

BRIZE NORTON PRIMARY SCHOOL

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

This policy was adopted by the Governing Body on 24th January 2013 following consultation with staff.

Review Date Planned	Review Date	Date adopted by Governing Body
By 24 th January 2016		

Introduction

Brize Norton Primary School nurtures the very best in each individual, providing a high standard of learning. Our shared values encourage care for all, mutual respect, responsibility and a strong partnership between the school, home and community. The values and attitudes promoted by the staff influence the behavior and attitudes within the schools. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values.

Rationale

The spiritual, moral, social and cultural development of the child is recognized as being of fundamental importance for the education of all children by Governors, staff and parents of our school. It is taught through all subjects of the curriculum and in particular RE and PSHCE. It supports all areas of learning and can contribute to the child's motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. In later years it can enrich the individual's appreciation of life's experiences and their relationships with others.

General Aims

- To ensure that everyone connected with the school is aware of our values and aims;
- To ensure a consistent approach to the promotion of SMSC development 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 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.

SPIRITUAL DEVELOPMENT

Definition

Spiritual development relates to that aspect of inner life through which pupils acquire insights into their personal experience which are of enduring worth. It is about our response to issues like the beauty of the natural world, death and suffering and our

encounters with good and evil. 'Spiritual' is not synonymous with 'religious', all areas of the curriculum may contribute to pupils' spiritual development.

Aims

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.

The School promotes Spiritual Development through:

- offering opportunities to discuss matters of personal concern such as love, friendship, emotions, growing up, and major concerns of life, death and resurrection;
- encouraging children to learn to listen and to respect each other;
- providing quiet moments for thinking and reflection;
- providing a stimulating and challenging environment which encourages enquiry and appreciation of the natural world, the creative man-made world and of human endeavour and achievement;
- offering opportunities to appreciate stories, poems and visual arts and to experiment in expressing themselves through drama, dance and song;
- building self-confidence through positive experience, encouragement and praise;
- encouragement to explore the environmental issues and to care for the environment;

MORAL DEVELOPMENT

Definition

Moral development is about the codes and boundaries that society sets and about the way in which each individual begins to frame and advance their own standards, attitudes, judgements, values and behaviour. We develop a framework of moral values which regulate personal behaviour through teaching and example.

Aims

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.

- Understand the consequences of actions for self and others.
- Show respect for the environment.
- Make informed and independent judgments.

The School promotes Moral Development through:

- encouraging respect of other people and their property;
- expectations of the standard of behaviour in the classroom and playground and encouragement to develop self-control and discipline;
- offering opportunities to discuss moral issues, such as right and wrong, fairness and bullying;
- discussing unacceptable actions with the child/ren concerned in order to create an understanding and tolerance;
- providing a space and forum to make reasoned and responsible judgements about how we should share school life;
- encouraging children to question, reason and listen in order to establish their own understanding and boundaries.

This is approached through Personal, Health and Social Education, assemblies and circle time. The partnership between home and school is considered important in working towards a consistent approach to all moral issues.

SOCIAL DEVELOPMENT

Definition

Social development is about the quality of our relationships and how that defines the kind of people we are. To be able to participate effectively in social life is vital to our well being and that of the communities we belong to. These communities are not only defined by the spaces we live in but also by the prevailing ideals and values and by the codes and structures for living together.

Aims

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

- Encourage pupils to act responsibly.
- Understand how as individuals we relate to each other.
- Make a personal contribution to the well-being of others.
- Encourage pupils to exercise responsibility and initiative.
- Develop an understanding of living in a community.

The School promotes Social Development through:

- offering experiences of community on various scales including families, units in which they live, locally, nationally and globally;
- creating a social community that offers a model for living and working together and providing opportunities to belong to a larger group;
- providing opportunities to exercise responsibilities through school council, play leader roles etc., both in the classroom and in the playground;
- the grouping of children in the classroom to give them opportunities to work co-

operatively and responsibly and to develop leadership qualities;

- encouraging the development of skills and personal qualities needed for living effectively in a multi-racial and multi-cultural society.

CULTURAL DEVELOPMENT

Definition

Cultural development is giving the opportunity for pupils to recognise, explore and understand their own cultural assumptions and values. It enables them to understand cultural diversity by bringing them into contact with attitudes, values and traditions of other cultures. Cultural development gives pupils an understanding of their own culture and a sense of identity.

Aims

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

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

The School promotes Cultural Development through:

- providing opportunities for pupils to explore their own cultural assumptions and values;
- recognising and nurturing particular gifts and talents;
- providing opportunities for pupils to participate in literature, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance;
- embedding cultural development within all curriculum themes and subjects;
- developing partnerships with outside agencies and individuals to extend pupils' cultural awareness such as museum and gallery trips and school linking projects;

Teaching and Organisation

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

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

Much work takes place in assemblies, class discussions and PSHCE lessons, giving pupils the opportunity to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events.
- 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, and critical awareness.

Appendix 1 provides staff with examples of opportunities for the promotion of SMSC within the curriculum.

Links with the wider community

The school ethos is one of openness and therefore home-school links are regarded as very important to enable parents and teachers to work in effective partnership to support children.

The school works hard to establish partnerships within the local community e.g. regular church visits and events planned for the community as a whole.

Visitors are warmly welcomed in school. This includes parents and other family members who come into school to help or share their experiences. The school curriculum is also enriched through visiting artists, authors, storytellers and theatre groups throughout the year. Each class is expected to plan at least one class trip each term. These include trips to galleries, museums and other places of cultural interest.

The school works in partnership with other schools locally and globally. This includes activities with neighbouring schools, a contrasting Oxford city school and a long standing partnership with a Ugandan school. All classes are expected to contribute to these partnerships.

