

Stone Church of England Combined School



Spiritual, Moral, Social and Cultural Education and Promoting Fundamental British Values

This policy was adopted: Spring 2023

The policy is to be reviewed by: Spring 2026

School Ethos/Rationale

The school's aim is that every child reaches their full potential with the support of the whole community.

The school vision is:

'Love one another as I have loved you' (John 13: 34-35)

helping each other to reach for the stars.

The whole community aspire to fulfil this vision through our Christian values of community, perseverance, honesty, compassion, respect and responsibility each being a 'stepping stone' to success.

Intent

At Stone Church of England Combined School, we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs; spiritual awareness; high standards of personal behaviour; a positive, caring attitude towards other people; an understanding of their social and cultural traditions and an appreciation of the diversity and richness of different cultures.

Stone CE Combined School is very much committed to serving our community and recognises the multicultural, multi-faith and ever-changing nature of our world in which we live. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them. We follow equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.

All members of the school community are encouraged to develop into responsible citizens through the implementation of modern British Values of:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance of those with different faiths and beliefs.

Modern British Values are shared through the thoughtful and wide-ranging promotion of the children's SMSC development, enabling them to thrive in a supportive, highly cohesive learning community. Our staff are dedicated in preparing students for their adult life beyond the formal examined curriculum, and ensuring that we promote and reinforce British Values to all our students.

Spiritual development:

Spiritual development is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in a religion, but equally may not. Children explore the fundamental British Value of exploring and respecting the values and beliefs of others.

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 valuing others
- Helping our pupils to come to an understanding of themselves as unique individuals and encouraging them to reflect on "big questions"
- Developing our pupils' curiosity, imagination, creativity and promoting a lifelong love of learning.

Moral development:

Moral development is about knowing what is right and wrong and acting on it accordingly. Moral development is about personal and societal values, understanding the reasons for them and airing and understanding disagreements. This is embedded throughout the school community.

We are committed to:

- Being truthful and honest
- Respecting the rights and property of others, their opinions and customs, even when they are different from our own
- Helping others
- Solving differences of opinion in non-violent ways using the principles of restorative practice.

Social development:

Social development involves pupils working together effectively, relating well to adults and participating in the local community. It also includes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

We are committed to:

- Fostering the skills and qualities of team building through the development of self-confidence, cooperation, 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
- Teaching the Equalities Act throughout our curriculum

Cultural development:

Cultural development involves pupils understanding and feeling comfortable in a variety of cultures and experiencing a range of cultural activities (art, theatre, travel, concerts). Children develop the fundamental British Value of mutual respect and tolerance regarding the diversity of cultural traditions and beliefs of others.

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 peoples' cultural traditions
- Celebrating the richness of culture and tradition
- Weaving global education themes through our curriculum.

Implementation

SPIRITUAL	MORAL	SOCIAL	CULTURAL
<p>What do we do?</p> <p>School vision and values known creating aspiration</p> <p>Big Questions discussed and reflected on in RE</p> <p>Reflections during daily collective worship led by members of staff and local vicar and parishioners.</p> <p>Discussing, finding meaning and reflecting on celebration of different religious festivals, as well as Christian Values, cultural events and special themes through planned Collective Worship programme.</p> <p>Well-being opportunities including for example physical activities, meditation, mindfulness - see 5 ways to well-being</p> <p>Children regularly encouraged to debate and express their own ideas and theories across the curriculum through effective questioning.</p> <p>PSHE curriculum</p> <p>Dance, drama</p>	<p>What do we do?</p> <p>Daily Collective worship led by members of staff and local vicar and parishioners.</p> <p>Celebration of different religious festivals, as well as Christian Values, cultural events and special themes through planned Collective Worship programme.</p> <p>Weekly whole school Celebration Assemblies</p> <p>Vision and values known, displayed and adhered to by everyone in school</p> <p>RE curriculum planning</p> <p>PSHE curriculum</p> <p>Cross-curricular links and projects</p> <p>School aims, values and principles for learning and teaching</p> <p>Debate and discussion are used regularly in PSHE sessions in particular.</p> <p>Mental health and wellbeing – focusing on thoughts, feelings and behaviours – is taught in weekly skills</p>	<p>What do we do?</p> <p>Celebration of different religious festivals, as well as Christian Values, cultural events and special themes through planned Collective Worship programme.</p> <p>Weekly whole school Celebration Assemblies</p> <p>Vision and values known, displayed and adhered to by everyone in school</p> <p>PSHE curriculum</p> <p>Cross-phase playtimes / reading opportunities</p> <p>Class Circle time</p> <p>School aims, values and principles for learning and teaching</p> <p>Behaviour Policy focuses on encouraging positive relationships and restorative justice.</p> <p>Playtime equipment and playtime activities led by playleaders.</p> <p>Year 6 responsibilities in school.</p> <p>Mental Health Heroes promoting positive relationships and wellbeing.</p>	<p>What do we do?</p> <p>Daily Collective worship led by members of staff and local vicar and parishioners.</p> <p>Celebration of different religious festivals, as well as Christian Values, cultural events and special themes through planned Collective Worship programme.</p> <p>Weekly whole school Celebration Assemblies</p> <p>RE curriculum planning</p> <p>PSHE curriculum</p> <p>HT reports to Governors – curriculum events</p> <p>Planned visits to places of worship of other faiths.</p> <p>Planned visits from leaders from other faiths.</p> <p>Trips provide cultural capital opportunities across year groups.</p> <p>Diversity celebrated across the curriculum.</p> <p>Inviting visitors in from different cultures and backgrounds.</p>

