



Ethos, Values & Spirituality (SMSC) Policy

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Rationale

At All Saints CE Primary School & Nursery it is our aim to raise standards by promoting a school ethos that is underpinned by core Christian values. These values support the spiritual, moral, social and cultural development of the child and are recognised as being of fundamental importance for the education of all children by Governors, staff and parents of our school. It is taught through all subjects of the curriculum, in particular RE and PSHE, supported by Collective Worship and our Behaviour Curriculum.

Our Christian values contribute to each child's motivation to learn. It is recognised this will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. In later years it can enrich the individual's appreciation of life's experiences and their relationships with others. In this way, our values enhance the spiritual growth and development of each person in our school community.

The core Christian values and themes we focus on are:

Value	LOVE	KINDNESS	RESILIENCE	UNDERSTANDING
Explored through these Collective Worship Themes	 	 	 	
Linked biblical story	The Good Samaritan (Luke 10.25-27)	The Five Friends (Luke 5.17-39)	Daniel and the Lion (Daniel 6)	The return of the prodigal son (Luke 15.11-32)

School Ethos

We strive to provide an education of the highest quality within the context of core Christian values. Our values shape a whole school culture, providing us with a sense of identity and belonging. We aim to develop a shared understanding of how the values are shown in our words and actions – all of us working together to building a learning community in which all are nurtured and cared for. They underpin a vital commitment to the principles of equality, inclusion and equity of opportunity, and influence the policies and decision making across all levels of our school. The values also provide a lens through which the significance and meaning of spirituality in our daily lives is explored.

Children are encouraged to be courageous in their learning; taking on new challenges and growing in confidence so that they solve problems and overcome difficulties. We instil a sense of Christian compassion and love through the collaborative and supportive way we work with each other, making relationships that are respectful and kind. The children understand what they are doing and why they are doing it, helping them to view themselves as learners and giving purpose to what they are learning. We constantly reflect and review, seeking help so we can strive to be the best we can be and acknowledging the 'Wows, Ows and Nows' of our daily experiences.

Values In Action

In order for the school's ethos to be effective and for the values to be meaningful to the children, our staff understand that the basic needs of children are, reflecting the principles outlined in the [UN Convention on the Rights of the Child](#):

- To be loved, cared for and nurtured.
- To feel safe and know clearly what is expected of them.
- To be valued and respected.
- To have a broad balance of activities and experiences – active/passive; quiet/talking; communicating/reflective; taught skills/exploratory work.
- To have help in developing positive relationships.
- To develop self-awareness and a knowledge of the world outside of themselves.
- To be involved in shaping their school and immersed in the process of education.

Therefore, to try to meet the needs of children, our staff try always to be consistent in their own behaviour and in their expectations of the children. They are required to model what is expected of the children, demonstrating the following qualities:

- Value all children, without fear or favour.
- Display great patience and listen carefully to children.
- Focus on and emphasise the positive.
- Face reality and help pupils to come to terms with difficult issues as they arise, such as death.
- Only disapprove of poor behaviour, never the child.
- Make time for one another.
- Are mutually supportive.
- Speak quietly and avoid shouting.
- Are valued by the governors and the community.
- Have a good sense of humour.
- Communicate with parents to ensure that they appreciate the school's values and to ensure that there is a common understanding.

Pupil skills

Throughout the school the development of the following skills which contribute to reflective thinking about values are encouraged. Our Positive Relationships and Behaviour Policy outlines ways these are developed through a Behaviour Curriculum, routines and expectations.

- Displaying helpful politeness and good manners to everyone in school.
- Speaking quietly and politely to others.
- Listening carefully to and thinking about what others are saying.
- Reflection and stillness.
- Empathy and tolerance.
- Using imagination & visualisation techniques.
- Being able to express feelings constructively, thereby learning to manage feelings and resolve conflicts through discussion, understanding and practise.
- Articulating thoughts clearly in order to enhance communication skills.
- Walking quietly about the school building.
- Developing positive attitudes to work and play.
- Accepting personal responsibility for actions.
- Care and respect of other people's property.

Activities that promote Reflective Thinking

Teachers are especially mindful of the activities that promote positive thinking and incorporate these into their teaching as much as possible. These include:

- Creating a peaceful climate in the classroom and on the school site.