Inclusion

Our school tries to be an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We try to have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

- Curriculum Coordinators identify aspects within their subjects to be included in teacher planning. Coordinators monitor teacher plans and their evaluations and assessments.
- Coordinators will monitor resource provision, identifying shortfalls.
- The Head Teacher shall have oversight of this policy and monitor the provision of SMSC.

Appendix 1

Opportunities for including spirituals, moral, social and cultural promotion within the curriculum.

English

- The studying of different texts – classical, contemporary, serious, funny can provide challenging starting points and give an appreciation of the beauty of great language and literature.
- Exposure to great literature and poetry and its place within a culture – appreciating moral or social aspects.
- Drama and stories which create opportunities for moral judgements.
- Shared activities – shared reading, group drama, corporate writing that lead to an understanding of an appreciation of the importance of the group and other people's point of view.
- Knowledge of our language and its influence on our culture and the importance and value of other languages and cultures.
- Awareness of traditional tales and their cultural background.

Numeracy

- Group work on a shared topic or investigation promoting an appreciation of the input of all members of the group.
- An appreciation of the inherent pattern and beauty of mathematics.
- Studying the patterns of Islam and their cultural/religious connections.
- The promotion of positive attitudes towards mathematics through appropriate groupings.
- An understanding that mathematics has an historical and cultural base.

I.C.T.

- Working together to create a graphic design or study.
- Researching religious artefacts on the website.
- Setting up e-mail with another school from a different country.
- Following the Internet Access Policy.

Science

- The development of an understanding of our place in the great scheme of things by studying space or life processes.
- An appreciation of moral questions as scientific knowledge increases e.g. the use of animals for research.
- An awareness of the cultural background of science.

Spiritual, Moral, Social, Cultural Development

- Consideration of moral, environmental and citizenship issues when considering our role in caring for the environment e.g. efficient ways of feeding the world, intensive farming, the pollution of the planet.
- Health, drugs, smoking – an understanding of the social and scientific issues involved and an awareness of everyone's point of view.

Design Technology

- The aesthetic aspect of good design is an important area, as is the question 'How will this affect the environment?'
- Appreciating design in nature.
- The study of technologies from different cultures –historical and geographical – and how these have evolved provides important lessons in cultural awareness.
- Group working – sharing of equipment and designing together.
- Promoting equality of opportunity and providing an awareness of areas that have gender issues e.g. activities that are historically female such as textile studies, encouraging girls to use equipment that has been traditionally male dominated.

History

- The study of artefacts, buildings, churches etc. gives children a sense of their place in the historical scheme of things. It also helps to develop an awareness of beauty and aesthetics.
- Moral issues can be considered. For example, was it right that war was fought or that children were forced to work in factories and mines in Victorian Britain, or that Anne Frank was forced into hiding?
- Studying the cultures of other times – Egyptians, Romans etc. builds an awareness of the value and importance of other societies and cultures and the relative value and importance of our own. It also stresses the interdependence of cultures.

Geography

- The study of different localities helps children to understand the background and way of life and values of different people and cultures.
- Tolerance of other people's differences, overcoming stereotyping, racism and prejudice can all be highlighted through the study of different peoples and their way of life.
- Local studies will encourage an awareness of the child's place, family, home, dependency upon other individuals, people and cultures and needs in the great scheme of things.
- Environmental issues and concerns can be discussed – what are the effects and the issues involved in urbanising an area.

Art

- Studying great works of art can give an insight into the culture of other people and provide a strong link with the past.

- Art can provide a valuable tool to study the past and make social or moral comment on it for example, what do the people in works by Lowry tell us about the social conditions of the time?
- Multicultural art, the art of different religions, the art of ancient societies all reinforce the value of societies other than our own and help us to appreciate their value and the value of our own.
- The appreciation of great works of art and the appreciation of our own attempts helps to build up an awareness of aesthetics and gives an uplifting experience.

Music

- Listening to music, performing, joining in with it gives pleasure, lifts spirits and has an emotional dimension that children need to experience. Music experienced in our services and assemblies helps the pupils in their spirituality.
- Listening to and appreciating the great music of our culture and its folk music builds an important awareness of our culture and that of other lands. Music of other cultures is important for the same reasons.
- Music of the fields, sea shanties, slave songs etc. can be used to build an awareness of the importance of music and its place in social history and the accompanying moral and social questions that arise out of it.
- Group music making is an important social activity – working together and experiencing the same feelings together.

Physical Education

- Caring for our bodies and respecting the health of others.
- Obeying the rules of the game, being a 'good sport', learning to be a good winner and a good loser, learning to take part and doing one's best is important.
- Appreciating the aesthetic beauty of the movements of gymnastics or dance.
- Building team spirit, being a good team member, valuing the contributions of others to the team.
- Learning that sport is an important element of many cultures – Ancient Greeks, Romans, the history of great sporting events such as the Olympics or the Ashes.
- Appreciating that different individuals or groups have different skills because of their background or habitat e.g. Austrian skiers, Dutch speed skaters.

Personal, Social, Health Education/Citizenship

- Listening to others.
- Holding debates and discussions leading to written work.
- Drama and role play linked to choices.
- Drawing pictures of feelings and emotions.
- Follow SEAL pack

Religious Education

- The exploration of moral and spiritual questions by discussing, for example, the great Bible stories or the stories from other religions.
- Appreciating and valuing other faiths and beliefs of both groups and individuals.
- Learning about being a member of a pluralist society and respecting and tolerating others and their belief and needs.
- Knowing about the historical, social and religious aspects of our own culture and that of others –
- Harvest, Christmas, Easter, May Day, Jewish New Year, Diwali etc. - appreciating and respecting the values of the cultures concerned.