

Batheaston Church School

Bath and Wells MAT, School Lane, Northend, Batheaston, Bath, BA1 7EP

"That they may have life, life in all its fullness" John 10:10

Dream...Aspire...Achieve



Spiritual, Moral, Social and Cultural Development Policy



Batheaston Church School

Dream...Aspire...Achieve

"That they may have life, life in all its fullness" John 10:10

Date Prepared: Dec 2022

Date to be reviewed: Jan 2024

Spiritual, Moral, Social and Cultural Development Policy

1. Our Vision

At Batheaston Church School, we value all children equally and as individuals. The staff, proprietor and headteacher work together to create a happy, challenging, stimulating and caring environment in which pupils are encouraged to 'Dream, Aspire and Achieve', enjoy their time at school and celebrate their achievement.

The school strives to build and promote Christian values, encouraging all members of the school community to develop relationships which reflect; Respect, Endeavour, Contribute, Include, Protect and Enjoy (RECIPE Values). The school will strive for continued self-review, development and improvement. It also strives to provide a happy, stimulating and caring environment and to offer the opportunities through our 5C's (Communication, Collaboration, Compassion, Critical Thinking and Creativity), to develop each child to his or her full potential to enjoy learning, enjoy life and have fun.

2. Introduction In contrast to the policies for specific curriculum subjects.

This policy relates to the whole life of the school, of particular importance in promoting spiritual, moral, social and cultural development (SMSC) The example set by adults in the school, the quality of relationships and the standard of daily collective worship assist in reaching those goals.

Our warm family atmosphere within the school will encourage children to support others and help less able or younger children. This Christian Ethos will ensure children do not support bullying. Positive staff role models will foster supportive attitudes and adult's interest in children will encourage children to share concerns with staff in a supportive environment.

-At Batheaston Church School, spiritual, moral, social, and cultural development will be promoted not only through all the subjects of the curriculum but also through the Christian ethos of the school and collective worship. Our School RECIPE Values and our Christian Value of the term is promoted throughout the school academic year. Each week we celebrate our RECIPE values and, kindness and tolerance are promoted and highlighted and embedded throughout the week in school.

-Thematic days and weeks provide opportunities of developing SMSC. Each year the school plans out a series of thematic days and weeks throughout the academic year to promote real life experiences, make learning fun and enable children to become productive, healthy members of society.

3. Rationale

The connection between good results in the curriculum and high standards in SMSC development is widely acknowledged and is evident in all of the OFSTED reports. 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.

4. 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 wellbeing. 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. The children are able and willing to reflect on the consequences of their actions and to learn how to forgive themselves and others.

The school uses the principles from the British values and the protected characteristics equalities act 2011 to achieve this. This is carefully taught through our PSHE 'Jigsaw' programme and closely monitored by senior leaders and the PSHE leader.

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, but in particular the classroom, will provide 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, for example, House Captains, school assemblies, Sport Leaders, and school council. 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.

5. 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.

6. Objectives for Spiritual Development:

- To develop the skill of being aware of one's spiritual side.
- To develop the ability to use all one's senses. To promote an awareness of and enjoyment in using one's 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 themselves 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.

7. Aims for Moral Development:

- To listen and respond appropriately to the views of others.
- To understand the principles lying behind decisions and actions.
- To be able to take moral decisions for themselves.
- To show respect for the environment.
- To assume moral responsibility through belief and conviction.

- To be able to distinguish between right and wrong.

8. 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.

9. 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.

10. 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, school trips, other faith organisations, 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.

11. 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 diverse cultural experiences.
- To respect diverse cultural and faith traditions.
- To understand codes of behaviour, fitting to cultural tradition.
- To explore other cultures and beliefs.

12. Objectives for Cultural Development:

- To develop a love of learning.
- To develop an understanding of British cultural tradition, including all faiths.
- To appreciate the values and customs of Christianity and that 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.
- To critically and independently be in control of understanding the impact of peer pressure.
- To understand similarities and differences between faiths and cultures

13. Provision of Opportunities

Spiritual, moral, social, and cultural development does not take place in any one aspect, in isolation of other aspects of school life.

Ethos: - At Batheaston Church 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. Within Religious Education, assemblies and PSHE, the School will:

Promote the importance of Law, rules and regulations in every aspect of society and discussions on why we need to follow rules. This allows pupils to discuss emotions, feelings, share concerns and allows pupils to investigate and reflect upon their own beliefs, values, opportunities for prayer/reflection/silence, and the exploration of inner space.

We also encourage a balance of speech, silence and the creative arts when exploring spiritual development and what commitment means.

The following also take place:

- The promotion of respect for people and property.
- Build the School Community.
- Promote an understanding of the difference between right and wrong.
- Helping pupils understand how their actions affect others.
- Praise good behaviour positively and reward publicly.
- Provide opportunities to discuss and explore differences, similarities, equal rights, peer pressure and discrimination.
- Promote a sense of justice. Provide opportunities to acquire and develop those skills, values and attitudes which enhance willingness to participate, to work co-operatively and help others.
- Learn about society including the family, the local community, the world of work and the social, legal, religious, economic and political aspects of life.

Within the Curriculum:

- All subjects contribute to the spiritual, moral, social and cultural development of pupils.
- Exploring an imaginative approach to the world.
- Developing a sense of enquiry and open mindedness.
- Creating an atmosphere that enables pupils and staff to speak about their beliefs.
- Fostering a sense of respect for the integrity of each person.
- Encouraging pupils to develop a personal view on ethical questions raised in science.
- Developing responsibility in learning and setting personal targets.
- Listening to the viewpoints and ideas of others.
- Acquiring a code of behaviour when visiting a place of worship.
- Learning about another culture presented through a cross-curricula approach
- Reading Lessons used to promote and learn about other cultures and discuss differences and similarities.

- Encourage 'feeling' vocabulary, and discussions in different subjects to help pupils to share thoughts and feelings.

The school will:

- Encourage pupils in personal conversations during discussions in lessons, to express such feelings as wonder, change, unease, injustice or inequality whilst listening carefully to others' questions and responses.
- Treat pupils, staff and proprietors with respect, regardless of personal feelings. Invite close involvement with the Church, and regular participation in the activities of the local church and community.
- Set high expectations through formal discussion which will lead to raised awareness of high moral standards inside and outside the classroom.
- Provide pastoral care from all staff giving pupils the chance to see caring in action.
- Provide opportunities to welcome or give a vote of thanks to visitors and visits from outside school culture.

There are a number of out of school activities and community links around Batheaston Church School that reflect the importance the school puts on these opportunities to develop children's interests, talents and abilities whilst supporting and enhancing the curriculum.

The school supports various charities including Young Minds, Julian House and any ongoing or current humanitarian relief.

14. Management

The SMSC co-ordinator, will: Advise colleagues on resources, policies and information. Ensure that the policy for SMSC reflects the aims of the school and takes into account guidance offered by the Bath and Well Multi-Academy Trust. Involve all staff in decisions and policy making. Attend relevant in-service meetings and training to disseminate information to staff.

Links with other policies:

Other policies closely linked to SMSC development include Collective Worship policy, Mental health policy, Equalities act policy, R.E policy, Anti Bullying Policy, Behaviour Policy, Personal, Social and Health Education policy, Online safety and safeguarding policy.

15. Monitoring and review

This policy will be monitored on a day-to-day basis by the Headteacher. This SMSC policy is the head teacher's responsibility, and she will review its effectiveness annually. She does this by examining the school's effectiveness in delivering a balanced SMSC provision and by discussion with the Assistant heads, teacher and staff.