



Four Marks CE Primary School

Promoting Spiritual, Moral, Social and Cultural Development Policy

Date of first Policy Issue	February 2020
Latest Review	February 2026
Review Schedule	Every 3 Years
Name of Responsible Manager / Headteacher	Warren Glew
Signature of Responsible Manager / Headteacher	
Chair of Governors	Jonathan Elliman
This policy reflects our inclusive distinctive <i>Christian vision and ethos</i> , and are in accordance with all statutory safeguarding requirements.	

Overall Aims:

To provide an environment that is founded and grounded on Christian beliefs and theology.

To teach values which will enable children to become aware of, and reflect upon, their own and others' spiritual, moral, social and cultural experiences and to promote development of these in all aspects of school life (taking into account of the Schools Trust Deed and Anglican Heritage).

Vision statement:

We recognise that the personal development of children, spiritually, morally, socially and culturally (SMSC), plays a significant part in their ability to learn and achieve. We are committed to "the development of the whole person, mind, body and spirit", to fully prepare children for their lives now and in the future. Therefore, we aim to provide an education that gives children opportunities to explore, question and develop:

- their own values and beliefs
- their own spiritual awareness
- their own high standards of personal behaviour
- their own role in the relationship with others
- an understanding of the uniqueness and preciousness of each person
- their own understanding of disadvantage, deprivation and exploitation of their natural world
- a positive, caring attitude towards all in our community
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of their cultures.
- an awareness and understanding of social injustice and inequality in their world
- an understanding that they can actively make a difference through 'Faith in Action'

Definitions:

Spiritual Development relates to the quest for individual identity and the search for meaning and purpose in our existence. It has much to do with feelings and emotions, attitudes and beliefs.

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

Social Development refers to the development of abilities and qualities that children need to acquire if they are to play a full and active part in society.

Cultural Development is concerned with the development of knowledge and understanding of differing cultural beliefs, customs and traditions.

Specific aims:***Spiritual Development:***

Within the context and practice of the *Christian faith* opportunities will be given for:

- understanding self and others.
- creating a sense of awe, wonder, mystery and joy in all areas of the curriculum.
- listening, reflection and puzzle.
- quiet reflection and prayer/meditation
- developing all senses.
- expressing inner thoughts in a variety of ways.
- finding inner confidence and peace.
- feeling special to friends, family and God
- purpose of meaning and life
- awareness of things outside themselves and beyond
- engaging in activities which involve questioning, valuing, envisioning, empathising, imagining.
- considering the mystery of God and the wonder of the world.
- understanding the teaching and beliefs of the *Christian* faith alongside secular perspectives.
- close involvement with the church and regular participation in church services.

Moral Development:

Moving gradually from 'taught' morality to taking responsibility for their own moral decisions, children will be encouraged to:

- understand and experience the moral dimension of the Christian faith.
- distinguish between right and wrong.
- respect the rights and property of others.
- actively help those less fortunate than themselves.
- act with consideration towards others.
- reflect on moral principles and dilemmas
- take responsibility for their actions.
- have high expectations.
- conform to rules and regulations.
- Consider the way their actions will impact others around them.
- understand that the behaviour will be judged but the child will always be accepted.
- understand the need to forgive and be forgiven.

Social Development: Alongside the quality of the relationships between teachers, pupils, support staff, parents and governors, children will be encouraged to:

- develop skills such as co-operation, collaboration, responsibility, teamwork and initiative.
- relate positively to others.
- participate fully and take on responsibilities.
- behave appropriately.
- engage in successful partnerships.
- show care and consideration e.g. through sharing and taking turns.
- experience being part of a caring community.
- listen and respect the viewpoints and ideas of others.
- become responsible citizens.
- to promote a curiosity in contrasting countries
- to begin to understand the imperative of social justice, equality and a concern for the disadvantaged
- resolving conflict
- reflect on social dilemmas that affect local communities and our 'Global Neighbours'.

Cultural Development: Understanding the beliefs and traditions of our Christian society whilst appreciating the diversity and contribution of other cultures, opportunities will be provided for children to:

- develop a sense of belonging to a culture and being proud of their cultural background.
- respond to cultural events.
- share different cultural experiences.
- respect different cultural traditions and beliefs.
- appreciate the values, customs, beliefs and diversity of other faith, ethnic and social economic groups in the local, national and global communities.

