



# Bishop Bronescombe CE Primary School



## *Policy for Spiritual, Moral, Social and Cultural Development*

Reviewed: May 2017	<b>October 2016</b>	Revised by:  Governor responsible:	Sally Berry  <b>LGB</b>
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### School Aims:

At Bishop Bronescombe School we aim to give all children:

- ✚ Access to a rich curriculum which enthuses and equips them for life as citizens in the 21st century.
- ✚ Opportunities to explore their own developing Christian faith and to have respect for the faith of others.
- ✚ High self esteem by feeling valued as a member of our school.
- ✚ A sense of fair play, treating others with dignity and respect.
- ✚ The chance to enjoy taking part in a vibrant, forward looking school, moving their learning forwards.

Bishop Bronescombe School Motto is: ***'Learning that lasts a lifetime.'***

### General policy statement:

All staff, governors, volunteer helpers, students and visitors need to give due regard to all of the policies and practices adopted by the school. Whilst it is acknowledged that people other than staff cannot be expected to read every policy before a visit to the school, it may be that further guidelines are necessary in addition to the Visitor Policy, which all visitors must acknowledge and accept upon arrival. All staff carry responsibility for the welfare and success of the pupils in our school. Staff will advise anyone who is working alongside us of the necessary protocols, procedures and policies we follow.

### Introduction

This policy relates to the whole life of the school. Of particular importance in promoting spiritual, moral, social and cultural development (SMSC), is the example set by adults in the school, the quality of relationships and the standard of daily collective worship. The family atmosphere within the school encourages children to support others and help less able or younger children. Positive staff role models foster supportive attitudes and adults interest in children encourages them to share concerns with staff in a supportive atmosphere. At Bishop Bronescombe School spiritual, moral, social, and cultural development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and collective worship.

### Rationale

The connection between good results in the curriculum and high standards in SMSC development is widely acknowledged and is evident in our OFSTED report. The SMSC aspects of education concentrate on the development of the pupil as an individual and as a personality, aiming to enrich and extend the human existence of each child in relation to the values, attitudes, beliefs and consequent behaviour acquired during school years.

### Definitions

Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions.

They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material well being. All areas of the curriculum may contribute to pupils' spiritual development. Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and/or moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and to learn how to forgive themselves and others.

They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them. Social development refers to the development of abilities and qualities that pupils need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects.

The school provides a suitable environment for promoting social development within a Christian context. Pupils learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led to support others and to recognise the different skills of other group members can be developed when children work co-operatively.

Cultural development refers to the development of knowledge and understanding of differing cultural beliefs, customs and traditions. It is an increasing appreciation of the systems of values and attitudes which form the basis of identity and cohesion within societies and groups.

#### **Aims for Spiritual Development:**

- The ability to listen and be still.
- The ability to sense the sacred, the holy, the divine.
- The ability to sense wonder and mystery in the world.
- The ability to sense the special nature of human relationships.
- The ability to reflect.

#### **Objectives for Spiritual Development:**

- To develop the skill of being aware of one's spiritual side.
- To develop the ability to use all ones senses.
- To promote an awareness of and enjoyment in using ones imaginative potential and to develop curiosity and a questioning approach .
- To encourage quiet reflection during a lesson or assembly.
- To develop individual self-confidence in expressing inner thought in a variety of ways.
- To consider the existence of God and the wonder of his creation.
- To develop self esteem, respect for each other and find an inner confidence and peace.
- To have the opportunity to develop personal beliefs.
- To explore the opportunity to pray.
- To promote the ability to keep trying and seeking success.

#### **Aims for Moral Development:**

- To understand the principles lying behind decisions and actions.
- To be able to take moral decisions for themselves.
- To assume moral responsibility through belief and conviction.
- To be able to distinguish between right and wrong.

### **Objectives for Moral Development:**

- To respect honesty and fairness and to tell the truth
- To respect the rights and property of others and themselves.
- To respect loyalty
- To help those less fortunate or able than ourselves.
- To treat others as they would wish to be treated themselves .
- To value other people and their feelings and act considerately towards others.
- To take responsibility for one's own actions.
- To exercise self-discipline.
- To consider consequences of actions and effect on others.
- To develop positive attitudes.
- To conform to rules and regulations for the good of all.
- To consider moral dilemmas

### **Aims for Social Development:**

- To relate positively to others
- To participate fully and take responsibility in the classroom and in the school .
- To use appropriate behaviour, according to situations.
- To engage successfully in partnership with others.
- To exercise personal responsibility and initiative.
- To understand that, as individuals, we depend on family, school and society.
- To understand the principles of democracy.

### **Objectives for Social Development:**

- To share such emotions as love, joy, hope, anguish, fear and reverence.
- To show sensitivity to the needs and feelings of others
- To consider other people's point of view
- To work as part of a group, team.
- To interact positively with others through contacts outside school e.g. sporting activities, visits, church services, music festivals etc.
- To develop an understanding of citizenship and to experience being part of a whole caring community.
- To show care and consideration for others by sharing and taking turns.
- To realise there are things each person can do well.
- To show politeness, cheerfulness, friendliness and actively want to do the right thing

### **Aims for Cultural Development:**

- To develop a sense of belonging to pupils' own culture and being proud of their cultural background.
- To respond to cultural events .
- To share different cultural experiences.
- To respect different cultural and faith traditions.
- To understand codes of behaviour, fitting to cultural tradition.
- To explore other cultures and beliefs

### **Objectives for Cultural Development:**

- To develop a love of learning.
- To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond.

- To develop the ability to value and celebrate current cultural enthusiasms and media, critically and independently of peer pressure.
- To understand similarities and differences between faiths and cultures

### **Provision of Opportunities:**

Spiritual, moral, social and cultural development does not take place in any one aspect or in isolation of other aspects of school life – it permeates all school life. However, aspects of this are taught through RE, Philosophy for Children and PSHCE.

Ethos:-At Bishop Bronescombe School we aim to provide a happy, stimulating and secure environment, reflecting the school's Christian ethos where each pupil is given the challenge and opportunity to develop his/her full potential while enjoying learning and life. We endeavour to provide an environment and ethos, in which children and adults can grow and develop in spirituality and where positive attitudes and consistency provide children with good role models, and similarly, older children are expected to demonstrate good behaviour and support to younger children. All children are valued equally whatever their stage of development, and are entitled to maximum success. The ethos encourages safe, sensible behaviour incorporating good manners, consideration, courtesy and respect for others whilst encouraging imagination, inspiration and reflection. At Bishop Bronescombe, we live by the values of our MAT – perseverance, forgiveness, trust, respect, compassion and courage.

### **Management:**

The SMSC co-ordinator, Mrs Berry, will:

- Advise colleagues on resources, policies and information.
- Ensure that the policy for SMSC reflects the aims of the school and the recommendations of the Truro Diocesan Board of Education.
- Involve all staff in decisions and policy making.
- Attend relevant in service and disseminate information to staff.

**Links with other policies:** Other policies closely linked to SMSC development include:

- Collective Worship Policy
- Curriculum policy
- R.E Policy
- Bullying Policy
- Behaviour Policy
- Equal Opportunities Policy
- Personal, Social and Health Education policy
- Multi-cultural/Anti-Racist Policy
- Citizenship Policy

### **Monitoring and review**

The SMSC policy is reviewed annually.

Reviewed: May 2017