



Matthew 7:12 Do to others whatever you would like them to do to yo

Barton Church of England (Voluntary Aided) Primary School

POLICY FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

1 Aims and Objectives

As a Church school, with a core set of values, our vision is to engage and inspire our pupils to become creative and independent thinkers, evidencing a love for learning and a thirst for knowledge. We aspire to promote the skills needed to persevere with learning challenges and the curiosity to enquire further. Our Christian ethos and school values focus on developing children's moral, spiritual, social and cultural understanding. These are woven, like a golden thread, into every aspect of school life.

With God's help, our Christian vision binds us together from the moment of arrival until the final day of departure. All members of the Barton School community are bathed in and supported by our Christian ethos: implicitly in our core values and personal relationships; explicitly in the Religious Education, Collective Worship, PSHE, Spiritual, Moral, Social and Cultural (SMSC) development opportunities as well as British Values.

The National Curriculum states that every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

This policy sets out our approach to this here at Barton (VA) Church of England Primary School.

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2 Barton Values

The key values of RESPECT and INTEGRITY pervade how we function as a school, educationally, socially, morally, spiritually and culturally. These two values are explored through our understanding of the behaviours and attitudes that we believe are integral to our vision, namely:

Love
Integrity and Respect
Justice and Honesty
Courage and Determination
Thankfulness and Compassion
Happiness and Enthusiasm
Teamwork



3 What is Spiritual, Moral, Social and Cultural (SMSC) development?

As a Church school, we believe that spiritual development is a fundamental element of our whole curriculum. In the development of this policy, staff explored the meaning of spirituality and how this should be developed through our school.

We identified the following principles:

- To be curious, ask questions and suggest answers
- To be reflective about the past and use these reflections to inform the future
- To be aware that we all have different beliefs and attitudes, but we are all equally valuable
- To be mindful of our own needs
- To be resilient in the face of challenges

Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn. See our Spirituality Policy.

To support pupils' spiritual development across the curriculum we encourage staff and pupils to:

- encourage deeper questions and allowing time for their own thoughts, ideas and concerns
- explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives
- reflect on Bible stories as well as stories from other World faiths
- develop an ethos within which all children can be *nurtured in order to grow and flourish together*



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- value individual liberty and show mutual respect
- embrace difference and respect the integrity of individuals
- show tolerance and understanding of different faiths and beliefs

4 Moral Development

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

To support pupils' moral development across the curriculum we encourage staff and pupils to:

- recognise the unique value of each individual
- appreciate the impact of Jesus' teaching within The Bible
- show empathy and compassion towards others
- listen to and respond appropriately to the views of others
- show courage and determination when facing challenges and to not give up
- take initiative and act responsibly with consideration for others
- distinguish between right and wrong, showing integrity at all times and in so doing, respect the civil and criminal law of England
- understand that their actions will have consequence for themselves and others
- show respect for each other and their environment
- make informed and responsible choices through considered views on moral and ethical issues

5 Social Development

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

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

- develop an understanding of their individual and group identity as a part of the wider community, learning to work collaboratively as a team across a range of contexts
- understand the importance of social justice to the Christian faith and to develop a concern for all members of society, including those who are disadvantaged in any way
- engage in acts of courageous advocacy to impact 'self, others and beyond' and foster a sense of ownership, stewardship, responsibility and accountability
- accept and live by the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in the immediate environment, nationally and globally

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6 Cultural development

Cultural development enables learner's to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

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

- understand and appreciate a wide range of cultural influences that have shaped their own heritage and those of others
- be aware of Britain's democratic parliamentary system and its central role in shaping our history and values
- be willing to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- appreciate the needs of other vulnerable groups in society and how and why it is our responsibility to raise money to support them
- explore stories from different cultures in order to appreciate the ways in which we are the same and different
- seek opportunities to enable first hand experiences through local visits, theatre, art, artists and authors

7 Monitoring and review

The planning and coordination of SMSC are shared by all members of staff with oversight by the Head Teacher, SLT and the RWE coordinator.

Senior leaders review the SMSC provision in school by carrying out a yearly audit of opportunities across the curriculum. Appropriate visits and visitors and opportunities are planned into the school year to support and develop where ever possible the cultural capital of each child

The policy will be reviewed every two years in line with our two year rolling curriculum.