

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 and others' actions and to respect the needs, interests and feelings of others.

Social development is teaching children to work effectively with each other and to participate successfully in the community as a whole. It aims to develop the skills and personal qualities necessary for living and working together; to help children to grow in knowledge and understanding of society, including institutions, economic and political principles, roles and responsibilities; to develop the skills and understanding to become a caring part of the community.

Cultural development is about helping children to understand, celebrate and respect their own culture and other cultures. It aims to help children to understand that cultures are always changing and to give them the skills to cope with change; to explore the differences between cultures and respect the opinions and backgrounds of others, being open to new ideas; to teach them to use and understand the language and images from other cultures and appreciate the diversity and interdependence of cultures.

Curriculum

SMSC is developed across the whole curriculum, both through the content taught and also the way in which we teach it. The school's [Curriculum Summaries](#) detail the ways in which SMSC is developed in each individual subject.

Assemblies and special services

Assemblies provide a space for reflection on all four elements of SMSC. At St John's, Assemblies are rooted in the Christian tradition and include a prayer or reflection and a hymn. There is space to consider cultural and social issues as well as spiritual and moral. Topics include the main Christian festivals, beliefs and stories; reflection on the charity of the term and the lives of the people with whom they work; reflection on the lives of inspirational people; space for self-reflection on our behaviour and beliefs and Mindful practice. Assemblies in

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 Service in Preparation for Christmas in the St John's College chapel at which the children lead the music and readings and at Ascension children in F3 – 6 attend a service again in St John's. At Easter, F6 perform a Passion Play for children from F1-5.

Lay Chaplain and confirmation

Our Head of Religious Studies is also the school's lay chaplain and is available to talk to the children about religious, spiritual or moral questions. She organizes the Assemblies and services and also arranges for children to attend confirmation classes and to be confirmed if they would like to.

Relationships

Building secure, caring relationships between teachers and children as well as between the children is at the heart of what St John's believes in and is the basis for our SMSC development. At St John's, secure and positive relationships in which the children can feel safe, noticed and cared for, are developed in a number of ways:

- The [PSHEE Curriculum Summary](#) explains how we develop relationships and how children's moral and social understanding is developed through our Emotions for Learning curriculum.
- All children have a Tutor (who, in KG – F1, is the class teacher) whom they meet at least once every other week. The tutor is responsible for the pastoral care for the child.
- At the beginning of every term children write a list of people whom they would like to be in their 'safety circle', which is a list of people whom they feel they could talk to if they were worried or anxious about anything.
- Children in Form 3 are given a 'buddy' from Form 6 when they arrive at Senior House. There is 'buddy time' every week and the F6 child looks after their F3 buddy as they get used to Senior House. Often, strong relationships are built between the buddies and the friendship lasts throughout the year.

Behaviour

Our school [Behaviour Policy](#) explains that we do not have a complex set of school rules but that we follow the simple rule that we should treat others as we would wish to be treated and base our pastoral expectations on the application of this rule to any particular circumstances. Children's moral development at St John's is based on this ethos and the Behaviour policy explains how we teach and nurture it.

Mindfulness

Mindfulness is a key way in which children's spiritual development is nurtured. In KG – F2, Mindfulness forms part of our Emotions for Learning Curriculum (see the [PSHEE Curriculum Summary](#)) and Mindfulness is practiced every day. In F3 – F6, every lesson begins with a Mindful moment and in F5 children study the theory behind Mindfulness in greater detail through the .b course. In F2 we are introducing Tai Chi to develop Mindful movement.

Philosophy

Children from F2 – 6 have discrete Philosophy lessons in which all aspects of SMSC are addressed. The very nature of Philosophy teaches the skills that SMSC promotes, such as questioning, listening to different points of view, exploring our beliefs and the implications of our beliefs on our actions, looking at the world from different viewpoints. Children discuss moral questions (such as 'Where do right and wrong come from?'), spiritual questions (such as 'What is beauty?', or 'Can we prove that God does not exist?'), social questions (such as, 'How important is freedom of speech?') and cultural questions (such as, 'Are moral values determined by culture?').

Responsibilities

Children in Form 6 are given various responsibilities around the school that help to develop their social awareness and skills of responsibility. Jobs range from managing the recycling in the school to supporting with lunchtimes at Byron House (playing with the children, helping to supervise their eating). Similarly, in Form 2 children are given small responsibilities at in Byron House, from managing the bell for lunch and being door monitors to listening to their 'reading buddy' in Kindergarten read once every other week.

Charities

A group of children from across the school are chosen each year to be part of the 'Communities and Charities Committee'. This committee meets regularly to plan and organize events to raise money for locally based charities, or for charities which members of our school community have particular links to. Events organized include 'Grow a pound' and a twice-yearly tea for people from residential homes in Cambridgeshire. The latter is particularly important in developing children's social skills as they not only perform and serve the elderly residents but spend time talking to them. The work of the committee nurtures the social (and also the moral, spiritual and cultural) development of the children involved as well as the whole school through the awareness raised of needs around the world.

