



Spiritual, Moral, Social and Cultural Policy

This policy should be read alongside our Collective Worship

This policy was last revised in: November 2023

After each revision the policy is circulated to all Governors, school staff and displayed in the staff room and on the school website.

To be ratified by Governor's in March 2024

School Mission Statement:

Jarrow Cross Church of England primary School provides a caring Christian environment, where everyone is welcome, and given the opportunity to develop their full potential. Our Mission Statement is underpinned by our school values of Trust, Honesty, Friendship and Forgiveness. Our values were chosen by the children of Jarrow Cross.

Introduction

In contrast to the policies for specific curriculum subjects, this policy relates to the whole life of the school. It encapsulates our school vision which builds upon the biblical teaching 1 Thessalonians 5.11 " Encourage one another and build each other up". Instead of being disappointed or giving up when things get tough , we should give each other the motivation and encouragement to remind one another that a better day lies ahead .

Rationale:

As a Church school and also one which has taken on the Thrive approach we aim to continually deepen our understanding of how social and emotional learning develops and can be supported. We recognise this is the core to our work at school.

We aim to develop our children's spirituality, support children's emotional and physical wellbeing, and ensure our children develop the skills which will enable them to make a valued contribution to society.

In line with our school motto 'Value in Everyone' every child is recognised as a unique individual. We value all members of our school community, celebrating and welcoming all differences. We endeavour to provide opportunities and activities which engage learners and we strongly believe that every child is entitled to enjoy their childhood, celebrate their individuality and be the best that God made them to be.

Our curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. It was planned specifically for the needs of our children and opportunities to promote SMSC run through all topics. Activities are planned

that require pupils to reflect and empathize with others as well as giving them the confidence to provide their opinions and develop their own view points.

Definitions:

Spiritual development is concerned with exploring those dimensions of human experience which helps pupils consider their thoughts, feelings and relationships more deeply and, in particular, to consider those things which are of special significance, such as people, places, objects and stories. All areas of the curriculum may contribute to pupils' spiritual development.

At our school, we believe that spirituality is about how we understand ourselves and our place in the world, it is about awe and wonder, asking questions, self-reflection, inspiration and being aware of 'something' greater than ourselves. At Jarrow Cross we refer to this as 'glimmer and growth'. We glimmer when we are faced with something that we see or hear and think about how it affects us. Our spirituality grows when we consider the place of ourselves and others in the wider world.

It is:

- Appreciating what is around you
- Self-reflection
- Being still
- Being observant
- It can be brought about by encounters with music, love or nature
- It cannot always be put into words

Across the school day opportunities to continue to develop our spiritual development are ongoing for example:

Use of the Nurture room.

Forest Schools offers opportunities for awe and wonder and reflection

Use of the reflection garden

Enquiry led RE curriculum

Big question themes for the curriculum

Listening to music and studying pieces or art

Reading stories and poetry which open up the world for us

Our learning environment and curriculum provides opportunities for pupils to:

- Be curious and to express feelings of delight and wonder, (scientific investigations, new life, the global landscape) - Glimmer
- Empathise and consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in familiar stories)- Growth

- Consider how a belief can change people's lifestyles, (R.E, investigating communities and faiths, historical case studies)- Growth
- Discuss what they think they have achieved and what they need to do to be successful in the future, (self-assessment, target setting activities) - Growth

Moral development is concerned with pupils' ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong.

Our learning environment and curriculum

The classroom environment and curriculum promote moral development through:

- A curriculum which builds upon success, ensures progression, involves and informs parents
- The teaching of PSHCE to be used as rich opportunities which are part of all areas of school life and learning
 - Ensuring equality and the importance of tolerance and understanding of all groups regardless of race, religion, sexual orientation
- To encourage children to recognise sensations and therefore emotions, to manage their feelings and actions and allowing opportunities for thinking to take place between the two
- For children to become increasingly self aware, recognising 'what is' and 'what isn't' acceptable behaviour and taking responsibility for themselves and their actions in age appropriate ways
- For children to receive individual or small group activities which incorporate creative activities and outdoor learning
 - Reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development

Social development refers to the development of abilities and qualities that students need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects. This link to our work around Courageous Advocacy through which we help and support pupils to become aware of social injustices and to reflect on how we can respond to these individually or as a group.

Our learning environment and curriculum

- Modelling of positive social behaviour by all staff
- After school clubs and sporting abilities
- Nurture Groups developing empathy and self regulation

- Turn taking and team building activities
- Pair and small group work within the classroom
- Working with others across the local community (local care homes, cluster schools, Art Centres)
- Curriculum tasks/ activities linked to Global Issues

Cultural development refers to the development of knowledge and understanding of differing cultural beliefs, customs and traditions. It is an increasing appreciation of the systems of values and attitudes which form the basis of identity and cohesion within societies and groups.

Our learning environment and curriculum

Children are introduced to a regional and global perspective in life through:

- Links with local and international schools
- 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.
- Children are taught to understand and be tolerant towards the lifestyles and choices made by a variety of different groups and cultures.

Management:

The SMSC co-ordinator, will:

- Advise colleagues on resources, policies and information.
- Ensure that the policy for SMSC reflects the aims of the school and takes into account guidance offered by the Diocese, LEA
- Involve all staff in decisions and policy making.
- Attend relevant training and disseminate information to staff.

Policy updated November 2023

To be ratified by Governors March 2024