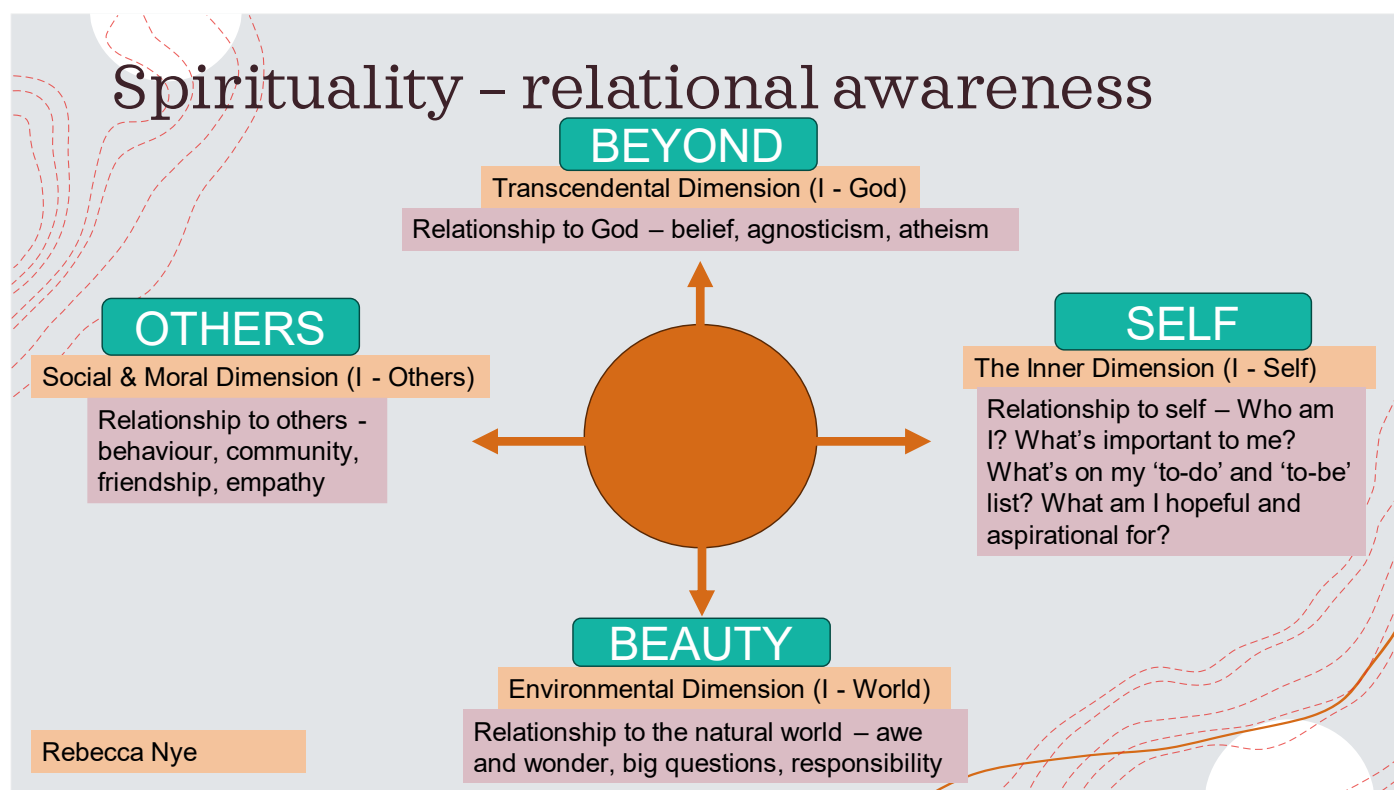
- Taking children to beautiful places to experience peaceful places and encourage them to value them.
- Pupils setting their own targets for their work and behaviour.
- Pupils involved in the assessment of their own work.
- Giving opportunities for decision making.
- School's behaviour policy that clearly defines how the school puts emphasis on behaving well and positive thinking.
- Giving time in class for pupil to respond to some of the basic needs within us: friendship, love co-operation, to clarify their understanding of values.
- Allowing children to sit and work in silence to think through their own thoughts.
- Helping children to be relaxed and unstressed but focussed on their activities.
- Including visualisation as a teaching technique to help in the development of imagination and memory.
- Opportunity for role-play so that skills associated with negotiation, co-operation and assertiveness are developed. This helps children to understand the potential consequences of giving way to peer pressure.

