



St James' CE Primary School

SMSC and Spirituality Policy

**Reviewed by: Ms Lalsing
Next date of review: Autumn 2026**

Luke 1:37 "For with GOD nothing shall be impossible"

***"Spirituality is like a bird, if you hold it too tightly it chokes,
if you hold it too loosely it flies away."***

Rationale

At St James' Primary School, spirituality fits neatly into RE lessons and collective worship but is not, and should not, be confined to those two areas. All staff are expected to, and are capable of, ensuring that as opportunities arrive, they are used to help children develop their spirituality. There is also an expectation that staff grow spiritually too whilst working in a Church School.

All Spiritual development, at St James' Primary School, takes place within the context of the Christian faith. As a church school we offer opportunities for all our school community to develop a relationship with God, through Jesus.

Spiritual development is only possible when the environment allows children (and adults) to feel accepted, to question and to explore. Spiritual development needs time to reflect on and absorb issues and ideas, to reflect theologically and to experience awe and wonder.

At St James' we aim to promote Spiritual Development within the context of Christian beliefs, values and worship. We seek to provide our children with opportunities to explore the Christian Faith and develop a relationship with God.

Guidelines for Spiritual, Moral, Social and Cultural Development

Spiritual: the growth of the spirit, understanding strengths and weaknesses, self-respect, creativity, the will to achieve one's own potential and the ability to ask and try to find out answers to life's major questions, including questions about the existence and nature of God in order to foster non-material well being throughout life.

Moral: the development of understanding of the difference between right and wrong, understanding of moral dilemmas, the will to do that which is right, a willingness to consider others with concern and the ability to cope with moral conflict.

Social: the development of understanding of the responsibilities and rights of being members of families and various communities (local, national, and international) and the ability to relate to, and work with, others for the common good and to live to these responsibilities and exercise these rights.

Cultural: the development of understanding of how people of different cultures think, feel, create, behave and live. Its aim is to develop pupils' sense of belonging within, value for and engagement with local, regional and national cultures. At the heart of cultural development lies the engagement of pupils to question, analyse, evaluate and reflect on their previous responses and the

responses of others within a range of different cultural contexts and aesthetic experiences.

Guidelines for Moral Education

We recognise the uniqueness of each individual as a child of God. As a Church school we have a commitment to live out the challenge of Jesus' teaching as well as exploring the commonly agreed norms in society. We must equip our children to recognise and evaluate what is being presented to them and continually work towards a structure and framework for their own beliefs and behaviour. We need to use the experience of others to support and prepare us for life's journey.

Provision for Social Development

At St James' we look to educate the 'whole' child, therefore, we make provision for social development both in the hidden as well as the explicit curriculum.

We ensure that:

1. Children are given time to play at lunch time, older children play with younger children and model how to play. Some are trained as playtime buddies.
2. We fundraise for several charities each year – local, national and international. (eg The Local Foodbank, Children in Need, sponsorship of a Ghanaian child called Prosper)
3. Year 6 children are given the opportunity to experience a residential 'holiday' to develop, amongst other things, social skills.
4. School Council contributes to the understanding of rights and responsibilities when part of a community.
5. Children with additional needs are given extra support for nurturing within a safe and stimulating environment (3 shells room and mini shells room).
6. Through our 'Lighthouse' church group, all children and adults are invited to participate in social activities thus developing a sense of belonging.

Provision for Cultural Development

St James' C of E Primary School has a proactive approach to cultural development. We aim to enrich the children's knowledge and experience of their own and other cultural traditions, through the curriculum, visits, visitors and other activities. Our duty under community cohesion reflects our philosophy within this area.

Aspects of the curriculum such as history, geography, art, music, dance, PSHE, literature and RE can all positively contribute to cultural development.

We also:

- Work with artists, authors and performers
- Visit museums
- Appreciate the natural world through art and poetry
- Study other faiths

Appendix 1

Ways of promoting SMSC within and across subjects.

The teaching of subjects can support SMSC development in two ways that is either **through** what is taught or **how** it is taught.

This document considers each area separately, in order to highlight specific examples.