- discuss and explore differences and similarities between different cultures and faiths.
- critically evaluate current cultural enthusiasms, icons, music, art, gardens and media with confidence that opinions will be respected.
- celebrate difference: “we are the same but in a different way”
- respect difference, diversity and ways of living for ‘All God’s children’

Appendix 1

Promoting SMSC in our Curriculum

Our Vision: '*Learning for Life!*'

At Four Marks Primary School we aim to provide irresistible learning that will equip children to live in our diverse and mobile world! We want them to be motivated and inspired to become successful, life-long learners who can apply their learning, make progress and achieve highly. Above all, we aim for children to live happy, safe, healthy and fulfilling lives, to become confident individuals and responsible citizens who make a positive contribution to society. We believe that every child has the potential to do these things.

How key aspects of our approach to teaching and learning supports the development of SMSC:

Let's Think in English

Let's Think in English has been embedded in our curriculum across the school for over ten years. The approach draws on research by Piaget and Vygotsky that young people learn best when exploring ideas together. The lessons are based on structured challenge and include the development of understanding through discussion (social construction), problem-solving (cognitive challenge) and structured reflection (metacognition) which makes pupils more aware of their thinking processes and how they think most effectively. The lessons stimulate the deeper reasoning patterns which underpin better understanding of English including understanding the writer's intention relating to technique, narrative structure, figurative language, symbolism, genre, etc. and helps to develop their ability to make connections across a range of experiences.

Enquiry

We use an enquiry approach to many aspects of our curriculum, which helps to develop wider questioning skills from teachers and pupils. This approach also helps to develop reasoning and social skills and a collaborative classroom ethos, both between the teacher and the pupils and amongst the class as a whole.

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English	In responding to a poem, story, picture or text, pupils can be asked, • ‘I wonder what you think happens next?’ • ‘How would you feel if you were the person in the story?’ • Where have you met these ideas before?’ By appreciating the beauty of language. By developing an appreciation of how texts can touch/ reach us emotionally.	By exploring stimulus for thinking about the consequences of right and wrong choices and behaviour. Pupils can speculate and make links with their own lives, and other events that they have learned about. When they do this, they are developing their speaking, listening and higher order thinking skills. By considering different perspectives.	By supporting conceptual and language development through an understanding of social issues. By debating current and historical events and issues. By providing opportunities for and encouraging talk and debate in cross curricular contexts.	By providing opportunities for pupils to engage with texts from different cultures. E.g. Creation stories from around the world, myths and legends, poems from other cultures.
Maths	Through helping children to obtain an insight into the infinite and through explaining the underlying mathematical principles behind natural forms and patterns. The awe and wonder of mathematics is shared with the children and helps to explain the world and the mathematical patterns that occur such as the symmetry and unique ‘fingerprint’ of snowflakes, or the strips of a zebra. We talk about the ‘Wow’ moment when pupils make connections between concepts and ideas in maths. Examples are when we investigate different number sequences e.g. the Fibonacci sequence which is evident in nature all around us.	Helping children to recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth. By engaging pupils playfully: for example, in unequal shares of resources, why might someone be upset if they received less than others? By reflecting on data that has moral and ethical implications; for examples at harvest time, pupils consider the percentage of people around the world suffering from hunger.	Through helping children to work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately. A range of contexts are used to engage pupils and to show how Maths might be used in the real world. Social education in maths gives the greatest opportunity for pupils to work together collaboratively during experimental and investigative work. We also look at statistics, in particular how the census is used by governments to plan ahead for health, education and social requirements. E.g. Do we have enough doctors for the populations? Infrastructure and road use: A high number of accidents on certain roads can results in changes to the speed limits or safety measures.	We encourage pupils to appreciate the wealth of mathematics in all cultures throughout history. We look at the history of Maths and its development. Examples of this are how the different number and measuring systems have evolved. Pupils also look at the number systems used by other countries, and how Roman numerals are used particularly on clocks. Pupils consider the development of shape patterns around the world, in particular tessellation and symmetry in design. Pupils discuss the use of mathematical language and how there are universal symbols and language that is used worldwide.