Spiritual Development

At All Saints Primary School we view spiritual growth as becoming more and more aware of one's natural, innate spirituality. These opportunities happen throughout each and every day as children deal with delight, disappointment and the chance to be present with themselves. They are both planned and unplanned opportunities.

For this reason, we have adopted and adapted a shared language of spirituality. Every member of the school community, including MSAs and administrative staff, are familiar with this and will respond to pupils appropriately.

Spiritual development is relevant to all children, not only those who come from Christian or religious homes. We recognize the four strands of spirituality (as described by Rebecca Nye):



The four elements of spiritual development form the basis of our work with children developing a strong sense of spirituality. We believe it is vital all the adults in school also see the need to develop their own spirituality for their own wellbeing and so they can effectively support and help our children and each other.

The four elements involve:

- Self
 - Awareness of feelings, ability to reflect and express
 - Awareness of our uniqueness, happiness with who we are
 - Gratitude for the things we have and the person we are
 - Exploration of personal faith
 - Development of imagination and creativity
- Others
 - Empathy and understanding, respect, tolerance
 - To love and be loved (loving your neighbour)
 - Making a difference, duty
- World / Beauty
 - Developing a sense of awe and wonder
 - Enjoying the miracles of everyday life
 - Taking time for what really matters
 - Appreciating beauty in art, music, nature
- Beyond
 - Encountering/experiencing God (having a sense of what lies beyond the material/physical)
 - Ability to formulate and discuss 'Big Questions' (e.g. about life, death, suffering, nature of God)
 - Opportunities for prayer, reflection, meditation, connecting with God
 - Making sense of the world

The school will promote spiritual development through:

Windows (learning about life)	<ul style="list-style-type: none">• Opportunities to look out on the world to gaze and wonder: The “Wow” and “Ow” moments. The things we find amazing and bring us up short.• We can wonder at the world, technology, art, music, scientific advances.• We may work outside, visit places of interest, celebrate inspirational people.• We can reflect on injustice and inequality in the world.
Mirrors (learning from experiences)	<ul style="list-style-type: none">• Giving opportunities for children to reflect, to look inward to consider some of the big questions of life:• To explore their own insights and those of others.• How would you react? What would you say or do? Look at yourself in this situation...
Doors (learning to live out our values and beliefs)	<ul style="list-style-type: none">• Giving opportunities for children to respond, to do something or act.• Express themselves creatively – their own thoughts and convictions.• Living out the school Christian values, considering our own faith and beliefs drive changes locally and in the wider world.

Throughout the daily life of the school, including lunch times and playtimes, pupils know that their references to **wows**, **ows** and **nows** will be heard and taken seriously. They will be encouraged to reflect on these experiences and be comfortable about talking about the **golden glue of spirituality**. This will be achieved by ensuring children:

- Have regular times in the day for quiet and reflection. This might be listening to a story, lighting a candle in collective worship, engaging in reflection activities in spaces around school.
- Will be provided with many opportunities for creativity and imagination.
- Will be provided with purposeful and regular opportunities for prayer. This can take many forms but should include being thankful and allow the children an opportunity to open themselves up to God.
- Will have regular opportunities to explore, express and share feelings.
- Will see positive relationships role modelled around school. The importance of relationships will be reaffirmed to them. This will include clear exploration of how we talk to and relate to each other.

- Have opportunities to express awe and wonder, appreciate beauty in all its forms and appreciate connections and unity in the world.
- Will be encouraged to reflect on mistakes, and acknowledge them, and where appropriate apologise. Will be encouraged to show perseverance, respect and trust and express these in practical ways.
- Have opportunities to explore 'Big Questions' in RE, PSHE and Collective Worship.

These opportunities appear across the curriculum. Examples of prompts for staff and how opportunities are created are given in Appendix A.

Moral Development

This relates to the child's developing understanding of what is "right", "wrong" and "fair". 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.

Moral development is concerned with:

- Developing the child's awareness and understanding of the moral code of the communities in which they live;
- 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 wellbeing, privacy, feelings, beliefs and rights of others.

