



St John's C of E Infant School Spiritual, Moral, Social and Cultural Policy

Date policy agreed by:	Staff	January 2026
	Governors	January 2026
Review date		January 2028

Our School Vision Let your light shine!

Our vision and values are built upon the values our school community (all stakeholders) decided were the most important Christian values. These are the centre of our focus in educating the children and in all the decisions we make as a school.

St John's is a place where we can grow as life-long learners, understand the value of **trusting** friendships, **show thankfulness** and compassion to others and can make mistakes, knowing that we will be **forgiven**. We can both find **peace** and become peacemakers in the knowledge that in doing so we will let our light shine.

I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life. John 8:12

These words of Jesus are at the heart of our school's vision.
They inspire and motivate our whole school community.

Jesus also reminded us in Matthew's gospel that we are lights for the world.
As we seek to follow him, we can share his light with others and change the world!

In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven. Matthew 5:16

Our School Values:

These values form the foundation of all we do and are prominently displayed and referenced by all members of the community in our everyday conversations with each other. We use the 'Rainbow Rules' to help us choose behaviours that match our Christian ethos and show how the values can be used in our day-to-day lives

At St John's C of E Infant School, we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We provide an education that provides pupils with opportunities to explore and develop their values, beliefs, spiritual awareness, high standards of personal behaviour, a positive and caring attitude towards others, an understanding of their social and cultural traditions and an appreciation of the diversity and

richness of other cultures. This understanding is broad and inclusive, not limited to religion—it's about **meaning, connection, and reflection**. If we let our light shine we will be a good citizen of the world.

Intent

We believe that all curriculum areas have a contribution to make to a child's spiritual, moral, social and cultural development and we will plan for this where appropriate.

The values and principles of Christianity will be explored through the curriculum, especially through religious education and collective worship. The values and principles of Islam and Judaism are also explored through the curriculum and the integrity and beliefs of children from other faith backgrounds will also be respected and celebrated.

All adults will model and promote expected behaviour, treating all people as unique, precious individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils will be helped to differentiate between right and wrong learning their actions affect other people. They will be encouraged to value themselves and others.

Pupils will be taught the need to abide by the rules for the good of everyone. Rainbow rules promote and reward acceptable behaviour and provide opportunities to celebrate pupils' achievements.

All curriculum areas will seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and use of resources.

Aims

- Ensure that everyone connected with the school is aware of our values and ethos.
- Ensure a consistent approach to the delivery of Spiritual, Moral, Social and Cultural issues through the curriculum and the general life of the school.
- Ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- Ensure that pupils know what is expected of them and why.
- Provide a range of opportunities to reflect on beliefs, feelings and responses to personal experience.
- Enable pupils to develop an understanding of their individual and group identity.
- Enable pupils to develop an understanding of their social and cultural environment and an appreciation of the many cultures that form a valuable part of our society.
- Give each pupil the opportunity to discuss social and moral issues and develop a sense of social and moral responsibility.

Implementation

Spiritual Development

As a school we aim to provide learning opportunities that enable children:

- To think theologically, inspiring in them a sense of awe, wonder and mystery; in essence, 'seeing Heaven in a moment'.
- To find reasons for hope in a troubled world, understanding how faith in God can sustain them in all circumstances and in the face of opposition.
- To explore their own beliefs, whether they are religious or non-religious
- To develop self-awareness and empathy.
- To be reflective and develop their own thinking skills. - reflecting on big questions.
- To help them recognise and express their own feelings
- To develop meaningful relationships.

Moral Development

As a school we aim to help children to:

- To recognise each individual as unique
- To learn how to listen to and respect the views of others
- To learn from mistakes
- To take the initiative and act responsibly
- To distinguish between right and wrong
- To respect and value their environment
- To think independently and learn how to make informed decisions

Social Development

As a school we want children to:

- To learn about themselves and each other in society
- To learn how to help each other
- To understand Christian social values and to be aware of those that are less fortunate

Cultural Development

As a school we aim want children to:

- To recognise the diversity in our school and local community
- To recognise the richness of cultural diversity in Britain
- To learn that the Christian faith is practised worldwide
- To understand their own social and cultural environment
- To have some awareness of our place in the world

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions and circle time will give children among other things opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others' needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are different to them.
- Agree and disagree with points of view
- Take turns and share equipment
- Work co-operatively and collaboratively.

Links with the wider community

- Visitors are welcome in our school
- We value strong links with our Parish Church, with representatives of other Christian churches and with the Diocese of Guildford.
- We regard links between home and school as vitally important in helping every child to grow.
- We aim to teach every child to appreciate the school and its environment and to take responsibility for it.

Impact

Monitoring and Evaluation

- Curriculum opportunities for SMSC are identified in planning
- Where and when, appropriate displays will have questions related to SMSC to extend pupils thinking/learning.
- Observing teaching
- Discussing our provision at staff and governor meetings
- Reviewing our Worship Policy
- Feedback from our Pupil's throughout the day, in worship or in class thoughtful questions