



## St Peter's C of E (Aided) Primary School

Little Green Lane, Farnham, Surrey, GU9 8TF

☎: 01252 714115 Fax: 01252 721215

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### Our Vision Statement

*At St Peter's we have high expectations where everyone flourishes, achieves and succeeds within a safe, inclusive Christian community. We promote gospel values of independence, respect and empathy. Through an exciting curriculum, children are inspired to find joy as lifelong learners and active world citizens.*

### SPIRITUAL, MORAL, SOCIAL & CULTURAL (SMSC)

Person Responsible:	Children & Learning Committee
Review Period:	Every 3 years or in light of new legislation
Status:	Recommended
Date Adopted:	Spring Term 2024
Next review:	Spring Term 2027
Ratified by Governors:	17 January 2024

### **Aims and objectives**

This policy relates to the whole school ethos and learning experience.

The governors, staff and parents at St Peter's recognise that the spiritual, moral, social and cultural development of the child is fundamental to their development as an individual. At St Peters, an holistic approach is taken so that opportunities for spiritual, moral, social and cultural development arise across all subject areas. Development in SMSC supports all areas of learning and can contribute to a child's motivation to learn. We recognise that such development will be most successful when the values and attitudes promoted by staff provide good role models for pupils. In later years, an awareness of self and an understanding of others, can enrich an individual's appreciation of life's experiences and their relationships with others. This in turn has shown to be directly linked to an individual's wellbeing, positivity and experience of joy from life. This policy links with the Teaching and Learning Policy, The Behaviour Policy, The Learning for Life Policy and the school's statement on British Values.

We recognise the crucial role played by parents in their children's SMSC development. The development of a strong home-school link enables parents and staff to work in an effective partnership to support the child.

### **School Values**

We believe that the values and attitudes promoted by the staff influence the behaviour and attitudes of all pupils at St Peter's School. The quality of relationships and the inclusive atmosphere within the school reflect an appreciation of shared values. St Peter's promotes a learning environment that reflects Christian values and encourages spiritual, moral, social and cultural development in preparation for participating positively to wider communities. SMSC development is promoted not only through the curriculum, but also through the distinctively Christian ethos of the school and collective worship. Pupils and adults understand the school's three values of: *Active Citizen, Inclusiveness* and *Courage* and look for opportunities to apply the values in their daily lives.

### **Spiritual Development**

Spiritual Development relates to becoming a person in the very fullest sense. It can encourage our journey towards an understanding of ourselves, God the creator and the wonder of the natural environment. We accept that Spirituality relates to an individual having a sense of peace and purpose. Spirituality is a personal journey. For some it will connect with a relationship with God, but it can also be a powerful non- religious experience.

### **In developing the spirituality of our children, we help them to become aware of:**

- The existence of God and an understanding that every individual was created in His image;



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- The joy of being alive and the beauty of the natural world;
- The mystery and wonder of existence;
- Their own imagination and creativity;
- The value of the non-material dimension of life;
- The importance of having the confidence to express one's feelings and emotions openly;
- The need to recognise others' feelings and achievements;
- The experience of prayer and reflection and quiet moments, allowing time to develop a relationship with God; and
- The advantage of being curious and developing a questioning mind to explore and develop their own views on religious and spiritual issues.

### **In this way, spiritual development encourages:**

- Self-awareness
- Reflection
- Reasoning
- A sense of enduring identity
- Positive interactions and relationships
- Co-operation and empathy
- The formation of long-term ideals

We aim to build up a caring community where the children feel they are important as individuals and within the wider community (at different levels)

### **The staff at St Peter's School promote spiritual development by:**

- Fostering high self-esteem in encouraging children to take risks or face challenges in their learning within a secure and positive environment;
- Demonstrating appreciation for learning created by the child's imagination and providing opportunities for them to be creative and imaginative;
- Offering opportunities for aesthetic experience in art, music, dance and literature;
- Presenting numerous opportunities to experience the natural environment in Forest School and in outdoor learning;
- Honouring time for stillness and reflection;
- Posing questions that encourage children to consider issues of meaning and purpose;
- Developing good listening skills; the School will show that it is listening to the children through its response to issues raised by them, via committees;
- Showing that it is not always possible to provide an absolute answer and at such times it is a positive experience to value conflicting interpretations and responses;
- Improving co-operation and understanding in relationships, providing opportunities such as group activities where children have constructive and enjoyable interaction with others; and
- Fostering emotional well-being by encouraging children to express their feelings and to have the ability to control their emotional behaviour. This is supported through our Trick Box Personal Development programme and also yoga.

There are many opportunities to promote these occasions throughout the curriculum, both in the school day and during off-site visits and residential trips.

### **Moral Development**

This relates to the child's understanding of what is 'right' and 'wrong'. As children mature, they will also develop an awareness of what is fair and just. They will be able to apply their thinking to circumstances beyond their own



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immediate surroundings. At St Peter's we try to build on the moral training within the home while accepting that there might be different approaches between home and school.

### From their first day at school our children are taught to:

- Identify right and wrong;
- Respect others' rights and their property in school;
- Tell the truth;
- Accept fair authority and follow instructions;
- Understand the consequences of their own actions;
- Begin to explain their own behaviour;
- Begin to understand why rules are necessary;
- Value physical well-being, privacy, feelings and others' beliefs;
- Show empathy (not sympathy) to those less privileged than themselves;
- Consider a range of ethical issues, including those that focus on justice, diversity and equity to promote respect and the importance of personal integrity; and
- Discover and live by the values identified within the Gospels: truth, justice, trust, love, peace, compassion, forgiveness and reconciliation.

