

Spiritual, Moral, Social and Cultural Development and British Values Policy

Spiritual, Moral, Social and Cultural Development (SMSC)

A child's Spiritual, Social, Moral and Cultural development is at the heart of the St John's ethos (see [Ethos and Aims](#)) and is reflected the curriculum aims (see [Curriculum Policy](#)). SMSC is not taught as a discrete subject but rather permeates every aspect of life at St John's.

Definitions and aims

Spiritual development is the development of the non-material element of a human being, which animates and sustains us. It aims to explore and develop a person's beliefs and understand how these contribute to personal identity; to develop a sense of awe, wonder and mystery; to give opportunities for pupils to experience feelings of transcendence and respond to the 'other'; to guide pupils in searching for meaning and purpose in life and to give opportunities and a language to respond to experiences such as beauty, suffering and death; to develop a knowledge of self and to value relationships with others; to develop creative expression and imagination; to enable children to recognize and explore their feelings.

Moral development is the building of a framework of moral values that regulate personal behaviour. It aims to teach a child about society's shared and agreed values, where there are disagreements and why values change; to give children the opportunity to reflect on different values in order to form their own opinions and understanding of their personal moral values; to help a child to think through the consequences of their own

F3 – 6 are daily, in T2 – F2 are four times a week, in T1 are three times a week and in Kindergarten are twice a week.

Every half term there is also a 'special service' at Senior House, which is a Christian service of an hour and is linked to a key Christian festival or to the end of the school year. At least once a term this service is a Eucharist service. In addition to space for spiritual and moral reflection, this service provides social development as groups of children perform and share work.

At Christmas, children in F1 – 6 attend a S a Eu(p)-2(ac)1.9(n)-4()1.5(i)1.4(P)-0.6(i)1.5cs.1(h)4(atd)-1.9()6.4.2(e)7((f)5.6(or)1.7C).

- x In Geography, children learn about the Geography of places in Britain and our local community, comparing it to that of other countries. A sense of responsibility and care for the world is one of the main aims of the Geography curriculum and children debate and explore questions such as how their own actions as consumers has an effect on others and the world (see [Geography Curriculum Summary](#)).
- x The PSHEE curriculum teaches children how to identify discrimination and stand up against it, the danger of stereotypes and helps to develop a respect , tolerance and celebration of the variety of beliefs, opinions, skills, talents and cultures of others. As part of PSHEE, children consider the consequences of our actions, including the role of law in protecting and guarding our well-being. It also includes a unit on Parliament and democracy (see [PSHEE Curriculum Summary](#)).

The way in which the school actively promotes British Values is part of the whole school development plan and is reviewed on an annual cycle.

Further evidence of ways in which we develop British Values

Value	Action	Evidence
Tolerance of people from all faith backgrounds, with exploration of our own beliefs and values	<p>In KG, children explore some of the festivals and practices of a range of different religions.</p> <p>From F1, the RS curriculum develops a firm foundation in Christianity before studying a range of other religions, discussed and explored in a way that develops tolerance and respect for all faiths and none. As part of their study of other faiths, children listen to people speaking from the major world faiths and visit their places of worship (see also Thursday Afternoon programme).</p> <p>During Assemblies and our PSHEE and E4L programme, children are taught about tolerance, respect and care for all and to value their own and others' opinions and beliefs.</p> <p>A range of visiting speakers across the year also provide children with the opportunity to hear from people from a range of religious and cultural backgrounds.</p> <p>In Drama, a wide variety of texts and stimuli from around the world are used to develop children's love and care for people from all cultures and faiths.</p> <p>In Science, a range of scientists from different cultures are studied, including Ibn Al-Nafis, Gregor Mendel, Carl Linnaeus, Democritus and Alessandro Volta</p>	<p>RS Curriculum Summary</p> <p>Thursday afternoon programme</p> <p>Assemblies themes</p> <p>PSHEE Curriculum Summary</p> <p>RS and PSHEE Schemes of Work</p> <p>Thursday afternoon visiting speakers programme</p> <p>Drama Scheme of Work and performance history</p> <p>Science Scheme of Work</p>
Role of Christianity in British culture and History	<p>Close links with St John's College Chapel, including attending Service in Preparation for Christmas (at which F6 children all have the opportunity to read) and Ascension Day</p> <p>Cycle of Assemblies, including prayer or Mindfulness reflection</p> <p>Termly special services, including the opportunity to take part in Communion services</p> <p>Opportunities for confirmation classes</p> <p>F6 Passion Play, used as an opportunity to explore fundamental experiences e.g. betrayal, trust, faith (and which all children in F1 – 6 attend)</p> <p>KG and T1 Nativity plays</p>	<p>Orders of service</p> <p>Assembly themes</p> <p>Eaglet and Highlights</p> <p>Video footage of Passion Play</p> <p>Drama Scheme of Work</p>

