

**BROAD CHALKE CE VA PRIMARY SCHOOL**  
**Spiritual, Moral, Social and Cultural Policy (SMSC) 2018**

**Mission Statement: With the love of God we learn, care, grow and share**

At Broad Chalke Primary School we recognise our duty to promote SMSC, which includes fundamental British values, and that the spiritual, moral, social and cultural development of pupils, plays a significant part in their ability to learn, achieve and travel through life with wisdom, hope, a sense of community and dignity.

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 diversity and richness of other cultures. We do this through referencing our 4 core values of learning, caring, growing and sharing. We talk to the children about how growing can mean growing in awareness of all things spiritual, moral, social and cultural.

**Guidelines**

*'If the spiritual is properly and fully addressed, the moral, social and cultural will fall into place more easily'* Alan Brown formerly of The National Society.

As a Church school, we encourage spiritual development within the context of the Christian faith although a sense of spirituality may extend beyond the bounds of any particular faith. We have grids which map out examples of spiritual development in relation to self, others, the world and beauty and 'beyond'. We think of children's spiritual development as them developing a sense of awe and wonder about themselves, others, the beauty of the natural world and those feelings and experiences which are 'beyond' or transcendental. We believe that spiritual development has the capacity to be transformational as it is this which underpins our school approach to moral, social and cultural development.

Section 78 of the Education Act 2002.29 states: The curriculum for a maintained school or maintained nursery school satisfies the requirements of this section if it is a balanced and broadly based curriculum which: (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

**General Aims**

- To ensure that everyone connected with the school is aware of our Christian values and principles.
- To uphold Christian values throughout the curriculum, especially in RE, Collective Worship and PSHE and C, but the integrity and spirituality of pupils and adults from other faith backgrounds will be respected.
- To ensure a consistent approach to the delivery of SMSC through the curriculum and the general life of the school.
- To explore where curriculum areas have a contribution to make to the child's SMSC development.

- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.

### Spiritual Development - growing

*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. Some children may need extra support with this and a member of staff is a trained Emotional Literacy Support Advisor (ELSA).
- Experience moments of stillness, reflection and inner silence.
- 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.

### Moral Development - caring

*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 judgements.

### Social Development - sharing

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

- Develop an understanding of their individual and group identity.
- Understanding and knowing oneself and the impact our behaviour has on others
- 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 - learning

*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 worldwide 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 the curriculum, 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. We use the scheme Discovery RE as a basis for our RE planning and this maps out the areas of SMSC covered by different

units. We have used this to produce our own plan called Long Term Plan for RE areas of enquiry and SMSC. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible.

*Many curriculum areas, alongside class discussions and circle time will give pupils opportunities to:*

- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally e.g. empathy, respect, open mindedness and sensitivity
- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and a respect for others.
- Learn to accept differences and treat all people as equals.
- Agree and disagree.
- Take turns and share equipment.
- Work cooperatively and collaboratively.

The weekly house point challenge and use of the Golden Rules will also help children to develop their awareness of SMSC.

### **Links with the Wider Community**

- Visitors are welcomed into school.
- Links with the Church are fostered through links with the local church and the Diocesan Board of Education.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in partnership to support the pupils.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

### **The DfE statement about British Values says:**

'We want to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.'

### **Individual Liberty**

We promote the concept that individuals have the right to choose what they believe and that even people with the same faith can still practice it in different ways.

### **The Rule of Law**

Children know we have class rules, school rules and rules at home and as they mature they learn that a country has laws. We enable pupils to understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

## **Mutual Respect, Democracy and Tolerance of those of different faiths and beliefs**

These three concepts are at the heart of our school. Staff model respect, tolerance and democracy for example by using class voting systems and exploring different religions in RE.

### **As a result of our school promoting British values, pupils will have:**

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
  - an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combating discrimination.

The promotion of fundamental British values is in harmony with our Church School ethos and our core values of learning, caring, growing and sharing. SMSC development is provided across the curriculum and especially through RE, PSHE and collective worship, although as a Church School both RE and CW are approached from a Christian perspective.

### **Monitoring and Evaluation**

*Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:*

- Monitoring teaching and learning by coordinator / SMT / governors.
- Regular discussions at staff and governors' meetings.
- Reviewing policies and Schemes of Work.
- Sharing of classroom work and practice.
- Monitoring Collective Worship practice.
- Regular inclusion in SDP.
- Mapping Spiritual development (grids from SDBE)

### **Conclusion**

High standards in the area of SMSC development will be sought and maintained by making explicit the school's values as expressed in the Mission Statement, and by establishing the clear principles and values evident in the Biblical concept of loving each other as Jesus loved us.

Ratified by FGB: Summer 2015, updated October 2016 to include Discovery RE, updated March 2017 to reference values.

Reviewed: Summer 2018, Autumn 2018

Next Review Due: Summer 2021