### The staff at St Peter's School promotes Moral Development through:

- Adopting a consistent approach to moral development among staff;
- Providing formal opportunities to promote moral development during class discussions, collective worship and celebration assemblies.
- Whole school and class worship are planned to include national awareness days and moral issues such as: diversity and equity. Global issues such as Girls in Education, Black Lives Matter, Universal Children's Rights, Black History Month, Refugee Week and Anti-Slavery are included in whole school worship.

Further opportunities are developed through our extensive charity programme and annual Charity Day organised by the children. Our commitment to active Fairtrade learning increases children's understanding of how they can play an active part in raising awareness of global injustice and the impact of our choices on others. Informal opportunities to promote moral development arise during the school day.

### We will not accept:

- Discrimination or stereotyping
- Bullying
- Cruelty
- Irresponsibility
- Dishonesty

Parents will be involved in discussions in any incident involving serious misbehaviour. Pupils are supported to reflect on their behaviour choices and make amends.

### Social Development

Social development refers to a child's ability to understand and play their part within the school, the wider community and later, in society. Social development represents the abilities and qualities that an individual needs to play a full and active part in society. At St Peter's, the Christian teachings to love one another and to treat every individual with respect are instilled from the beginning. As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity;
- Respect others within the school and wider communities; and



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- Begin to understand the Christian imperative for social justice and show concern and empathy for the disadvantaged.

### **The staff at St Peter's School promotes Social Development by allowing children to:**

- Build relationships within the school and between the school, the parish, local and wider national and global communities;
- Develop a sense of empathy, compassion and concern for others;
- Consider how Christian beliefs affect decisions at local and national level;
- Investigate social issues from the perspective of Christianity, different religions and none, recognising the common ground and diversity that exists between them;
- Lead and use their individual skills and strengths to work towards a common goal;
- Be led by others, support others and recognise that different skills contributed by individuals, can come together to achieve great things; and
- Articulate their own views on current issues and show respect for others' opinions and a willingness to learn from their insight.

St Peter's Trick Box Self-Development Programme supports pupils to become socially confident and empathetic towards others. Trick Box is based around four key areas, crucial to personal and social development:

- Calm,
- Creativity,
- Communication and
- Confidence.

It starts in EYFS so that by upper key stage two, pupils have self- help skills and strategies to help themselves when challenged socially, emotionally or academically.

Our ELSA and HSLW are both experienced to support individuals who need help with social interaction and social skills.

### **Cultural Development**

Cultural development enables pupils to understand a wide range of cultural influences that have shaped their own and others' heritage. It helps pupils to appreciate the diversity and range of cultures both in their school and wider communities. It helps them to prepare for life in multi-cultural Britain and opens up opportunities to engage in and respond to different artistic, musical, sporting and cultural experiences.

At St Peter's we celebrate the rich community that flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are committed to ensure that everyone is given opportunities to develop their talents to the full. Culture is the embodiment of shared beliefs, knowledge, customs and values of that group. Children need to appreciate the distinctive features of their own culture and those of others. This will help them to ask and answer the questions "*Who am I?*" and "*Where do I fit in?*"

We aim to remember that cultures are dynamic and are constantly being re-shaped.

We offer pupils an experience of life in a community founded on Gospel values. Through this and a variety of educational experiences and interactions, we aim to prepare young people for a life working with others in communities which may be diverse: socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand others, irrespective of whether the school serves or is located in an ethnically diverse community.

### **The staff at St Peter's School promote cultural development through:**



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- Teaching children to appreciate their immediate school environment and to develop a sense of responsibility towards it;
- Ensuring that the children know about and value their own culture and local community by fostering strong local links;
- Exposing children to a wealth of stimuli from different cultures across different media;
- Arranging high quality educational and residential visits and inviting visitors to the school;
- Encouraging appreciation of the beliefs, values, festivals and customs of different cultures e.g. an introduction to different faiths is part of our RE curriculum;
- Exploring the diversity of Christianity worldwide and understanding it from a global perspective through encounters with people, literature, the creative and expressive arts and resources from different cultures;
- Promoting the diversity of cultures within Britain; and
- Encouraging children to be curious about different cultures and understand that while there may be differences, there are many more similarities. Exploring cultures should challenge stereotypes and avoid 'othering'.

Opportunities to nurture children's cultural development exist in all areas of the curriculum. The school holds several extended curriculum awards. These awards all demand evidence of a curriculum that is both linked across subjects and relevant to the world today. Through carefully designed learning opportunities to meet the awards' criteria, pupils are encouraged to participate in diverse cultural experiences.

These come through:

- The British Council's International Award
- The Art Council's ArtsMark Award
- The Fairtrade Foundation's Fairtrade Achiever Award
- The Sports Council's SportsMark Platinum
- Eco School's Green Flag Award
- Healthy Schools Award

### Systems for evaluation

St Peter's School accepts that there are no correct definitions of these terms and that there are no easily definable criteria to measure the success of any policy that aims to promote the spiritual, moral, social and cultural development of children. It is the complex nature of these values, which demonstrates their significance in life and highlights the need to address them in an educationally valid way. These values are difficult to measure so specific outcomes cannot be guaranteed, but it is important that the school's Senior Leadership Team monitors and reviews the policy regularly with regard to its effectiveness.

Collective worship will also reflect and give a measure as to how successful the school's objectives are in this area.

- The implementation will be discussed regularly at Staff Meetings and Governors' Meetings.
- The impact of The Spiritual, Moral, Social and Cultural Development Policy will be part of the School's SEF, indicating the ethos and distinctiveness of a Church School.

Sarah Marshall

Spring 2024