Compassion

In Form 3 the children have a series of lessons to develop their 'compassion' skills (which form part of SMSC development). The lessons are designed to enhance self-awareness and emotional intelligence and to help children to be more compassionate in their relationships with others.

Thursday afternoons

Thursday afternoons at Senior House are 'off-curriculum' and provide many opportunities for SMSC development. Children experience a range of activities and lessons that are cross-curricular and develop children's questioning and thinking skills, collaboration, creativity and information sharing. Some of the ways in which SMSC is developed through Thursday afternoon activities are:

- Speakers: listening to speakers from a range of backgrounds, careers and beliefs;
- Trips and events: these help to develop a sense of awe, wonder and excitement in learning and in the world (for example, through the astronomy dome, geographical field trips, trips to different places of worship, poetry workshops);
- Enrichment lessons: these lessons for Forms 5 & 6 provide opportunities for cross-curricular enrichment projects that develop children's creativity, imagination and collaborative skills;
- My Mind lessons: children in Senior House have a series of lessons that draw together the common thread from different sections of the curriculum: Philosophy, PSHEE, Study Skills and Mindfulness. It teaches critical thinking, self-management of learning and management of self. Across the different strands there is a combination of theory about the mind and self with practical ideas for implementing this theoretical knowledge. It aims to help children understand themselves, their learning and their relationships in such a way as to be better able to manage themselves in the future.

Leavers' Programme

Once exams are finished in the Summer term, the Form 6 children begin a 'Leaver's Programme' that includes many opportunities for developing SMSC in the children. These include:

- Cultural awareness events such as an 'African Day';
- Social events that develop team work skills such as the Charities morning in which the children plan, organise and run a fair to raise money for the term's charity;
- Events that develop an appreciation of the wonder of the world such as the science dome and 'Animal Encounters';
- Events that develop creativity and imagination such as an Art project, drumming workshop and trip to the Fitzwilliam Museum and to the Globe Theatre.

Trips Week

For one week in the Summer term, children from Forms 3 – 6 go on residential trips. All the trips develop an appreciation of the world in which we live, skills in team work and children's relationships with each other through understanding, mutual support and care. The activities challenge pupils out of their comfort zone and thus develop self-awareness and confidence.

Extra-curricular activities

Children in Forms 1 – 6 take part in a wide range of extra-curricular activities that help to develop SMSC. These include Drama, Creative Writing, Eco-gardening club, a range of orchestras, bands and choirs, Greek, craft, cooking, sports, dance, DT club, Musical Theatre Club, a range of sports clubs, computing and programming.

British Values

By British Values, we refer to the DfE guidance, 'Promoting Fundamental British Values as part of SMSC (November 2014)', which identifies the key aspects of British values as:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

St John's actively promotes the above British Values through the curriculum as well as non-curricular lessons and experiences.

- Our school [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 develop this positive behaviour and combat discrimination.
- Developing 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 [RS Curriculum Summary](#)).
- Teaching a range of British authors and poets, who express British history, culture and values. This includes William Shakespeare, a performance of whose work forms one of the final events in the life of the children at St John's.
- Hearing from a range of speakers from a variety of different careers, beliefs and backgrounds.
- Learning, exploring and discussing British History, both through the History curriculum and also through cross-curricular topics such as when the children explored Remembrance Day through Music, Art, Poetry and DT. Part of the work done in History includes reflecting on how the beliefs and values determine the ways in which people in the past, both from Britain and other countries, has affected behaviour and the results that this had on our world (see [History Curriculum Summary](#)).
- Daily Assemblies and special services. These are predominantly Christian based acts of worship and explore spiritual, moral, social and cultural ideas and values that reflect our British culture. They also develop Mindfulness and respect for the opinions and beliefs of others (see annual cycle of [Assembly Topics](#)).
- Developing an understanding of democracy. This is done in a variety of ways including annual debating competitions, exploring political issues through philosophy, discussion and debate, and participating in surveys and voting themselves. Understanding the importance of democracy is also developed through the way in which we listen to the pupil's voice and the fact that they feel heard. There are frequent surveys on different aspects of school life and learning, teachers discuss children's views about school and learning regularly and they are confident to express their thoughts both formally and informally. One of our current developments is also looking at the way in which we can extend the range of ways in which we listen to the pupil voice.
- Developing a concern for the welfare of others, from all backgrounds and beliefs, both close to home and in other countries. Children in a 'Communities and Charities Committee' lead the school in fundraising for locally based charities. In addition to raising money, children learn about the needs of the people served by the charities.