We aim to develop:

- A set of Christian personal beliefs and values by which we live
- A sense of transcendence – there is more to life than ‘meets the eye’ – more than a physical existence
- An awareness of order, pattern, meaning and purpose in the world leading to an understanding that, for Christians, creation is a revelation of God’s loving purposes
- A capacity for awe and wonder – an awareness of uncertainty and paradox
- A sense of personal worth
- An ability to value others as created in God’s image
- Self-knowledge and an awareness of and growth of feelings, emotions and imagination
- An understanding of Christian teaching on life and death, on suffering, grief and loss
- An awareness that life involves choices between good and bad
- An awareness of God’s love and care for us personally
- An understanding of the Christian belief of Jesus Christ as Saviour
- Spiritual language and we cultivate Spiritual mindsets which contribute to the mental health and well-being of staff and pupils.
- Opportunities throughout the whole curriculum to encourage spiritual resilience.

We provide opportunities in worship and throughout the curriculum for our children (and staff) to:

- Be quiet and reflect on life and the world and ‘wait on God’
- Appreciate the wonders of the world as well as develop an awareness of life’s challenges.
- To challenge injustice and be active agents of change throughout the year.
- Become familiar with traditional forms of Christian prayer and worship
- Give thanks to God for creation, preservation, salvation and the promise of eternal life
- Use a variety of prayer forms
- Question, explore, discuss and give an account of their own beliefs
- Use their gifts of imagination and creativity
- Explore and express feelings and emotions
- Develop respect for others
- Face difficult or distressing matters in the context of a loving Christian environment.

Appendix 2

Promoting spirituality (and morality) through specific subjects

<u>English</u> poetry drama discussion of plot questions of right and wrong fact v opinion stories from other cultures	<u>Maths</u> infinite numbers problem solving maths from other cultures recognising 'Eureka' moments surveys on bullying, smoking, hunger
<u>Science</u> creation space conservation scientists from other cultures gender issues?	<u>ICT</u> can computers create? limitations on what computers can do PC v Human!
<u>RE</u> awe & wonder right and wrong festivals suffering life & death new life family life – different models of 'family'	<u>PSHCE</u> self-respect respect towards others ethical issues codes of behaviour rights v responsibility
<u>History</u> motivation of individuals who made sacrifices (Martin Luther King etc.) consequences of actions conflict resolution social structure (Victorians/Tudors) Slavery	<u>Geography</u> appreciation of the world landscapes conservation our community ... contrasting locality natural disasters
<u>D & T</u> creativity – fulfilment in making something teamwork & cooperation reflection and evaluation	<u>Art</u> appreciating and responding to talent explore feelings from looking at artwork explore artwork that helps understanding of beliefs
<u>Music</u> appreciation care of instruments other cultures' music awareness of the power of music to the listener lose yourself in a piece of music – where did you go to?	<u>PE</u> self-fulfilment teamwork abiding by rules positive attitudes honesty respect commitment / loyalty rituals in dance

Appendix 3- Values across subjects

Values Across the Curriculum at St James' Primary School

English offers children opportunities to:

- respond to and analyse a variety of texts and the issues represented in them eg moral dilemmas
- reflect on books that explore relationships, identity and purpose in life
- value the contribution of different cultures to literature and language
- make a creative response to life experiences through the written word eg reflective diaries, poetry etc
- share beliefs and ideas with peers promoting self-esteem and respect among pupils

Drama offers children opportunities to:

- explore and develop their understanding of who they are and what matters to them
- empathise with the experience of others
- develop an appreciation of their own rights and responsibilities and those of others
- gain a deeper understanding of social issues relevant to their personal context
- experience presentations by professional theatre companies and make a personal, emotional and spiritual response to them
- be imaginative and creative in their own self expression

Music offers children opportunities to:

- be creative and cooperative as they make music alone or in a group
- begin to appreciate how music is used in a variety of contexts to appeal to the emotions, to lift the spirit or to purposefully attempt to illicit a predetermined response
- value a wide range of musical expression particularly the contributions made by those from other cultures and traditions

Art offers children opportunities to:

- value highly their own creativity and that of others
- make a unique response to the world through their art
- be involved in aesthetic and practical decisions which shape their environment eg Spirituality board in the hall
- value the contribution of different cultures and their expression in art
- reflect upon the ways in which art is used to influence or justify moral decisions eg advertisements, political campaigning, war monuments etc
- use art to raise awareness of issues that are important to them thus being an agent of change eg. designing a poster to promote healthy eating, Fairtrade products

