



'Spurring each other on with love'

Spiritual, Moral, Social and Cultural Policy

2024-2026

ANNUAL

POLICY HISTORY

Policy / Version Date	Summary of change	Governor adoption Date	Signed by the Chair	Next Review Date
1	New policy written by KF	21 st November 2019		Autumn 2020
2	Information on Personal Worldview/Spirituality and Ricketts Grids added. KF	3 rd March 2021		Spring 2022
3	Policy reviewed by KF – no changes made	10 th March 2022		Spring 2023
4	Policy reviewed by KF – no changes made	23 rd March 2023		Spring 2024
5	Policy reviewed by KF – no changes made	14 th March 2024		Spring 2026

And let us consider how we may spur one another on toward love and good deeds. Hebrews 10:24

Spurring each other on with love

‘Spirituality is ‘relational consciousness’ where by individuals relate to self, others, the world around them and to a divine other’ Rebecca Nye

Introduction

Bickleigh Down Church of England Primary School promotes a Christian ethos, and, by example and direct teaching, follows and promotes the teachings of Jesus, whilst recognising that not all of its members will be practising Christians.

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.

How does our school vision and values support spiritual, moral, social and cultural development?

Our school vision based on Hebrews 10:24 ***‘and let us consider how we may spur one another on towards love and good deeds’*** ensures that all staff and pupils see the need to support one another towards a common goal. Just as the writer of the letter to the Hebrews encouraged them to be more Christlike in their actions towards one another, so we as a school family will support each other emotionally and spiritually. We aim to ensure that our school vision is lived out daily and that staff and children live out our values of **love, forgiveness, spirit, aspiration** and **hope** in their actions towards one another, making our school a place where everyone feels truly valued and able to share their feelings. We encourage open communication, where people feel listened to and supported, so that we may spur one another on in all that we do.

This is a whole school approach

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development. The integrity and spirituality of other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views. All adults will model and promote expected behaviour, treating all people as unique and valuable 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 should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements. All curriculum areas should 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.

Legal Requirements

The legal requirements were first identified in the 1944 Education Act alongside the moral, the aesthetic, the linguistic, the mathematical, the technological and the physical. Its importance is promoted through the OfSTED framework, where judgements are made on how pupils are responding to this area of experience and how schools are accounting for provision and enabling spiritual sensitiveness to be fostered.

General Aims

- To enable pupils to develop an understanding of their individual and group identity.
- Develop positive relationships throughout the school based on respect, acceptance and the value of others;
- Learn to live with others and to develop an understanding of friendship and the school as a family;
- 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.
- 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 foster the spiritual, moral, social and cultural development of each pupil, regardless of age, ability, sex or cultural background;
- 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 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

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

- Sustain their self-esteem in their learning experience.
- To value their inner self;
- To foster reflection;
- To value each individual's spiritual journey;
- To foster empathy for others as feeling, thinking individuals;
- 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.
- To foster a sense of meaning, purpose and direction in life;
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.
- To encourage imagination, creativity and a sense that there is "more to life than meets the eye";
- Recognise and reflect on Christian approaches to Spiritual Development.

Moral development

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

- Recognise the unique value of each individual.

- Recognise the challenge of Jesus' teaching.
- 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.

Social Development

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 Christian imperative for social justice and a concern for the disadvantaged.

Cultural Development

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 as a world faith.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

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. Opportunities need to be planned in, but will also occur spontaneously.

Class discussions will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, eg 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 — eg empathy, respect, open mindedness, sensitivity, critical awareness
- Identify issues of spiritual significance and to explore the Christian response to them;
- Learn to live with success and failure for themselves and with others;
- Respond to the ultimate questions of life;
- Begin to have some understanding of God the Father, Son and Holy Spirit; of prayer and of sacred texts.

Current Practice

The spiritual, moral, social and cultural curriculum is recognised in all areas of school life, particularly in:

- Collective Worship;
- Class Worship
- Our school Christian values;
- Promotion of British Values;
- Whole school connected curriculum;
- Church/School ethos links – Church services, prayer group, prayer tree, reflection spaces
- Spirituality/Personal worldview discussions and activities based on the Ricketts Grids.

Many curriculum areas as well as the promotion of our learning skills will 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.

Promoting opportunity for spiritual, moral, social and cultural learning throughout the school. By promoting a shared understanding of what spirituality is Using Ricketts grids to plan termly opportunities in each class Through Collective Worship and the use of Windows, Mirrors and Doors Capturing our own personal development in our 'My Spiritual Journey' books Capturing class development in the 'This is Us' scrapbook Value given to each individual; Value given to others (e.g.: charities and support of our Link school); Celebrating success.

Links with the wider community

Visitors are welcomed into school. Links with the Church are fostered through links with the local churches. 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 the pupil.

Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it. Support of Charities including; Toilet Twinning, Christian Aid, Red Nose Day and The Royal British Legion.

Monitoring and Evaluation Provision for SMSC is monitored and reviewed on a regular basis by the SLT, Church School Distinctiveness Lead, Headteacher, Ethos Group and Governors.

To be reviewed annually.