEOGRAPHY	Rainforests – beliefs of indigenous people.	Food miles – where does our food come from?	Mayans and Saxons – social structures.	Cultural changes – World War 2. Skara Brae – early settlements.
ART			Community art projects – Babylon Gallery	Art studies from a range of cultures: Giacometti (Switzerland) Hokusai – Japan Yinke Shonibare – Nigeria Gaudi – Spain
MUSIC	Collective worship Sung Lord's Prayer		Choirs Worship band	Music from other cultures. Origins of pop genre.
D&T	Evaluation - pride in our own creations	Using skills to make improvements.	Making things to improve our school environment eg wall hangings	Architecture, local history visits Stained glass museum
LANGUAGES			Conversational French.	Café culture in French.
BOOKS	Reading Passport books selected to promote reflection and discussion about spiritual issues.	Texts with moral dilemmas.	Shared reading lessons – enjoying texts together. Community reading volunteers.	Stories and poems from other cultures.



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