P.E. offers children opportunities to:

- develop a deeper understanding and appreciation of their own physical uniqueness
- understand how the body can be used creatively to express the inner life of the individual
- consider issues of fairness and morality in the context of games and sport eg the necessity for rules and adherence to them by everyone
- reflect on responsibility for others eg importance of working as a team, appreciation of health and safety issues
- learn to trust themselves and others
- strive to achieve their best and reach their own potential
- appreciate the positive and negative impact of competitiveness and importance of gamesmanship

R.E. offers children opportunities to:

- learn about values that originate in the wisdom of faith traditions and the teaching of key religious figures
 - consider claims of truth, meaning and purpose eg studying the teachings of Jesus or Muhammad and reflecting on what guides their own search for truth
 - value religious and cultural diversity
 - learn how to effectively communicate their own beliefs, values and attitudes
- Geography offers children opportunities to:

- understand more about themselves and their place in their immediate, local and global community
- explore issues of justice and equality, eg Should a dam be built if it destroys small, vulnerable communities?

- recognise the complexities of power and decision making eg exploration of fair trade issues
- act to make the world a more sustainable place eg recycling of waste
- respond to the beauty, order and complexity of the natural world
- develop empathy and positive attitudes towards other people, recognising that often people have common needs and similar challenges

Maths offers children opportunities to:

- value the natural world through the appreciation of the mathematical structures found within it eg the snowflake
- engage in open-ended tasks with others which promote cooperation and collaboration to achieve a common objective
- be creative thinkers as they apply mathematical skills in problem solving situations
- use mathematical skills to deal with real life challenges eg. How much rubbish does our school generate? or How many litres of water do we use in one day?
- begin to understand how statistics that are used to justify a position can sometimes present a misleading impression

History offers children opportunities to:

- appreciate how situations of injustice have provoked men and women to rise up and often, against all the odds, bring change and transformation in the lives of oppressed people
- appreciate how values in Britain have formed and evolved over time and have resulted in changes in law, attitudes and expectation eg abolition of slavery, votes for women.

Science offers children opportunities to:

- appreciate that to investigate fairly, commitment and honest observation are crucial
- understand that science deals with questions of empirical truth which need to be integrated with a more personal way of viewing the world
- appreciate the order and diversity of the created world
- consider the ethical implications of environmental problems eg pollution, destruction of rainforests etc

- promote the care of living things and consider ethical issues such as factory farming and animal experimentation

ICT offers children opportunities to:

- open up the possibilities of interpersonal relationships with others near and far online
- see learning as a co-operative venture where many can contribute ideas through email etc
- use the web to illustrate and explore the power of information and the social responsibility/ ethical issues this carries.
- offer a sense of awe and wonder at available knowledge
- develop the imagination and a context for self-reflection
- be alerted to the value laden nature of information and communication

Design & Technology offers children opportunities to:

- make judgements about what is needed and how to evaluate what is produced by others and themselves
- learn about the inter-relationship of the scientific, ethical, aesthetic, social and moral aspects in society
- engage with decisions that influence what we design and the materials we use
- engage in discussion that weigh one value judgement against another,
e.g. destruction of a South American forest for furniture-we need the furniture, the native people need the money, and many people need the trees for the environmental benefit that they bring.
- Use the subject for expressing their own creativity and imagination
- developing co-operation when working on a group design
- recognise how technology is embedded in a culture and reflects its values and norms
- see how technology has to be appropriate to a particular culture or geographical region

PSHE offer children opportunities to:

- nurture a sense of self-worth, self-identity and personal responsibility so that children can begin to learn how to make sound moral, social, spiritual and cultural choices

- cultivate awareness of living in an interconnected world and of being a “world citizen”
- develop awareness of how our social, economic and ecological choices, actions and lifestyles affect others locally, nationally and globally
- help children to recognise themselves as community members
- develop an understanding that civic community is held together by reciprocal and co-operative relationships
- engender trust in and respect for school structures and local networks.
- develop an awareness of the shared values of communities and where there might be conflicting values.
- recognise the rights of others and prepare to take responsibility in society.
- respect and value diversity
- become aware of issues of social injustice and of how to make a difference • be empowered to make choices and take action to contribute to the common good.
- learn about skills and mechanisms which help to resolve conflict • foster a positive outlook for the future