

Copthorne C.E. Junior School

Spiritual, Moral, Social & Cultural (SMSC) Policy

**Approved April 2026
To be reviewed April 2028**

Copthorne CE Junior School

Spiritual, Moral, Social and Cultural Development

Our Vision:

"Creating confident, curious learners with God's love"

This school is committed to working in partnership with individual families and children to provide the highest quality of education. At Copthorne C.E Junior School we believe that every child and adult is unique. With God's love, we grow and learn together, encouraging everyone in our school family to "let their light shine" (Matthew 5:16). We strive to be the best that we can be, knowing that "what will be has not yet been revealed" (1 John 3:2). Through our Christian values, our children move on to the next phase of their education with a lifelong love of learning and a compassionate and considerate approach to life.

Our Ethos:

The ethos of Copthorne Junior School is to work together to extend Jesus' model of the Kingdom of God on earth, by living out a lifestyle through the Christian values and according to His teaching. We are inspired by His message, His life and example through which God's unconditional love for all people is expressed. Recognising our historic foundation, we seek to preserve and develop the religious character of our school in accordance with the principles of the Church of England and in partnership with the local parish church and Chichester Diocese.

The school aims to serve its community by providing an education of the highest quality within the context of our Christian beliefs and practices. Inspired by these values we aim to provide an exciting, fun and stimulating environment, where all children feel happy, safe, and motivated to achieve greater things. We celebrate academic achievement as well as success in sport and art and encourage our children to do the very best they can, to be unafraid to question and challenge, and to learn to solve problems creatively.

Our Values:

At Copthorne Junior School we believe that our Christian values can be both the driver and the vehicle for our school improvement. Our values are rooted in the biblical message of God's love for us and how we in turn grow in our own expression of our own love for Him and for each other. "We love because He loves us first" (1 John 4:19). In working out the message of God's love, our school values are:

COURAGE	(having endurance, hope and standing up for justice)
CREATIVITY	(in creation, friendships and thankfulness)
CONFIDENCE	(through developing trust, peace and forgiveness)
COMPASSION	(alongside humility and service)
CURIOSITY	(challenged in seeking wisdom, reverence and love)

Guidelines:

- All curriculum areas contribute to our children's' spiritual, moral, social and cultural development and opportunities for these are planned into our curriculum including in particular RE and RSHE;
- Our strong Christian ethos encourages our children to reflect on core Christian values both in collective worship and in the classroom;
- All of the adults in our school community are positive role models for our children, promoting expected behaviour, treating all people as unique and valuable individuals and showing respect and care for children and their families;

- Our school promotes and embeds British Values through our ethos, curriculum and worship, of the importance of democracy, the rule of law, respect of all others, tolerance of different faiths, religions and beliefs and Individual liberty. We challenge any extremism, views or opinions held by children, staff, parents and governors which are contrary to British Values and this helps prepare our children for living in modern Britain. The quality of relationships reflects an appreciation of shared values and British Values;
- Our school community is a place where children are celebrated as unique individuals. Our school is a place where forgiveness and the opportunity to start again is fundamental to the ethos of our school;
- Our children understand that our school values and rules can help everyone in our school community to feel happy, safe and respected. Our behaviour policy promotes the importance of reflecting on behaviour through discussion. Additionally, we provide opportunities to celebrate children's behaviour, values, work and achievements;
- Our children are taught to differentiate between right and wrong and to understand and explore how actions can affect other people and their feelings. Children are strongly encouraged to value themselves and others- this is important to support self-worth and self-esteem.

General Aims of the Policy:

- To ensure that everyone connected with the school is aware of our core Christian values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a child's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that children know what is expected of them and why.
- To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable children to develop an understanding of their individual and group identity.
- To enable children to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.
- To enable children to understand the importance of respect and leave school fully prepared for life in modern Britain.
- To foster social skills and responsibilities in order to be a responsible citizen.
- To give each child the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
- To actively promote the fundamental British values of democracy, rule of law, individual liberty, mutual respect and respect and tolerance of different faiths and beliefs.

Spiritual Development

As a school, we have been developing our understanding of Spirituality. We have created our spirituality statement, and then developed our progression of spirituality.

Spirituality is woven through everything we learn. We celebrate our achievements and 'break-through' moments, and we also learn from the times that feel challenging.

We explore how to make the most of each moment, stay present and feel calm, stillness and a sense of completeness in our day.