The School will promote the moral development of the child by encouraging and modelling:

- Appropriate expectations for behaviour and attitudes to others – developing a Positive Relationship and Behaviour Policy and Curriculum.
- Accepting proper authority and doing as they are expected.
- Showing respect to all adults in school e.g. Teachers, TAs, MSAs and Parent Helpers/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.
- Encouraging children to understand the consequences of their actions.

It is important that there is a consistency in the approach to this amongst the staff. Our Positive Relationships and Behaviour curriculum outlines common expectations, routines and rules, and a shared understanding of the school's values support consistency.

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

- The Christian Faith
- 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

Examples of how Moral Development is woven through the curriculum can be found in Appendix A

Social Development:

In order to develop the social aspects of a pupil's life, the school will provide opportunities for pupils to:

- Develop skills such as co-operation, collaboration, responsibility, teamwork and initiative.
- Understand and experience the rights and responsibilities of individuals within the social setting.
- Recognise the need to live harmoniously in a plural society.
- Communicate with others with increased effectiveness.
- Engage in activities which benefit others.
- Use language in a range of groups and contexts.
- Write for a range of purposes and audiences.

Appendix A shows how Social Development is woven into the curriculum.

Cultural Development

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 re-shaped.

The School will promote cultural development through:

- 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 areas of the curriculum. Examples are given in Appendix A.

Review and Monitoring

The success of this policy will be determined by viewing our children as they work and play in the school community. The quality of relationship and responses to the world around them will indicate the extent to which the school is fulfilling our aim.

This policy will be reviewed every three years, or sooner if relevant.

Appendix A: SMSC Through the Curriculum

SPIRITUAL	
<p><i>English</i></p> <p>Literature, including story and poetry that explores human experience and response to life and death. Use of stillness and imagination in drama and other subjects to develop inner awareness. Expressing feeling and emotions through verbal and written communication, knowing that words can influence feelings. Valuing their writing and work – not simply reduced to an evaluation of SPAG.</p> <ul style="list-style-type: none"> • What inspired you in this text? How did the character cope with a challenge in life? • How did the character's actions surprise you? • How do you think you would have responded to that wow or ow moment? • What makes these words so powerful/beautiful/painful? 	<p><i>Mathematics</i></p> <p>Enjoyment of and fascination by numbers, including the idea of infinity. Reflecting on pattern and order as well as a sense of mystery and space. Exploring the relationship of numbers, shape and objects and the possibility of inter-connectedness.</p> <ul style="list-style-type: none"> • What cannot be measured? (e.g. love) • What cannot be accurately counted (e.g. the difference an act of kindness makes)
<p><i>Science</i></p> <p>Scientific links with a spiritual interpretation about the universe and life. Using the school grounds for reflection on relationships between people and their environment. Reflecting on the mystery of the natural world and physical worth, life cycles and growth. Awareness of physical self as wonderful.</p> <ul style="list-style-type: none"> • Delight in discovering how things work. • Opportunities to linger longer on the wonder! • What questions cannot be answered by science? 	<p><i>Design Technology</i></p> <p>Sense of worth in human potential and achievement. Designing cards for religious festivals. Making holy books and other artefacts/special objects pleasure in physical constructions. Art in design: taking</p> <ul style="list-style-type: none"> • What motivates designers and their decisions? (e.g. making money or to improve life for others?)
<p><i>Computing</i></p> <p>Connectedness with people all over the world through the internet. Using programmes to create poems and pictures. Becoming independent and developing self-reliance.</p>	<p><i>History</i></p> <p>Ideas of change and development and re-creation. Understanding the importance of tradition to a community. Sense of time and awareness of personal place within it.</p> <ul style="list-style-type: none"> • Which stories tell historical wows? • Which stories tell historical ows? • What lessons for future decisions and choices do they provide?
<p><i>Geography</i></p> <p>How things came about, and a sense of wonder at the earth's variety and order. Developing self-awareness and relationships with other cultures and environments. Appreciation of natural features e.g. lakes, woods.</p> <ul style="list-style-type: none"> • The wow of physical geography. • The ow of discovering different physical regions do not provide the same opportunities. 	<p><i>Art</i></p> <p>Idea of beauty in art. Appreciation of colour, shape and texture. Religious and spiritual ideas expressed in, e.g. stained glass windows. Art as a means of expressing feelings, imagination and expressive thought.</p> <ul style="list-style-type: none"> • How does art invite you to explore the mystery that dances within your soul? • What are the wows and ows in the stories behind the artists you study?

