

BOTLEY C OF E (CONTROLLED) PRIMARY SCHOOL **SPIRITUAL, MORAL, SOCIAL, CULTURAL POLICY**



1.0 Rationale

At Botley C of E Primary School, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility. The school will help the students to develop an inner discipline and will encourage pupils to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

2.0 Aims

- To ensure our SMSC provision permeates the school through everything that we do and the opportunities that are provided for the children
- That all staff are fully aware of the important and central role of SMSC within the school
- The school can evidence SMSC provision and the impact that this has on the children
- That SMSC is linked closely with the school religious nature and Christian ethos, including our Christian Heart Values of determination, respect and stewardship.

2.0 Planning

In addition to the intended and ongoing opportunities for SMSC development within the school but outside of the classroom, when planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs.

3.0 Spiritual Development

3.1 The promotion of spiritual development is set within the school's clear Christian beliefs, values and worship alongside the school's climate and ethos. We will provide children with the opportunity to explore the Christian Faith and develop a relationship with God. We will provide an environment through which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals. These can occur during any part of the school day and teachers will make the most of opportunities that present themselves. Collective Worship does offer a particular opportunity through which spirituality can be developed through the use of quietness, reflection, prayer, giving thanks to God and exploration. Children will consider spirituality through the use of the images of the window, door, candle and mirror, as set out within our school spirituality document. Our regular visits to the All Saints Church building will also support us in promoting spirituality.

3.2 Planned opportunities for spiritual development will be seen in all subjects across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences.

3.3 Examples of experiences commonly regarded as spiritual include:

- curiosity and mystery
- 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

3.4 Pupils' spiritual development is shown by their:

- set of Christian personal beliefs which informs their perspective, how they live their lives and supports their interest in and respect for different people's feelings and values
- sense of transcendence and an understanding that there is more to life than 'meets the eye'
- awareness of order, pattern, meaning and purpose in the World, leading towards an understanding that for Christians, creation is the revelation of God's loving purposes
- capacity for awe and wonder, enjoyment and fascination
- sense of personal identity and self-worth, a recognition of the worth of all others as created in God's image
- self-knowledge and an awareness and growth of feelings, emotions, creativity and imagination
- awareness of God's love and care for them personally
- understanding of the Christian belief of Jesus as Saviour
- willingness to reflect on their experiences

4.0 Moral Development

4.1 Our school develops pupil moral development based on the Christian values of love, justice, peace, truth, compassion and forgiveness interlinked with our school values of determination, respect and stewardship. Everybody within the school community will be helped to live out these Christian values.

4.2 Morally aware pupil will develop a wide range of skills. These can include the following:

- 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

4.3 Pupils' moral development is shown by them:

- 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
- exploring and developing moral concepts and values

- working within an open and safe learning environment in which they 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
- taking 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 worship.

4.4 Teachers always discuss and write with their classes a Class Charter based on the school's Christian Heart Values of Courage, Respect and Stewardship. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable. This is done through collective worship, circle time, Social Skills groups and PSHE/Circle Time sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem wherever possible. Star of the Week and other means that highlight both academic and social achievements (please refer to our Behaviour Policy).

4.5 Pupils' **moral development** is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues

5.0 Social Development

In accordance with Christian belief, the school seeks to foster the commitment and ability to live and work with others, to share resources and to show concern and take responsibility for others in the school and wider community. This is based on the ideals of cooperation and mutual respect.

5.1 Children 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

5.2 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 an awareness of others' needs
- providing opportunities for engaging in the democratic process and participating in community life
- undertaking charitable actions and recognising the impact of these
- providing opportunities for pupils to exercise leadership and responsibility
- providing positive and effective links with the world of work and the wider community
- monitoring in simple, pragmatic ways, the success of what is provided

5.3 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 social settings, cooperating well with others and being able to resolve conflicts effectively interested in, and understanding of, the way communities and societies function at a variety of levels

6.0 Cultural Development

6.1 Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done in a range of different ways and through different areas of the curriculum.

6.2 Pupils 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
- an interest in how lives are lived in different parts of the world

6.3 Our school develops pupils' 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, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits
- auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of PSHE, RE, MFL and the School Council
- communicating with children from other counties

6.4 Pupils' **cultural development** is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- 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

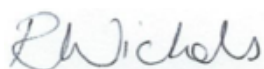
7.0 Fundamental British Values

As an integral part of our SMSC provision, Botley C of E Primary School actively promotes Fundamental British Values.

These values are:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance of Those with Different Faiths and Belief

The rationale and aims of this Policy have been reviewed and agreed by the School's Governing Body.



11.03.2026

Signed Date:
(Chair of Governors)

Review Date: March 2027

Review Date	Changes made in addition to review and renewal date changes	Changes
24.2.26	No	N/A