



ST LAURENCE CHURCH
JUNIOR SCHOOL

Spiritual, Moral, Social, Cultural Policy

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(To be reviewed on a two-year cycle)

'Learning, Loving and Sharing, guided by Jesus'

ST LAURENCE CHURCH JUNIOR SCHOOL
Spiritual, Moral, Social and Cultural development Policy

*We show love and compassion for others by truly helping them,
and not merely talking about it.*
John 3:18

St Laurence Church Junior School aims to provide a high-quality education in a secure, caring and inspiring environment that promotes a love of learning both inside and outside of the classroom.

Through our school vision: **learning, loving and sharing, guided by Jesus**, we aim to develop within our community the values needed to journey through St Laurence Church Junior School and on into the wider world. Our school values are: **Friendship, Generosity, Thankfulness, Curiosity, Perseverance, Forgiveness**. The ethos of the school underpinned by our school vision and the story of the Feeding of the 5000 (*John 6:1-14*). It is firmly based on the teachings of Jesus Christ: commitment, responsibility, respect, love of one another and most importantly love of Christ himself.

Through embedding our school values and British values, within a loving environment, we aim to engage and inspire our children to be responsible and respectful global citizens who care for God's world and all within it.

Section 78 of the Education Act (2002)

Under the Education Act, all schools have an obligation to:

- *promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepare pupils at the school for the opportunities, responsibilities and experiences of later life*

During June 2014, the Secretary of State for Education advised that all schools must actively promote British Values from September 2014. Prevent Strategy (2011) outlined the definition of British Values originally set by the Government.

These British Values have been defined as:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

At St Laurence Church Junior School, we are committed to actively promoting British Values and this forms part of our wider work in school with children.

We strive to enable children to embrace 'life in all its fullness' meaning there is an emphasis on physical and intellectual development, whilst also meeting the needs for spiritual, moral, social and cultural development.

Spiritual Education

Living life in all its fullness (*John 10:10*) is at the heart of developing spirituality. We aim to ensure we enable all children and staff in our school to find what makes them 'spark'. This is not just taught

through the curriculum in school; spirituality is what children learn through the school ethos, through play and through relationships they build with all members of the school community.

Pupils' spiritual development is shown by their:

- ability to be reflective about their beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- developing a sense of awe and wonder
- appreciating beauty in art, music, nature
- use of imagination and creativity in their learning
- ability to formulate and discuss the 'Big Questions' (e.g. about life, death, suffering, nature of God)
- opportunities made for prayer and connecting with God
- willingness to reflect on their experiences to make sense of the world

Spiritual Development is promoted through:

- a common understanding of what spiritual development is 'Spirituality is what makes you spark'.
- a common language to discuss spiritual development: Windows, Mirrors, Doors
- training for all staff in school regarding spiritual health
- a strong relationship with St Laurence Church
- visiting church to celebrate Eucharist, Advent and other pinnacle holy celebrations throughout the church's calendar
- curriculum time for the children to reflect on their relationships with those around them and their faith
- daily Collective Worship
- prayer bags – taken home weekly from Half Term 2
- celebrating a weekly Values Star in each class
- termly Star Pupil award for those that have
- Wow moments showing achievements completed at home which are shared in school
- house points
- Prayer Week – prayer spaces offered each day, members of the community complete Worship and discuss different ways to speak to God
- Lenten Project – children develop their own 'plan' to raise money for the annually nominated Lenten charity
- Harvest collection for local charities
- Extra-curricular clubs (gardening, sports, art, music, languages, debating)

Moral Education

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives, and in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

Moral Development is promoted through:

- clear Behaviour and Relationships Policy and regular INSET for staff
- celebrating good behaviour (certificates or phone calls home, values star, head teacher award)

- class charter – created and signed by each child in each class
- daily Collective Worship
- restorative conversations between staff and children when necessary
- regular discussion in class regarding Zones of Regulation and tools to deal with emotions when they are dysregulated
- Jigsaw scheme of work for PHSE which looks at the importance of making the right choices inside and outside of the classroom
- eSafety at the start of each computing lesson
- Anti-bullying week
- Year 6 pupils applying for Pupil Leadership Roles
- Prayer Council leading by example during Worship
- Eco council developed to promote children taking responsibility for wider issues
- Buddy system to help children understand school life (Year 3 and Year 6)
- robust curriculum that allows time for discussion of moral and ethical issues
- selection of a School Councillor

Social Education

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Social Development is promoted through:

- trips to places of worship (Mosque, Gurdwara, Synagogue, Mandir and other Christian churches of different denominations)
- Interfaith Week – children explore faiths and stories beyond that within the RE curriculum
- pen pals – Y6 children write to others in France, partnership school in Malawi
- inter-school events (Maths and sporting competitions, inviting other schools to partake in Singing Playgrounds with us)
- buddy system (Year 3 and Year 6)
- Young Leaders – leading sport in the playground
- Being Me in My World, the first unit in our PSHE scheme, covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.
- Inspiration Days – learning about other cultures or periods of history
- Lenten project - working in small groups, children come up with their business plan for a stall. This helps the children to learn how to work with others for a purpose, how to define each other's roles within the team and to share responsibility, all qualities they will need to develop further as they get older.
- Year 6 trip to Houses of Parliament

Cultural Education

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Cultural Development is promoted through:

- encouraging children to actively participate in a range of artistic, musical, sporting and cultural opportunities (drums, guitar, recorder, keyboard, Rocksteady, Art and a wide variety of sporting clubs).
- celebrating achievements through our weekly celebration assemblies, school website, Twitter feed, letters home to parents and through our newsletters
- PSHE unit: Celebrating Difference which focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone’s right to ‘difference’, and most year groups explore the concept of ‘normal’; bullying – what it is and what it isn’t, including cyber and homophobic bullying
- Inspiration Days – looking at other cultures
- whole school initiatives: Interfaith week, Parliament week, Black History Month
- the use of Picture News in class worship – children are invited discuss an issue that has been in the news question the world around them

British Values

We actively seek to embed British Values into our school life and into our curriculum. These values are an integral part of our school ethos and our aim is to ensure that our pupils, staff, governors and our wider community benefit from this positive sense of belonging.

Our curriculum sets out to promote SMSC and British Values. We use a PSHE scheme of learning called Jigsaw which offers opportunities for children’s spiritual, moral, social and cultural development, as well as the integration of British Values and these are clearly mapped and balanced across each year group. During class worship, once a week, we use Picture News and discuss which British Value relates to the story from the news. We know that through our teachings, we can help one another to develop a diverse and respectful approach to everyday life.

The British Values are celebrated through the following ways:

Democracy	<ul style="list-style-type: none"> • Every October we celebrate Black History Month. • Children are given the opportunity to vote for their representative in School Council. This is completed using a formal ballot box and station to replicate ‘real life’ voting • Children discuss ideas to improve the school with their school councillor. • Picture News is used weekly to discuss topical events relating to democracy • Each year at St Laurence we celebrate British Values during Parliament week. This usually consists of having
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	visiting speakers, workshops and a trip to the Houses of Parliament for some pupils.
Rule of Law	<ul style="list-style-type: none"> • The children take part in the Jigsaw PSHE programme and learn about how to manage their behaviour, views and future life. There is plenty of time for reflection where we talk about good and bad behaviours. • We use the School Rules: Ready, Respectful and Safe. • Our school Behaviour and Relationships Policy is implemented by all staff across school.
Individual liberty	<ul style="list-style-type: none"> • Children know their rights through our school rules and from responses from their peers in the school council. • Our children know and understand their responsibility of coming to school and working hard, always maintaining a positive and 'can do' attitude. • We are very aware of computer safety and our E-safety policy and online safety topics address the need to protect our children and help them to understand the dangers online • Children are encouraged to assess their behaviour through the Zones of Regulation and discuss their emotions with staff.
Mutual Respect and Tolerance	<ul style="list-style-type: none"> • Our children love celebrating Interfaith Week each year. This gives children the chance to learn about similarities and differences between themselves and others and learn to be respectful of others, irrespective of different beliefs and faiths. • We invite visitors into school to share their stories, history and their place in society today. • We value our local community links and children annually visit many places of worship. The children, each year, visit at least one place of worship. • During Harvest we encourage our children to support the local community and help to create food banks. • During Lent, St Laurence pupils take charge of their own money-making ideas in order to raise funds for the school charity. • During Autumn 2, we hold Black History Month and children work on 'Celebrating Difference' in PSHE. • Children are able to access the Pastoral Room if necessary, to discuss their emotions.

Monitoring and Review

The RE/Worship subject leader and PSHE subject leader meet regularly to discuss SMSC. They report to the Senior Leadership Team and School Governors where necessary in order to:

- Support colleagues in their teaching, by keeping them informed about current developments in the subject
- Speak to the children about different elements of SMSC and uses this to inform future planning

- Use allocated management time to review developments in SMSC and to observe elements of SMSC across the school
- Plan staff meetings to explore SMSC links with teaching members of the school community