

Jesus said 'I have come to give you life, life in all its fullness' John 10:10



## St Martin's C of E Primary and Nursery School

### SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC) POLICY

#### INTENT

Jesus said 'I have come that you may have life, life in all its fullness.' John 10:10

Being a member of the St Martin's school community means that we strive for everyone to live a 'life in all its fullness'. Our core Christian values, developed in partnership with the Cornerstone Church (now the Church in Cranbrook) based on the school site, are Love, Hope, Kindness, Grace, Faith and Mercy and these are embedded within our school vision statement of, 'Being the best we can be for ourselves, each other and God's world' and understood by all children and staff at St Martins.

Being the best that we can be for ourselves, each other and God's world. Jesus said 'I have come that you may have life, life in all its Fullness' John 10:10						
Core Christian Values	Love	Hope	Kindness	Grace	Faith	Mercy
Playing and Exploring	Show curiosity	Engage in activities	Use imagination	Take on roles in play	I can do	Initiating Activities
	<i>Explore the environment</i>	<i>Show an interest</i>	<i>Use experience through play</i>	<i>Role play with others</i>	<i>Take risks</i>	<i>Seeking challenges</i>
Creating and thinking critically	Thinking of ideas	New ways to do things	Make links and patterns	Testing ideas	Changing Strategy	Making own decisions
	<i>Solve Problems</i>	<i>Being Brave</i>	<i>Make predictions</i>	<i>Develop ideas</i>	<i>Reflect</i>	<i>Always check</i>
Active Learning	Stay focussed	Stay on task	Keep trying	Bounce Back	Self Achievement	Enjoying achievement
	<i>High energy and fascination</i>	<i>Good attention</i>	<i>Using different approaches</i>	<i>Show resilience</i>	<i>Take pride in work</i>	<i>Celebrate with others</i>

We are proud at St Martin's C of E Primary School and Nursery of our core focus on nurturing and developing rich and rewarding relationships with all stakeholders. These relationships, and our focus on delivering an engaging, motivating and challenging curriculum which keeps the Characteristics of an Effective Learner at its heart enables teachers to promote and develop children's Spiritual, Moral, Social and Cultural understanding.

Our intent is for children to experience walking in another's shoes thereby developing their empathy and compassion for their peers and others beyond their knowledge. Across the entire curriculum opportunities for developing SMSC understanding are maximised (see SMSC across the Curriculum).

'Being the best we can be for ourselves, each other and God's world'

## IMPLEMENTATION

### Spiritual Development

Our understanding of Spirituality goes beyond the explicit faith-based ideas promoted through Collective Worship but is implicit, we believe, in all of the work we do at St Martins. The use of Philosophy for Children 'thunks' and Picture News assemblies also enable us to explore spirituality from a non-faith perspective and all children's questions and beliefs are valued and respected.

Through creating 'felt' experiences we are able to engage children in discussions about spirituality - we use the 'doughnut' model to explain this.



'The Doughnut represents the Whole Child. The outer ring is the tangible (Mind and Body), the hole represents the intangible (Spirit) but if there was no hole it wouldn't be a doughnut. This remains perhaps the best definition of spiritual development; it is the exploration and development of that hole in our centre that makes us whole'. (Spirituality Guidance Andrew Ricketts: Salisbury Diocese)

We benefit hugely from our close relationship with the Church in Cranbrook and its minister and chaplain who visit the school regularly helping to lead collective worship, involving the children in Collective Worship, playing with the youngest children, responding to our youngest children's probing email questions, mentoring some of our older children and as appropriate being a key member of the Governing Body and the Inclusion Team. The presence and involvement of our Minister and chaplain is a constant reminder of the spiritual nature of the work we do, and we are grateful for their support, wisdom and direction.