- a) **Spiritual development is relevant to all children not only those who come from Christian homes.**
- b) **In developing the spirituality of children, we help them to become aware of:**
- The human search for meaning and purpose of life which may lead to an understanding and belief of God
 - The joy of being alive
 - The beauty of the natural world
 - The mystery and wonder of existence
 - The world of imagination and creativity
 - The value of the non-material dimension of life
 - The need to understand oneself and one's feelings
 - The need to value oneself and one's feelings.
 - The need to recognise the feelings and achievements of others
- c) **In this way, spiritual development encourages:**
- Self- awareness
 - Reflection
 - Reasoning
 - A sense of enduring identity
 - Good relationships
 - Co-operation and empathy
 - The formation of long-term values
- d) **The school will promote spiritual development through:**
- Fostering high self-esteem by encouraging children to take risks or face challenges in their learning within a secure and positive environment.
 - Demonstrating its appreciation for work of the child's imagination and provide opportunities for them to use their own creativity and imagination.
 - Offering opportunities for aesthetic experience in art, music, dance and literature.
 - Making time for stillness and reflection which may lead to children coming to the threshold of prayer.
 - 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.
 - Showing that it is not always possible to provide an absolute answer and at such times it is a positive experience to value a variety of 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; it is important that they sometimes work with those children who they would not normally choose as partners.
 - Fostering emotional well-being by encouraging children to express their feelings and to have the ability to control their emotional behaviour.

Moral Development

- a) This relates to the child's developing understanding of what is "right, "wrong" and "fair".
- b) The School will try to build on the moral training within the home while accepting that there might be different approaches between home and school.
- c) **Moral development is concerned with:**
- Developing the child's awareness and understanding of the moral code of the communities in which they live; these may or may not be statutory.
 - Helping the child to realise that to enjoy rights we have to accept responsibilities.

- Developing the child's understanding of why rules are necessary.
- Developing the child's self-discipline so that rules are observed as a point of principle and not out of the fear of sanctions.
- Giving the child the knowledge and ability to question and to reason so that they are capable of deciding on the most appropriate action after considering the consequences of an action.
- Develop the skills necessary to explain their own behaviour.
- Value physical well-being, privacy, feelings, beliefs and rights of others.

d) The School will promote the moral development of the child by;

- Accepting proper authority and doing as they are told.
- Showing respect to all adults in school e.g. Teachers, LSAs, Lunchtime Supervisors and volunteers.
- Having a consensus of values that are stated clearly and owned by everyone, especially the children and involving the child in the evaluation of these.
- Building up the self- esteem of the child.
- Encouraging everyone within the school to behave in an acceptable way towards one another.
- Training children in understanding the consequences of their actions.
(It is important that there is a consistency in the approach to this amongst the staff).
- Providing opportunities to promote moral development will be provided during Circle Time.
- Our GREAT rules which are agreed by all which reflect our Moral Code.

e) At our school our Moral Code is underpinned by belief in:

- Telling the truth
- Keeping promises
- Respecting the rights and property of others
- Being considerate to one another
- Caring for those who are less fortunate
- Accepting responsibility for one's own actions
- Self-discipline
- Equal opportunities
- Valuing differences

f) We will not accept:

- Bullying
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty
- Selfishness
- Racism

Social Development

Social development - developing an understanding of rights and responsibilities of living in a community; of being a 'responsible citizen'.

We aim to enable the individual to meet his/her responsibilities towards themselves and others through:

- fostering the skills and qualities of team building through the development of self-confidence, cooperation, sensitivity to others, reliability, initiative and understanding
- Ensuring children have monitor roles in the school (i.e. worship responsibilities etc)

- The School Council, House and Sports Captains, Autism Ambassadors, and Worship Leaders
- Opportunities offered in the class in partner work / team activities
- Peer assessment

Cultural Development

- Development in this area allows the child to recognise that all cultural groups are distinctive. Culture is the embodiment of shared beliefs, knowledge, customs and values of that group. The child needs to appreciate the distinctive features of their own culture and those of others. This will help children to answer the questions “Who am I?” and “Where do I fit in?”
 - We need to remember that cultures are dynamic and are constantly being reshaped.
- c) The School will promote cultural development through curricular and extracurricular opportunities:**
- Exposing children to a wealth of stimuli from their own culture and those of others. This will be taught through the whole curriculum in particular RE, Literature and Music. Visits out of school and visitors to the school will support this teaching
 - Encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with these
 - Encouraging tolerance and appreciation of the beliefs, value and customs of different cultures
 - Opportunities to nurture the cultural development of the child exist in all creative areas – RSHE, RE and collective worship.
 - Participation in a range of after-school clubs.

Links with the Wider Community

- Visitors are highly valued and welcomed into school
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the child
- Children are encouraged to appreciate the local environment, wider community and to develop a sense of responsibility for the world
- Children take advantage of curricular and extracurricular activities to engage in social action projects
- The school community have a global partnership with a school in Tanzania; Children are enabled to develop their compassion for others and demonstrate this through pen-pal communication and fundraising.

Monitoring and Evaluation

Provision for SMSC will be monitored and reviewed on a regular basis. This will be achieved by:

- monitoring of teaching and learning, by the Senior Leadership Team;
- sharing of classroom work and practice;
- reviewing Collective Worship policy, RE policy and SMSC practice.