

*Our school community is inspired by the parable of the Good Samaritan from the Bible (Luke 10:25-37), where we are encouraged to love one another with courage and compassion. Through friendship, kindness and thoughtfulness, we will nurture each other to learn and flourish as individuals.
Loving one another. Learning for our future.*



Spiritual, Moral, Social and Cultural (SMSC) Policy

Adopted: Autumn 2015
Reviewed: Spring 2023
Next Review: Spring 2025

What is Spiritual, Moral, Social and Cultural Education?

The Spiritual Development of children is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings, values and faiths.
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

The Moral Development of children is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives. To have a respect for the civil and criminal law of England
- understanding of the consequences of their behaviour
- interest in investigating, and offering reasoned views about, moral and ethical issues. Able to accept, respect and appreciate that others may have a different viewpoint.

The Social Development of children 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 social settings, cooperating well with others and being able to resolve conflicts effectively
- willingness to volunteer
- interest in, and understanding of, the way communities and societies function at a variety of levels
- acceptance and engagement with the fundamental British Values (see the school teaching British Values Policy statement) of democracy, the rule of law, respect and tolerance of those with differing faiths and beliefs. Their attitudes towards these British values allows the children to participate fully in and contribute positively to life in modern Britain.

The Cultural Development of children is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- understanding and appreciation of the wide range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain

- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross-curricular activities as well as specific PSHE, RE and Circle Time activities.

How we make provision for children’s Spiritual, Moral, Social and Cultural Development across the school

Spiritual Development

Spiritual Development	
Provision	How it is evidenced
Religious Education curriculum Collective Worship (Assemblies) Opportunities for quiet reflection Outdoor education Whole school Values based monthly themes	RE curriculum plans, include a multi-faith approach based upon the LDBS scheme and calendar. Visiting places of worship Whole school assemblies and celebrations Outdoor learning-gardening with our Gardener Jo Residential visits St Cuthbert and St Matthias Day celebrations Harvest, Christmas and Easter celebrations Pastoral groups Visits from faith leaders Time to reflect upon learning and experiences

Planned opportunities for spiritual development in all subjects can be seen across the school.

Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- Curiosity and questions
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school has developed a climate within which all children can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

Moral Development

Moral Development	
Provision	How it is evidenced
School behaviour Policy and Code of Conduct	Regular reviews of Behaviour Pastoral groups Celebration of children achieving in Friday assemblies
Religious Education curriculum	Peer Mediators Online Safety teaching
Pupil Voice	Whole school worship and the explicit discussion of school values, values communicated to parents and carers through newsletter
Taking part in Charitable projects	Weekly Star of Week certificates to children in assembly and published in school newsletter Good Samaritan award Circle times Child participation in a range of pupil groups: School Council; Eco Warriors Charity appeals

We support children to:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values –for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong

- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour
- Providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

Social Development

Social Development	
Provision	How it is evidenced
PSHE Curriculum	Implementation of Family Links through class circle times
Working together in teams	Pupil Groups including: School Council, Eco Warriors, Peer Mediators
Pupil Voice	Residential visits in Year 5 and 6
Topic Weeks	Educational visits
Extra curricular activities	After school and Lunch clubs including: Athletics, Football, Lego, Art, Homework Club, Choir, Junk Modelling; Performing Arts Club ; Skipping and Hula club
The Arts Curriculum	Participation in Borough Events
Outdoor Education	Peer Mediators
PE curriculum	Participation in Charity support; Christian Aid, British Red Cross, Cancer Charity, British Heart Foundation, Save the Children Charity, The children Society Charity, Poppy Day Appeal
Cross phase learning in Enrichment	Participation in Sporting events
	School house sports competitions

At St Cuthbert with St Matthias School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school

- Understand the notion of interdependence in an increasingly complex society

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community –for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others’ needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community

Cultural Development

Children learn about and experience the diversity of other cultures both within modern Britain and throughout the world.

Cultural Development	
Provision	How it is evidenced
School Visits Participation in the Arts Arts Curriculum MFL	School visits to museums, galleries, concerts, theatre visits Meeting authors Participation in Borough music events: drumming, recorder, Seven Seeds, Classical Spectacular, Brass Explosion, visits to lunch time music concerts Dance sessions Opportunities to take part in school productions /performances Music curriculum Opportunities for choir and ensemble (keyboard) Links with other schools in London (CDPoS) Visits from people of different cultures MFL teaching Y6 visit to Spain Link with local galleries and museums (Leighton House/ V&A/ Wallace Collection Museum/ RSN) Sports Day

Children who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops cultural development by:

- Extending pupils’ knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school’s cultural links through displays, posters, exhibitions, et, as well as developing partnerships with outside agencies and individuals to extend pupils’ cultural awareness, for example, theatre, museum and gallery visits

