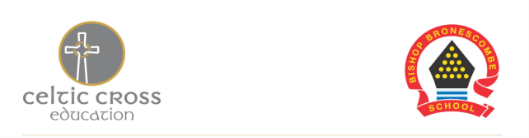
**How Spiritual, Moral, Social and Cultural Development is taught at Bishop Bronescombe C of E School**

**At Bishop Bronescombe, we strive to live by our Christian Values to inspire the very best in our pupils. We work together with passion to create a trusting, nurturing environment where everyone feels valued, secure and respected.  We provide exciting and engaging opportunities to allow our pupils to persevere, thrive and achieve; to make the most of God’s gifts and to develop their talents. We encourage children to take risks and show courage, having high expectations of each other and high aspirations for the future. Our aim is to ensure our children become successful, and compassionate, citizens of the future.**

**This document was written following staff consultation**

|  |  |
| --- | --- |
|  |  |
| **Spiritual Development** | **Strengths**  Each Collective Worship provides opportunity for ‘windows’, ‘mirrors’ and ‘doors’. Pupils have opportunity to look at what bible teachings or spiritual ideas (**windows)** reflect upon their own spirituality, beliefs and opinions (**mirrors**) and make choices based on their reflections and spiritual development **(doors)** and are invited to pray.  Classrooms are safe spaces for pupils to share perspectives respectfully through discussion and moments of reflection. This has been recognised in external visitors including within our PRE-SIAMS inspection.  Opportunities for reflection through pupil voice e.g. pupil conferencing, meetings with the School Parliament and Eco Committee  Godly play sessions across the school promote reflections which are linked to the school’s values and the values of individual pupils.  Creating a sense of awe and wonder is prioritised through ensuring outdoor learning is taught within the curriculum and through the delivery of Wild Tribe interventions for example.  Trauma informed schools approach prioritised opportunities for reflections  Visits to local places of worship are included in the curriculum and the celebration of different faiths and festivals.  Celebrating individual talents weekly in the newsletter to include individual reflections  Opportunity for pupils to reflect weekly in Collective Worship (See Collective Worship book for pupil reflections)  Imagination and creativity is prioritised through curriculum intent statements and within the development of continuous provision and opportunities to learn through play moving into Key Stage One. |
| **Next steps**  Embed the opportunity for including the concept of windows, mirrors and doors into the wider curriculum.  Following recent PRE-SIAMS inspection recommendation, staff to develop a common definition of spirituality which all members of the school community identify and articulate. |
| **Moral Development** | **Strengths**  Rules for Life are at the heart of all opportunities to develop moral development. Pupils and staff know, understand and articulate these well (See evidence of pupil conferencing) The Relationships and Behaviour policy has been written with staff and shared with all stakeholders to ensure a consistent approach.  Collective Worships focus on the British values, the rule of law.  A clear focus on the teaching of ‘right’ and ‘wrong’ drives all Collective Worships and pupils articulate their reflections clearly.  Pupils are offered pastoral support following behaviour issues to ensure a focus on correcting behaviour, making changes and reparative work.  PSHCE lessons ensure that pupils ‘end points’ mean they learn how to keep safe, healthy and know the difference between right and wrong.  Open-ended questions, STEM sentences and research opportunities are used within lessons to ensure pupils have opportunity to offer viewpoints, investigate and offer reasoned views.  **Next steps**  Continue to develop ways to ensure all pupils know, understand and apply the British values consistently across the school. |
| **Cultural Development** | **Strengths**  The quality of teaching and learning in RE prioritises the teaching of a wide range of faiths and cultures.  The reading spine has been developed to ensure that pupils are exposed to a diverse range of books from BAME, a range of religions etc.  International link with Virunga Valley Academy develops pupils cultural development.  Be Bold curriculum has ensured cultural development is prioritised e.g. In Art, teaching included study of art from a range of cultures and Science week included the study of scientists from a range of cultures.  Links to the local MP – invitation into school to meet with School Parliament.  Focus on developing pupils understanding of heritage has included the teaching of Cornish mining (LKS2), the teaching of Curriculum Kernewek (across the school), the teaching of our family trees and histories (KS1) etc.  Across the curriculum, improved areas of focus are being developed to ensure cultural development e.g. case studies explored within Geography, Curriculum Kernewek in RE etc.  **Next steps**  Continue to ensure BB 50 things is relaunched to include trips to London and other experiences from visitors for example to include teaching around wider cultural development. |
| **Social Development** | **Strengths**  Opportunity for pupils to vote for class book and electing school parliament and eco-committee members  A wide range of extra-curricular clubs and sports fixtures and other opportunities to represent the school are offered to pupils, particularly those with SEND and PP children.  Improved focus on partner work, collaboration and oracy within lessons.  Opportunities for pupils to interact and play within a range of mixed age scenarios due to playtimes and lunch time organisation.  Opportunities for social development have extended to the wider community including visits to care homes, Jubilee celebrations, initial links with international schools.  In the Early Years Foundation Stage, the introduction of friendship footsteps enables the opportunity to talk, reflect and resolve. This has caused an improved focus on empathy and teacher modelling to ensure appropriate behaviour and social development.  Wild tribe and outdoor learning activities are prioritised to focus on social development  Boxall profile assessments are used 6 weekly for pupils to monitor and assess social development  A huge focus on celebrating success and achievements has been put on celebrating achievements across the school, including the achievements of staff in line with the school’s vision and values  **Next Steps**  Continue to prioritise the celebration of courageous advocacy in line with SIAMS priorities.  Continue to improve the expectations around oracy to maximise the social development of all pupils. |