<ul style="list-style-type: none"> What options/opportunities are there to respond and take responsibility in a challenging world? 	<ul style="list-style-type: none"> How do you celebrate and respect different responses to art?
<p><i>Music</i></p> <p>Making music by singing together, songs and hymns with instruments.</p> <p>Listening to specific chosen pieces, and why people write music, e.g. Hallelujah chorus.</p> <p>Identifying feelings and emotions associated with different types of music.</p> <p>Using music as a background to times of quiet and reflection to develop awareness of the inner self.</p> <ul style="list-style-type: none"> What style of music 'invites you to explore the mystery that dances within your soul' (K. Hall)? What styles of music have the opposite effect? How does music encourage creativity, delight, and curiosity? 	<p><i>Religious Education</i></p> <p>Knowledge of religious reflection, humanist ideas and spiritual practices, e.g. worship.</p> <p>Providing opportunities for experiencing space and silence to allow skills in reflection and awareness to develop.</p> <p>Meeting others who belong to other traditions.</p> <p>Providing opportunities for experiencing awe, wonder and transcendence.</p>
<p><i>Physical Education</i></p> <p>Spiritual awareness of body, its beauty and potential through activity and observation.</p> <p>Movement to express feelings and emotions including dancing for joy.</p> <ul style="list-style-type: none"> Developing inner determination to do one's best and recognise and develop one's inner potential and strength. How do you celebrate a new skill? How does it feel to be proud of your whole self? What does it feel like to be completely focused on a task or challenge? How do you recognise the delight in movement, connectedness, and creativity? Encourage the awareness of one's own strength and limitations. Recognise/celebrate equality, freedom, respect and trust. 	<p><i>Modern Foreign Languages</i></p> <p>Awareness of the beauty inherent in another language.</p> <p>The use of a different language to express thoughts slightly differently.</p> <ul style="list-style-type: none"> What motivates language learning? For example, buying an ice cream on holiday or welcoming and comforting a stranger in our country? What does it feel like to genuinely communicate with someone in a new language?

SOCIAL	
<p><i>English</i></p> <p>Circle time skills in speaking and listening.</p> <p>Social interaction through play.</p> <p>Writing for and communicating with an audience.</p> <p>Group drama work, reading and discussion of social issues in literature.</p> <p>Stories to create awareness of a variety of life experiences, e.g. deafness.</p>	<p><i>Mathematics</i></p> <p>Maths games for social interaction, taking turns and sharing.</p> <p>Working in pairs and groups to gather information and solve problems.</p> <p>Recognising maths skills as a tool for society.</p>
<p><i>Science</i></p> <p>Investigation in groups, sharing skills and expertise.</p> <p>Science as a cooperative activity requiring communication and interaction.</p>	<p><i>Design Technology</i></p> <p>Designing with others.</p> <p>Using technology to benefit others, e.g. disabled.</p>

Science related to issues in society, e.g. alcohol abuse.	
<i>Computing</i> Working co-operatively. Using data-handling skills to promote understanding of social issues. Poster design for safety.	<i>History</i> Exploring structures of society, including institutions, e.g. hospitals, hospices, work houses. Looking at children past and present. Understanding the influence of the past on the development of society today.
<i>Music</i> Taking part in performances. Collaborative work and sharing resources. Group singing and composition.	<i>Art</i> Art as a means of learning about people and society. Group collage.
<i>Geography</i> Local studies to raise awareness of different homes, communities and family groupings. Local amenities: who are they for? Human influence on the landscape/local economy. Group fieldwork opportunities.	<i>Religious Education</i> Knowing about and understanding the importance of family and traditions within religious faiths and social groups. Study of ideas of community in humanism religions. Researching charities and other religious and non-religious forms of social caring and responsibility.
<i>Physical Education</i> Participation in traditional and creative dance and pair and group work in gymnastics. Enjoyment of team games, showing co-operation, respect for others and their needs.	<i>Modern Foreign Languages</i> Comparing lifestyles and attitudes. Recognising similarities and differences between cultures, in terms of language use as well as social behaviour and issues. The ability to communicate directly with someone who speaks a different language.