Through our focus on learning behaviours, and our emphasis on developing a 'growth mindset' where mistakes provide opportunities for growth, we challenge children to take risks in their learning, and through perseverance and resilience we invite children to experience a sense of pride and autonomy in their endeavours, whilst supporting them to make sense of the World. Furthermore, we believe that providing awe-inspiring teaching episodes, we develop children's capacity to consider the World as a 'wonder' thereby developing their belief in something unseen, inexplicable, and fascinating - their 'spiritual development'.

### Moral Development

Moral development 'is not just about behaving well but is about sharing values that are rooted in Christian Belief' (Diocese of Norwich Spiritual, Moral, Social, Cultural Development: A Christian perspective) because we belong to and within a community.

Each of our values has at its core a theological anchor; and we are able to demonstrate through our learning behaviours how these values can be expressed.

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Our school's culture is one in which we focus on the positive and seek to promote good behaviour and respectful thinking in all its guises. Children are encouraged to make a responsible choice and take responsibility for their words and actions.

Our 'Being the Best We Can Be' document was created in partnership with children and promotes a positive attitude towards learning, self-discipline and relating to peers and adults. 'Through Being the Best We Can Be', children develop maturity, self-esteem and a caring attitude which combine to create a school community with an overall positive outlook and atmosphere of 'living life in all its fullness'.

### Social Development

As a school, we prioritize relationships at the heart of everything we do - for Christians, community and relationships underpin life. We are an 'attachment-aware' school and recognise that trauma can create a barrier to successful attachment and then impact on a child's experience of school life. Our Learning hub provides specialist support for children whose lives have been impacted by significant challenges, and who need a secure base from which to begin their successful relationship with others in school and build on their learning journey.

Opportunities are developed for children to understand and develop their role in our school, their family, and the wider community through

- opportunities in school to take on responsibilities e.g., Sports Captains, Eco champions, librarians, e safety ambassadors, learning ambassadors
- Opportunities within the community through courageous advocacy projects and cyclical charitable events
- Opportunities to invite the Cranbrook community into the school through performances, volunteering and supporting the PTFA in their many and varied fundraising events - Year 6 are particularly involved with the Summer Fair, and this is a great celebration of the community within Cranbrook and St Martins.
- Supporting the Church in Cranbrook through involvement with Cranbrook Management Team
- Opportunities created through the curriculum to broaden their knowledge and experience (see SMSC across the Curriculum document)

We contribute to the sustainability of the school environment through projects like composting Christmas trees, Daffodil and tree planting, supporting Messy and Muddy Church and contributing to a wide range of charities initiated by staff and children alike.

'Being the best we can be for ourselves, each other and God's world'

## Cultural Development

Children understand the importance of democracy within our community at school and the wider community. They understand the importance of knowing about our beliefs and cultural practices as well as the beliefs and cultural practices of others, and they respect everyone's rights to their own beliefs. Whilst our community has limited diversity compared with some schools, we nevertheless promote inclusion and the valuing of difference. We welcome new children from diverse family and cultural backgrounds and have created an environment where we hope all feel comfortable. One way this is exemplified is through our gender-neutral toilets for both children and adults.

## **IMPACT**

The journey we have made as a school, and the reputation we have amongst external advisers for children's social, emotional and mental health, in addition to the regular positive feedback from parents reassures us that our focus on our vision, demonstrated through 'Being the best we can be for ourselves, others and God's World' statement, is successfully changing many of the lives of the children and families we work with. Our children are great advocates for social justice, they are inclusive and respectful of diversity, and they take responsibility for their actions.

## **POLICY REVIEW**

**This policy was adopted February 2020.**

<b>Review Term</b>	<b>Annual</b>
<b>Lead Member of Staff responsible for review</b>	<b>Headteacher</b>
<b>Governor responsible for review</b>	<b>Lead for Data &amp; Curriculum</b>
<b>Dates Policy Reviewed:</b>	<b>1<sup>st</sup> March 2021 – no changes 13<sup>th</sup> June 2022 – amendments made to include school values, being an attachment-aware school and detail on the involvement of the Minister with school life.</b>