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Science	By demonstrating openness to the fact that some answers cannot be provided by science. During the study of space children can discuss the debate between the Creation Story and the Big Bang theory. By creating opportunities for pupils to ask questions about science and the natural world, and through giving them the opportunity to consider the symmetry, pattern and connection that exists within our world and universe.	By offering pupils the chance to consider the wonder of the natural world. This is achieved through the study of our school grounds. By considering that not all development has been good because it has caused harm to the environment and to people.	By using opportunities during science lessons to explain how to keep other people safe. This is covered during scientific enquiries. By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes.	By asking questions about the ways in which scientific discoveries from around the world have affected our lives. This may be also done through history units where we consider great inventions or achievements of different periods and cultures. The work of great scientists and inventors are also considered during our collective worship programme.
MFL- French	By learning about France as well as the French language, children will gain an insight into the beauty of the culture, country.	In learning about the history of France, the children are taught about the commonality of French national values of Freedom and democracy, with British Values.	In learning French, children are encouraged to communicate and express themselves in a new activity. The children act out conversations in French, play some French games and sing some French songs.	In learning French , the children learn about food, art, music, history and traditions.
History	By considering how things would be different if the course of events had been different. By looking at the history of Four Marks and investigating how this differs to other villages in the world. By speculating about how we mark important events from history and the people who shaped them e.g. Remembrance Day, Easter.	By exploring the results of behaviour in the past e.g. wars. By considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice? Are there examples of this from our local area? By considering how laws have changed over times and debating whether it is right or wrong to follow laws that are unjust e.g. Suffragettes, apartheid. By going beyond the facts and asking pupils to make hypotheses and to pose questions such	By giving the trigger for discussions about how groups and communities organised themselves in the past. E.g. Romans. By considering questions about social structure in the past, for example, considering the rights of children in Victorian times, and linking this to present day- Are there still people in the world who still don't get a fair deal? By encouraging pupils to talk to their parents and grandparents about their lives as children and consider similarities and differences.	By investigating how culture is shaped by history, exploring cultural heritage and the legacy left by different cultures. By taking pupils to visit heritage sites e.g. Butser Hill.

		as 'what if...?' etc.		
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Geography	By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world or at different times in history. By making links with history when exploring the environment and speculating on why the landscape is as it is. By comparing their lives with pupils living in other countries or other parts of the UK.	By considering how people treat the environment, posing questions such as 'How are we changing our surrounding? Are some changes for the better or worse? Who benefits and who suffers? What should our personal response to these be? Who should look after our environment?	By providing positive and effective links with the community, both locally and through linking with places that have different demographics. By considering social responsibility e.g. Local Plan, care for the environment.	By making links with other countries and through inter-cultural themed weeks. By exploring the cultures that have had, and still have an impact on the local area and landscape.
RE	By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and world views, comparing rituals/ devotion in different religious faiths. By asking and responding to questions of meaning and purpose. By considering 'big questions' about God and the world. By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life.	By exploring morality, including rules, teaching and commands, such as the school Behaviour Policy, our School Values, and British Values. By highlighting our school 'Moral Compass' as a means of considering the choices we make. By investigating the importance of service to others in Hinduism, and how this relates to leadership roles, and what we give back to our community. By exploring religious perspectives and responses to evil and suffering in the world.	By exploring the qualities which are valued by our school through our core values of love, integrity, forgiveness and equality. By considering how these values and British values are part of being a civilised society. By asking questions about the social impact of religion at an age-appropriate level.	By exploring similarities and differences between faiths and cultures. By considering different cultural expressions of Christianity. By learning about different UK Saints, and true stories of great acts of faith within Collective Worship. By engaging with texts, artefacts and other sources from different cultures and religious backgrounds.
P.E.	By delighting in movement, particularly when pupils are able to show spontaneity. By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative. By being aware of individual strengths, talents and limitations.	By discussing fair play and the value of team work. By developing qualities of self-discipline, commitment and perseverance. By developing sportsmanship, e.g., shaking the hand of a competitor at the end of an event, congratulating a winning team.	By developing a sense of belong and self-esteem through team work to create a dance or to participate in sporting competitions and events. By developing a sense of community through taking part in inter-school competitions and events. By offering a variety of extra-curricular sporting activities that are cross	By making links with local, national and global sporting events such as the Olympics.