MORAL	
<i>English</i> Discussion of right and wrong – moral issues exemplified in children’s literature. Skills of listening and forming evaluative judgements in discussion. Circle time discussion of behaviour and relationships. Dramatising situations which raise moral questions.	<i>Mathematics</i> Encouraging a sense of personal responsibility for their own learning in class and through homework. Encouraging honesty, not cheating. Awareness of manipulation of data statistics.
<i>Science</i> Thinking about experiments and investigations and their outcomes for humans. Caring for living things. Discussing issues raised by scientific discovery and progress, e.g. genetic engineering.	<i>History</i> Developing awareness of local, national and world issues. Encounter with ideas and encouragement to think through a moral stance on issues, e.g. war and peace.
<i>Computing</i> Independent working to develop a sense of integrity and trustworthiness. Discussion of moral issues, e.g. correct information.	<i>Design Technology</i> Learning co-operation with others through activities. Technology as helpful and constructive as well as potentially destructive.
<i>Music</i> Appreciation of music and respecting the ideas and judgements of others. Learning about and from the lives of composers.	<i>Art</i> Interpreting pictures which put a moral point of view.
<i>Geography</i> Developing moral responsibility to care for the environment. Awareness of human exploitation, e.g. child labour in developing countries. Poverty amid affluence.	<i>Religious Education</i> Stories with a moral message from other world religions. Ideas of right and wrong behaviour in world religions.

Awareness of misuse of earth's resources and human responses, e.g. recycling and deforestation.	Individual and corporate responsibility within religious and other communities. Developing skills of listening, respecting and evaluative judging.
<i>Physical Education</i> Taking part in team games and obeying rules. Awareness of others' needs, particularly physical. Encouragement to cheer, celebrate achievement and shake hands at the end of a game. Developing a sense of fair play, not hurting anyone.	<i>Modern Foreign Languages</i> Stories with a moral message from other countries. Current affairs and human responses to them within different countries. Awareness and understanding of fellow human beings living different lifestyles in different countries.

CULTURAL

<i>English</i> Stories and literature from other cultures. Awareness of issues such as stereotyping and equal opportunities in literature. Language and meanings in different cultures.	<i>Mathematics</i> Creating Islamic patterns, rangoli patterns and using Roman numerals. Careful choice of resources and examples to include references to other cultures. Counting in a different language.
<i>Science</i> Differences and similarities between groups of humans. Animals from different countries. Creation stories from different cultures alongside current scientific thinking. Role of science in different cultures and religions. Scientific development in relation to others – water supplies, new varieties of flowers and food crops.	<i>Design Technology</i> The effectiveness of very simple technology in some cultures. Instruments from different countries, e.g. cooking utensils. Designs for different climates, e.g. sun hats.
<i>Computing</i> Assessing information about cultures through search engines and website, etc. Direct contact with children in other cultures through internet.	<i>History</i> The story of development of other cultures. Stories of religious leaders and their influence on cultures, both positive and negative. History of contribution of other cultures to science and maths.
<i>Geography</i> Study of people – especially children living in different countries and comparison with own cultural context. Developing an awareness and appreciation of different styles of everyday life. The influence of environment on societies.	<i>Art</i> Pictures from different cultures, e.g. African art. Visiting galleries and exhibitions to view art from different cultures. Art as an expression of culture, e.g. Nativity pictures on Nativity cards.
<i>Music</i> Music from different cultures, e.g. Calypso songs. Listening to and using instruments from other cultures.	<i>Physical Education</i> Dance as an expression of culture.
<i>Religious Education</i> The study of different religions as part of a cultural tradition. Meeting people from a variety of faiths and cultures, and visiting places of worship. Exploring how religious and humanist ideas are expressed in different cultures, e.g. food, dress, festivals.	<i>Modern Foreign Languages</i> The study of different food and eating habits, literature, leisure pursuits, fashion and lifestyles as part of a cultural tradition. Comparisons of attitudes, e.g. to schools and schooling in different countries.