

## **BURTON BRADSTOCK CE PRIMARY SCHOOL**

### **Spiritual, Moral, Social and Cultural Development of Children Policy**

#### **Rationale**

The 'Children's Act' (2004) based on the Green paper "Every Child Matters" (2003) which outlines five key provisions for young people:

Be healthy

Stay safe

Enjoy and achieve

Make a positive contribution

Achieve economic well-being

Article 14, "Children have the right to think and believe what they want, and to practice their religion, as long as they are not stopping other people from enjoying their rights."

In its SMSC policy and practice the school promotes the underlying principles of the act to ensure that pupils are provided with a safe learning environment in which to develop their understanding of the world in which they live. The SMSC policy aims to prepare pupils by providing opportunities for spiritual, social, moral and cultural development. Across the whole school SMSC development will be found integrated into the curriculum, collective worship and the daily life of the whole school community.

In addition Burton Bradstock CE School aims to promote fundamental British values through:

- enabling pupils to distinguish right from wrong and to respect the civil and criminal law of England
- encouraging pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enabling pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation and respect for their own and others' cultures
- encouraging respect for other people
- encouraging respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

#### **1. Spiritual Development**

This can best be described by the extent to which children display:

- A system of personal beliefs, which may include religious beliefs.
- An ability to communicate their beliefs in discussion and through their behaviour.
- A willingness to reflect on experience and to search for meaning in that experience.

- A sense of awe and wonder as they become conscious of deeper meanings in the apparently familiar features of the natural world or in their own experience.
- Developing moral understanding and sensitivity affirming the schools' core values through SEAL and Roots and Fruits.
- Practising attitudes and skills of worship (e.g. gratitude, thoughtfulness, wonder, reverence, attentiveness, regret, forgiveness, compassion, responsibility).
- Celebrating our highest common values with respect to human rights and capacities, the quality of our relationships and our sense of responsibility for each other and the environment (Rights Respecting Schools/SEAL).
- Seeking to add significance and meaning to daily lives of pupils by acknowledging the reality of a divine being in the experience of believers.
- 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.

Spiritual Development is an important element of a child's education and fundamental to other areas of learning. It is not religious development, although many aspects of a child's spiritual awareness can be both developed and expressed through the daily act of worship.

Some of the ways in which Spiritual Development is nurtured at Burton Bradstock CE School are:

- Educational visits (including residential) that expose pupils to a range of experiences, which may promote a sense of awe and wonder.
- Achievement certificates, stickers and awards to develop the pupils' self-esteem.
- Collective worship, church services, reflective displays in areas around the school.
- Pupils being encouraged to support other pupils (Sports Ambassadors, Huff 'n' Puff Leaders).
- The PSHE programme, Rainbow SEAL, which develops self-esteem and social skills.
- Elected School Council for pupils to advocate their views and concerns, and the representation on the Bridport Youth Town Council.
- Visiting musicians, artists and specialists who provide interactive workshops.
- Displays of pupils' work.
- Reflection Diaries giving pupils weekly opportunity for personal spiritual reflection.
- Lighting the Candle during acts of worship.

## **2. Moral Development**

This can best be described by the extent to which children display:

- An ability to recognise the difference between right and wrong and readily apply this understanding in their own lives and, by 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 being able to understand and appreciate the viewpoints of others on these issues.
- Respect for people, truth and property.
- A concern of how their actions may affect others.

Some of the ways in which Moral Development is promoted at Burton Bradstock CE School are:

- SEAL lessons and circle times.
- Through the class charters.
- Clear models of good behaviour developed by the pupils to encourage children to understand choice and consequences.
- Games involving turn taking.
- Drama, role-play and story-telling.
- Group work and discussions.
- Collective Worship themes.
- Fundraising activities.
- Incidents which occur in school that present as opportunities for teaching about morality and behaviour.
- School council work.
- Behaviour Policy and the School's Behaviour Code.
- Anti-Bullying Policy.

### **3. Social Development**

This can best be described by the extent to which pupils can display:

- Quality relationships in school between pupils and adults and between pupils and their peers.
- An ability to exercise a degree of responsibility and initiative.
- An ability to work successfully in groups and to participate co-operatively and productively in the school community.
- A growing understanding of society through the family, the school and the local and wider communities, leading to an understanding of the structures and processes of society.
- Initiative and taking responsibility for their own learning.
- A range of different social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of communities and social settings, including volunteering.
- An ability 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Examples of opportunities for Social Development at Burton Bradstock CE School are:

- SEAL lessons.
- Reward time.
- Circle time.
- Playtimes.
- School Council.
- Bookworm times.
- The Pixl Edge.
- Activity days/sporting events with other school.

#### **4. Cultural Development**

This can best be described by the extent to which the children show increasing understanding and command of others' beliefs, values, customs, knowledge and skills. This development is likely to take place through the curriculum and through participation in a range of cultural activities matched to children's needs.

The overriding aim of the school is to educate and encourage children to work together in a caring environment by providing a range of opportunities for each individual to develop to their full potential in physical, intellectual, personal, social and moral terms.

This can best be described by the extent to which pupils display:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that 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, sporting and cultural opportunities.
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Some of the ways in which we promote Cultural Development at Burton Bradstock CE School are:

- Educational visits.
- Religious Education.
- Collective worship.
- Topic work (Learning Quests).
- Overall ethos of the school.
- Visiting artists, musicians.
- Visits to the libraries and museums.
- Access to the Internet (supervised).

#### **Role of the Co-ordinator**

- To monitor school displays to ensure there are opportunities to learn about other countries/cultures and that they do not reinforce stereotypes
- To organise spiritual or interactive multicultural events
- To organise/support staff in planning class or whole school events

### **Monitoring**

The school monitors the success of spiritual, moral, social and cultural provision in the following ways:

- Review of the school's self-evaluation which requires the school to use evidence of spiritual, moral, social and cultural development in evaluating the personal development and well-being of pupils
- Monitoring and evaluation of participation in out of hours activities
- Carrying out pupil interviews