Social Development	Cultural Development
<ul style="list-style-type: none"> • School Council established and working across Y2-Y6. Meet fortnightly. • Peer mediation system using children from Y5 and Y6 to assist in the resolution of minor disputes and disagreements • Organised games (structured sports) in sports playground at lunch times • Structured playground rota- games in PE playground; champ; skipping; junk modelling, outdoor carpet games • Collective Worship (CW) showcasing rota for Friday CW including RE focus • Stars of the Week and Handwriting and Home Hotshot awards each week • INTOWIN attendance awards each Friday for 100% attendance • Class attendance cup award each Friday • Media showcasing- children from different classes write blogs for weekly newsletter about their learning each week • Volunteer readers from the local community (St Mary Boltons) read with children across all year groups • Y6-YR/ Y1-Y5 Buddy readers • Children raise funds for charities (The Children Society, Save the Children Charity, British Heart Foundation, Christian Aid) • British Tea Parties to celebrate national events • Refugee Week Art Focus • Our sports teams play against other borough teams in competitions (cricket, football, athletics) • We offer a variety of paid and subsidised clubs after school (eg. multi skills sports, lego, junk modelling, athletics, football, performing arts, art) • Topic Weeks allow children to develop social skills with targeted projects • Reading and writing project Traditional Tales/ Tales from our Community which links our children with elders in the community • We have Chelsea Deanery Partnership church services each term to celebrate a special festival for each school. Children from each school attend the services, creating a social link • We send children in Y5 and Y6 to participate in science, maths or Classics at St Pauls School where they link with children from other schools in this learning • Our Eco Warrior leads take an active role in approaching companies regarding issues for example plastic packaging in milk cartons • Y6 taking part in Army Museum workshops 	<ul style="list-style-type: none"> • Peripatetic piano and singing tuition • Children take turns to write blogs for newsletter and website • Project work for homework includes WW1, Ancient Egypt, and Ancient Romans and other projects relating to learning • Tri Borough initiative with performance in Albert Hall in summer (eg Seven Seeds) • Music Workshops (Brass Explosion/ Earth Songs) • Classical Spectacular workshop and performance at Albert Hall for Y4/Y3 • W11/ ENO or Royal Opera House music workshops Y3 or Y4 • Curriculum Days each term – eg. Autumn 1: Soup Day, Spring 1: Humanities Week; Spring 2: Book Week, Holy Week. Summer 2: Refugee Week, Performing Arts Week • School trips: Arts and Cultural Tracker • Drama workshops Ks1 and EYFS (Book Week) • Visiting children from other settings (Devon/ Vietnam) • Y6 class visit to Barcelona, Spain each June • Whole school music DT project to research a given musical instrument and create it. Children play instruments in class and they were on show in corridor-summer term. • Book Week-children dressed up as a book character for World Book Day. • Artwork relating to themes in school and funded through Thomas Schools Charity (portraiture/ clay modelling tiles, mulita media) • Refugee Week Focus on art from origin countries • St Cuthbert's Day • Visits to Brompton Cemetery / link with Chelsea Pensioners for Remembrance Service each year in November at the Royal Hospital • International Food and Costume Fair celebrating our school cultures • Urbanwise projects around local area • Visit to Look Out Centre Hyde Park • Historic Royal Places project with Y2 in 2023 and 2024

Spiritual Development	Moral Development
<ul style="list-style-type: none"> • Daily worship assemblies using the calendar from London Diocese with Thursday CW led by Father Paul, Fr James and classes • Friday celebration worship (stars of week, presentation awards, homework hotshot awards) • School Prayer said daily, morning prayer said at assemblies, prayers are said in class before lunch • Prayer Spaces projects • Big Question times each half term • Quiet area in playground for playtimes- whole school design project to develop the quiet area and a prayer space • Harvest Festival assembly in St Cuthbert church (October), each class takes a part in a school theme • Holy Week dramas • Remembrance each year. Y5 and Y6 visit The Royal Hospital to join the Remembrance service. Children make poppies for display in our school. • Nativity in our school and Christingle in St Cuthbert Church • Classes visit places of worship for different faiths throughout their years in our school • Art Days linked with RE reflecting biblical concepts (Miracles of Jesus/ Bible Timeline/ For the Beauty of the Earth) created by each class • Times for quiet and spiritual reflection in CW with Fr Paul or in Big Question time • Class Worships are circle times reflecting on values, vision, prayers • Gardening rota sessions with our gardener each week • Zones of Regulation 	<ul style="list-style-type: none"> • School Behaviour Policy used across the school • Peer mediators: 4 children on duty each week at playtimes in recreational playground • Classes working with gardening TA team caring for our school garden, learning about science curriculum outdoors • Circle times within classes. 'In their Shoes' circle times • Questions in CW-i.e. What is goodness? How many times should we forgive? • Silver Healthy School award • Remembrance assemblies November. Y6 lead and show Heroes projects that they have made. Visits to The Royal Hospital for a Remembrance Service • Harvest Festival assembly in St Cuthbert church (October) each class takes a part in same theme. • Circle times to discuss moral issues • School Council support with writing letters, making posters, evaluating playtimes and equipment • TFL visit Y6 • Y6 visit to recycling centre in Hammersmith • Eco Warrior Team writing letter to Cool Milk regarding plastic • Skip-a-thon fundraiser for British Heart Foundation • Charity Fundraising events: • Recycling drive and Plastic Attack – As topic in English lessons and World Environment Day focus • Earth Hour sessions weekly across school • Basic First Aid in circle times for all children • Metro Bank visits to Y4, Y5 to learn about Finance, savings and budgeting/Money Day in summer term • Parliament Week in November – debating themes • Cracker Challenge Y6 around topical issues • Dad's House charity support with school council and Y2, Y3, Y6 leading on letter-writing.