Respect and care for all

The [Behaviour Policy](#) is based on the belief that we should teach children to care for each other and treat them as we would be treated ourselves. It reflects the core British value of tolerance and respect for others and details the ways in which we

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<p>Freedom of expression</p>	<p>Children have the opportunity to discuss the importance (and limits) of freedom of expression in Philosophy.</p> <p>In a range of contexts, children are given chance to discuss controversial issues in a respectful and safe environment often linked to current news affairs. For example, following the Paris murders in 2015, children discussed freedom of speech as part of a philosophy lesson; following the refugee crisis in 2015, children will participate in a 'Refugee' day, which will include a walk to raise awareness, curriculum study on the topic of refugees and social action such as a petition; music and poetry are also being written on the theme.</p> <p>In Form 5 and 6 RS lessons, discussion takes place on a range of moral and political issues such as ownership of wealth, green issues, the value of sacrifice etc, as well as the meaning and truth of religious texts - the pupils are taught that all views are to be respected. Essays are written that show consideration for different points of view and to which it is stressed that there are no right answers</p>	<p>Philosophy lessons F4</p> <p>PSHEE Curriculum Summary</p> <p>PSHEE Scheme of Work</p> <p>RS Scheme of work and work reviews</p>
<p>Democracy</p>	<p>Children are taught about how Parliament works and the role of Democracy in PSHEE.</p> <p>F6 take part in an annual debating competition, as part of which children are taught about how debating works in parliament.</p> <p>Children also use debating skills in a variety of different subjects, such as when learning about cloning or nuclear energy in Science.</p> <p>Pupil voice is a very important part of our ethos. Children are encouraged to share their views and express their ideas and they are given the skills to do so, for example through Philosophy and Drama. This happens both informally, because of the strong relationships between pupils and teachers, and formally, for example through weekly tutor:tutee meetings, pupil surveys and pupil forums.</p> <p>Children take part in votes in a wide range of contexts, for example when Boarders vote for the 'Kindest Senior Chorister' or when electing house captains and sports captains for houses (when children submit a letter of recommendation setting out their stall and why they might be good for the job and we then vote)</p>	<p>PSHEE Curriculum Summary</p> <p>PSHEE Scheme of Work</p> <p>Debating lesson plans and resources</p> <p>Pupil surveys</p> <p>Philosophy lesson plans</p> <p>Drama Scheme of Work</p> <p>Science Scheme of Work</p>
<p>Social Awareness</p>	<p>Children take part in raising awareness of, and money for, charities and local community events organized by the Charities Committee, such as a</p>	<p>Highlights and Eaglet reports</p>

	<p>school, being taught by specialists from KG and helping children to perform and express themselves with confidence; the opportunities that we give children to speak to a range of audiences, such as presentations to parents and the Arts Award. There are numerous examples in the 'Feature Articles' on the website of the ways in which this is achieved.</p> <p>Children are taught to consider the consequences of their actions on others and to take responsibility for themselves</p>	<p>Schemes of Work</p> <p>Eaglet and Highlights</p>
Humour	<p>Children's sense of humour is developed across all subjects and extra-curricular activities. In particular, in Drama a variety of types of humour, from slapstick to cultural, sarcasm to irony, is explicitly taught and children are involved in the decision making process about how to portray humour in dramatic performances.</p>	<p>Drama Scheme of Work</p> <p>English Scheme of Work</p>

Prevent

All staff are trained to notice the signs of anyone

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