<p>Weekly whole school Celebration Assemblies</p> <p>Class Circle time</p> <p>Curriculum links and projects</p> <p>Playtime equipment and mixed age activities (e.g. reading)</p> <p>Charity links and fundraising: Local Food bank collection at Harvest.</p> <p>Red Nose day and Children in Need collections; Christmas Shoe Box appeal</p> <p>Parental involvement in charity fundraising</p> <p>School Prayers displayed and regularly used in classes.</p> <p>Planned visits from leaders from other faiths</p> <p>Planned visits to places of worship of other faiths</p> <p>Spiritual Development days/ curriculum wow days.</p> <p>Prayer and reflection spaces in each classroom</p> <p>Class prayer book including prayers written by children</p> <p>Good SIAMS rating.</p>	<p>for life collective worship to all children.</p> <p>Class Circle time</p> <p>Charity links and fundraising: Local Food bank collection at Harvest.</p> <p>Red Nose day and Children in Need collections; Christmas Shoe Box appeal</p> <p>Parental involvement in charity fundraising</p> <p>Work of the School Council</p> <p>Work of Mental Health Heroes</p> <p>Work of the School house captains – organising votes on charities to support, planning fundraising</p> <p>Work of the Worship leaders</p> <p>Quality of adult-child and child-child interaction</p> <p>Variety of extra-curricular school clubs to support children's personal development, choices and teamwork is modelled and encouraged</p> <p>Hot chocolate with the headteacher for special acts of kindness – held weekly</p>	<p>Schools Linking Project encourages linking with others from different backgrounds (Year 3 take part annually).</p> <p>Class council and school council</p> <p>Annual Residential visits in Y4/ Y6.</p> <p>Whole school Harvest, Christmas and Easter services held at local Church.</p> <p>Charity links and fundraising: Local Food bank collection at Harvest.</p> <p>Red Nose day and Children in Need collections; Christmas Shoe Box appeal; Parental involvement in charity fundraising</p> <p>Families invited into school for events e.g. preparing for mother's day (fathers, male role models invited in), and for father's day (mothers, female role-models invited in), local festival celebrations.</p> <p>Links with local community – visits to St John's church, local history society, parishioners, Barlett's residential visits and correspondence with residents.</p> <p>Classes vote for School House captains.</p> <p>Transition work – Pre-school to Reception, Y6 – Y7 transition days, Whole school transition day.</p>	<p>Anti-racism education</p> <p>Class Circle time</p> <p>MFL curriculum</p> <p>French Market held annually, led by upper KS2.</p> <p>Variety of extra-curricular school clubs to support children's personal development, choices and teamwork is modelled and encouraged</p> <p>Cross-Curricular links and projects</p> <p>Range of multi-cultural books and resources in school and within school library.</p>
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Impact

- Children are happy and value themselves and others as unique individuals.
- Children have the skills to collaborate critically, respectfully and creatively with each other and with a caring approach.
- Children are able to reflect upon their behaviour and others and can evaluate what makes for good behaviour.
- Children of all abilities achieve in all lessons. All children, including disadvantaged and children with SEND are given the knowledge and cultural capital they need to succeed in life
- Because children have developed a good understanding of British Values, they make a positive contribution as responsible citizens.

Monitoring and evaluation

- SMSC provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school.
- This policy will be reviewed in line with the policy review schedule.

Related Policies

RE (Religious Education) Policy

PSHE (Personal, Social, Health and Economic Education) policy

Relationships including Sex Education Policy