			phase/ year groups,	
			enabling pupils to work together in a variety of different contexts and groupings. By using our Sports Captains & Peer Mentors to train and lead sporting opportunities across the curriculum and for younger children.	
Subject	How We Promote Spiritual Development	How We Promote Moral Development	How We Promote Social Development	How We Promote Cultural Development
Art & Design	By exploring different artist's interpretations of a key figure or events and asking what the artist was trying to convey. By giving children the opportunity to reflect on their own work and that of others. To consider the beauty of works of art, and why artists have been inspired to try to capture particular images. To consider the beauty, pattern and symmetry in what we often consider being 'beautiful' and in specific works of art and design.	By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture. By response to and the use of visual images to evoke a range of emotions.	By sharing resources. By exploring social conflict and resolution. By exploring art as a powerful social tool e.g. in advertising, propaganda, and social commentary of particular events (such as Picasso's Guernica).	By experiencing a wide range of creative media from around the world. By developing aesthetic and critical awareness, and a growing understanding of the 'visual imagery' and symbolism used in art to portray messages.
Music	By allowing pupils to show their delight and curiosity in creating sound and music. By making links between their learning in English, RE, Geography etc. with music. By considering how music can make you feel different emotions or evoke particular memories. By considering the beauty, pattern and symmetry in what are often considered to be beautiful pieces of music.	By exploring how music can convey human emotions such as sadness, joy, anger. By exploring how music can convey characteristics of humans and animals e.g. Elgar's Friendship pieces of music (Collective worship), the Carnival of the Animals. By appreciating the self-discipline required to learn a musical instrument- Listen to me programme in KS2.	By exploring how an ensemble or orchestra works together by discussing and experimenting with what would happen if musicians in a group didn't co-operate. By appreciating how music is used in different ways and in different settings.	By giving all pupils in KS2 the opportunity to learn an instrument and to take part regularly in weekly singing assemblies. By encouraging pupils to listen to and respond to music from around the world. By appreciating musical expression from different times and place.
Computing	By working at the power of the digital age e.g. the use of the internet. By understanding the advantages and limitations of technology. By using the internet and technology as a springboard to discuss bigger life issues.	By exploring the moral issue surrounding the use and abuse of technology. By considering the benefit and potential dangers of the internet. E.g. the impact of cyber bullying and exploitation. By considering the vision of those involved in the development of the	By links through digital media services and other schools and communities. By highlighting ways to stay safe when using online services and social media. By being prepared to work with technology to forge new relationships. By discussing the impact on ICT on the way people communicate. By considering whether	By exploring human achievements and creativity in relation to worldwide communication. By developing a sense of awe and wonder at human ingenuity.

		internet.	what and how people	
			communicate is different to face to face communication, and the potential dangers of this.	

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Design and Technology	By enjoying and celebrating personal creativity. By appreciating beauty, pattern and symmetry in design. Considering the 'design' in nature –e.g. who designed snowflakes, zebras, flowers etc.	By raising questions about the effect of technological change on humans and the world around them.	By exploring dilemmas that individuals may face and developing practical solutions to these problems-e.g. survival topic. By contributing to the local community through participation in local events and community competitions e.g. Horticultural competition, Alton Art festival	By considering cultural influences on design. By asking questions and debating functionality versus aesthetics.
PDL	By developing an awareness of and responding to others needs and wants (and developing an appreciation of the difference). By exploring meaning and purpose for individuals and society. By developing resilience and moral courage. By exploring spiritual practices such as worship and prayer and considering the impact of these on believers and any relevance to their own life.	By exploring what is right and wrong and using this to work out what we need to do in our community to make sure everyone thrives. By exploring our school values and considering how these affect our choices and behaviour, By making explicit links to the school's distinctive ethos.	By helping pupils to engage in a democratic process for agreeing rules (class expectations) and for offering ideas to improve things in their community. By creating opportunities for children to exercise leadership and responsibility through roles within the school- Prefects, House captains, Peer mentors, School Council, Church Team etc.	By exploring how different cultures and times in history can offer insight into how we lead our lives.