- 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](#)).
- 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>

<p>Respect and care for all</p>	<p>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 develop this positive behaviour and combat discrimination.</p> <p>Children are also taught about how to stand up against discrimination and bullying, through the PSHEE curriculum and online safety training.</p> <p>In RS, children study the teaching of Jesus –how to treat all we meet including “outcasts” in school and society in the light of Jesus’ teaching to love our neighbour.</p> <p>Values of care and respect for all are explored in the context of Christian assemblies in the school chapel and regular Special Services led by members of the clergy.</p> <p>Confirmation classes, also led by a member of the clergy, reinforce Jesus’ teaching to the approx 12-20 pupils who annually come forward for these.</p>	<p>Behaviour Policy</p> <p>Ethos and Aims</p> <p>Anti-bullying policy</p> <p>PSHEE Curriculum Summary</p> <p>PSHEE Schemes of Work</p> <p>RS Scheme of Work</p> <p>Assemblies and Special services cycles</p>
<p>Fair Play and team work</p>	<p>In sports, the importance of fair play and working as a team is highly valued and rewarded: it is one of the criteria when selecting for matches and awarding prizes and is regularly highlighted in lessons.</p> <p>In Drama, children’s ability to listen and attune to each other is developed explicitly.</p>	<p>PE and Games Curriculum Summary</p> <p>Fixtures Policy</p> <p>Drama Scheme of Work</p>
<p>Role of the law</p>	<p>In PSHEE children from KG up learn about rules, who creates them and how to make them fair. As they get older, they learn about rules beyond the school and the role of democracy, law and punishment.</p> <p>In English, study of texts such as the Lord of the Flies gives opportunity for discussion about the role of the law, as well as freedom of expression and democracy.</p>	<p>PSHEE Curriculum Summary</p> <p>PSHEE Scheme of Work</p> <p>English Scheme of Work</p>
<p>Equality</p>	<p>In PSHEE children learn about ‘Human Rights’ and look at the rights of the child.</p> <p>Children have equal access to all parts of the curriculum.</p> <p>Analysis of the achievement of different cohorts (gender, ethnic minorities etc) is analysed to ensure that all are making equal progress.</p> <p>Children are given the opportunity to discuss and explore the concept of ‘equality’ in Philosophy lessons.</p>	<p>PSHEE Curriculum Summary</p> <p>PSHEE Scheme of Work</p> <p>Cycle of stats analysis (with reports to SMC and governors)</p> <p>Philosophy lesson plans F4</p>

<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>Christmas party for residents of local sheltered accommodation.</p> <p>The strength of the Geography curriculum is its focus on developing social awareness through geographical understanding, such as discussions about sustainability and fair trade.</p> <p>Harvest produce collected for Food bank.</p> <p>Christmas Shoebox Appeal.</p> <p>6th form Garden fete raises money for local disadvantaged school</p>	<p>Twitter notes concerning charity events</p> <p>Geography Curriculum Summary</p> <p>Geography Scheme of Work</p>
British History	<p>The History curriculum covers significant events in British History and includes reflecting on how the beliefs and values determine the ways in which people in the past, both from Britain and other countries, has affected behaviour and the results that this had on our world</p> <p>Cross-curricular topics such as when the children explored Remembrance Day through Music, Art, Poetry and DT also give the opportunity to reflect on the events of British History.</p> <p>In F6, half a term is spent studying WW2 poets and includes discussions about the country and Monarch</p>	<p>History Curriculum Summary</p> <p>History Scheme of work</p> <p>English Scheme of work</p>
British Creativity and culture	<p>In Music, Art, Drama and English, children study a range creative works by British composers, writers, poets and artists and the contribution they have made to our culture and language e.g. Brontes (Drama)</p> <p>All F6 children take part in a Shakespeare production at the end of the year and a group of F6 also take part in the Shakespeare Schools Festival</p> <p>Development of language of storytelling and of British History, in particular through Drama and English</p> <p>In Science, a range of British Scientists are studied including Newton, Darwin, Hooke and Joule</p> <p>In Computing in Form 5 children learn about the history of computing in Britain and learn about British Computer programmers such as Alan Turing.</p>	<p>Art, Music, Drama, English Curriculum Summaries</p> <p>Art, Music, Drama, English Schemes of Work</p> <p>Eaglet and Highlights on SSF and productions</p> <p>Science Scheme of Work</p> <p>Computing Scheme of work</p>
Individual liberty	<p>Developing children's self-awareness and confidence to express themselves is at the heart of the St John's ethos and is developed across everything that we do. Some examples are: the broad education that children receive, giving them opportunities to explore a range of ways of expressing themselves; the important role that Drama and Music have in the</p>	<p>St John's website and Ethos and Aims</p> <p>Feature articles on website</p> <p>Curriculum Summaries</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	<p>All staff are trained to notice the signs of anyone vulnerable to being groomed for radicalization.</p>	<p>Staff Training records</p> <p>Prevent policy</p> <p>Safeguarding policies</p> <p>Visiting Speakers Policy and process</p>