

Brough Primary School



Spiritual, Moral, Social and Cultural Policy

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Lead Person	S Mearns

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Spiritual Moral Social and Cultural Policy

Introduction

Brough Primary School aims to provide a stimulating, caring and safe environment in which our children desire to learn independently and with others, through an exciting educational programme that challenges and develops the whole child.

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 therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. The integrity and spirituality of pupils from all faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to a range of views.

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

Pupils should understand the need for rules and the need to abide by rules for the good of everyone in school, and then in later life the rule of law. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements. Pupils should learn to differentiate between right and wrong as far as their actions affect other people. They will be encouraged to value themselves and others.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

General Aims

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and gain an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

- To develop the skills and attributes, to enable pupils to participate fully and positively in a democratic, multicultural, modern Britain.

British values in SMSC

We promote the core British values of democracy, the rule of law, individual liberty and mutual respect and tolerance towards those of other faiths. These values are central to the school's ethos and can be seen throughout the school's life. The election of school council members and children creating class rules demonstrate the democratic process. A consistent approach to our behaviour policy and adherence to the sports code of conduct by the children echoes the rule of law. Individual liberty and mutual respect are a key element within the relationships between adults and children and are evidenced in the school day and while away on residential trips too. Finally, we teach a broad and balanced religious education curriculum which covers many of the world's main faiths.

Spiritual Development

Pupils' spiritual development is shown by their:

ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values

sense of enjoyment and fascination in learning about themselves, others and the world around them

use of imagination and creativity in their learning, willingness to reflect on their experiences. (Ofsted 2015)

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

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.
- Use their imagination and be creative.

Spiritual words....

whole awareness emotions courage expressive respect insight creative empathy persistence beliefs constraint
reflect spirit compassion consecutiveness intangible

Moral development

Pupils' moral development is shown by their:

ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England

understanding of the consequences of their behaviour and actions

interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. (Ofsted 2015)

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

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgments.

Moral words....

judgements views principles consequences wrong considerate express explore right personal review reassess
respect reasoned

Social Development

Pupils' social development is shown by their:

use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds

willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. (Ofsted 2015)

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Begin to understand the moral imperative for social justice and a concern for the disadvantaged.

Social words....

personal team skills resolve sensitive values qualities opinions group share reflect responsibility appropriate behaviour social

Cultural Development

Pupils' cultural development is shown by their:

understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others

understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain

knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain

willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities

interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. (Ofsted 2015)

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Recognise Christianity and other world faiths.
- Develop an understanding of their social and cultural environment.

Develop an understanding of some other cultures in the wider world.

- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Cultural words....

equality influences understand appreciate artistic tradition heritage evolutionary cultural values nature dynamic societies

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.

SMSC education is found in all aspects of our school life, within classes, whole year groups, at playtimes and in assemblies; it is a collective, shared responsibility for all.

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

Class discussions and circle time will give pupils 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.
- Agree and disagree.
- Take turns and share equipment.
- Work cooperatively and collaboratively.

Links with the wider community

There are many occasions when the school joins with and works alongside the community and welcomes visitors during the school year.

The school has for many years taken part in the Humberside Police 'Lifestyle' project. This gives young people the chance to get involved with community schemes, watched over by a responsible adult during the school summer holidays. Our pupils show initiative and true community vision, designing some excellent schemes, which are then rewarded by Humberside Police in the Autumn Term.

Links with local Churches are fostered through regular visits by clergy to assist the children in developing an understanding of Christian beliefs. Year 3 currently plan and lead a Christingle service each year, which is either held in the Anglican Church or the Methodist Church.

The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support our pupils.

Pupils are taught to appreciate their local environment and to develop a sense of responsibility for it, spending time as part of our curriculum learning outside and making use of the outside facilities in our grounds.

Monitoring and Evaluation

- Curriculum Coordinators identify aspects within their subjects when engaged in subject monitoring, to be included in the school's evidence files. Coordinators will monitor resource provision, identifying shortfalls.
- The SMSC subject leader monitors the provision of SMSC, building up overtime an evidence base showing the schools activities within SMSC.

S. Mearns

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