



## Bishop Bronescombe C of E School *Policy for Spiritual, Moral, Social and Cultural Development*

Reviewed:	July 2023	Reviewed by:	Beth Horwell
Due for review:	July 2025	Governor responsible:	Wendy Williams

### School Vision:

The vision of our school is 'We share our gifts and talents, and with God's help, it can become something amazing!'



Bishop Bronescombe School Motto is: '*Learning that lasts a lifetime.*'

Rainbow Multi-Academy Trust's Mission Statement is: '*Building a brighter future together.*'

### General policy statement

All staff, governors, volunteer helpers, students and visitors need to give due regard to all of the policies and practices adopted by the school. Whilst it is acknowledged that people other than staff cannot be expected to read every policy before a visit to the school, it may be that further guidelines are necessary in addition to the Visitor Policy, which all visitors must acknowledge and accept upon arrival. All staff carry responsibility for the welfare and success of the pupils in our school. Staff will advise anyone who is working alongside us of the necessary protocols, procedures and policies we follow.

### Aims and objectives

At Bishop Bronescombe we strive to create a learning environment which enables all children to be able to share their gifts and talents, we aim to promote respect, diversity and self-awareness and equip all of our pupils with the knowledge, skills,

attitudes and values they will need to succeed in their future lives. We want our pupils to be successful, confident learners and responsible citizens. We recognise the importance of both the academic and personal development and well-being of every child in our school. This includes recognising the importance of providing a range of opportunities for our pupils to respond to and support their spiritual, moral, social and cultural developments with an understanding and an overview of Every Child Matters agenda.

The curriculum allows pupils to share their gifts and talents by providing a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathize with others as well as giving them the confidence to provide their opinions and develop their own view points.

Spiritual, Moral, Social and Cultural development (SMSC) is outlined below as four separate dimensions, however, we are aware of the overlap between each area.

### **Spiritual Development**

Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Spirituality is not the same as having a religion or faith; a person can be spiritual without having a particular faith. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn. Spirituality is a very personal experience and is very difficult to put into words. We all interpret it differently, from person to person, and it often develops within us at different stages of our life.

As a church school, we are focused on developing the mind, body and soul of adults and children alike. We believe that spirituality should influence all aspects of education and life, therefore we aim that all areas of the curriculum contribute to spiritual development.

Spiritual development is not about becoming more spiritual, it is about realising or becoming more and more aware of oneself and their natural, innate spirituality. This can be a slow and gentle process, at other times there might be significant stages of realisation, which are part of the ongoing 'developing' process. People don't reach a finished state of spiritual development, but participate in the ongoing process of spiritual realisation.

### Definition

As a school, we have defined spirituality as:

'Spirituality is making meaningful connections with something bigger than oneself, which can result in feelings of awe and wonder, and peace.'

It is important that we make this as relatable as possible, so when thinking about spirituality, we will focus on:

- Making meaningful connections
- Awe and wonder
- Peace

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.

We are committed to:

- celebrating the religious and non-religious beliefs and values that our pupils bring as part of their family/culture heritage and to building an awareness of and respect for others' spiritual and religious beliefs
- fostering common human values and building spiritual capacities to promote self-worth, self-esteem and a valuing of others
- helping our pupils to come to an understanding of themselves as unique individuals and encouraging them to reflect on ultimate questions
- developing our pupils' curiosity, imagination, creativity and promoting a sense of awe and wonder.

Our learning environment and curriculum enable pupils to:

- Be curious and to express feelings of delight and wonder, (scientific investigations, new life, the global landscape)
- Empathise and consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in familiar stories)
- Consider how a belief can change people's lifestyles, (R.E, investigating communities and faiths, historical case studies)
- Discuss what they think they have achieved and what they need to do to be successful in the future, (self-assessment, target setting activities)

### **Spiritual Development through Windows, Mirrors and Doors.**

**WINDOWS:** giving children opportunities to become aware of the world in new ways; to wonder about life's 'Wows' (things that are amazing) and 'Ows' (things that bring us up short). Through this, children are learning about life in all its fullness.

**MIRRORS:** giving children opportunities to reflect on their experiences; to meditate on life's big questions and to consider some possible answers. In this they are learning from life by exploring their own insights and perspectives and those of others.

**DOORS:** giving children opportunities to respond to all of this; to do something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to live by putting into action what they are coming to believe and value.

### **What is the Role of the School Community in spiritual development?**

In school, we give opportunities for reflection, in lessons and collective worship, children develop an understanding of looking back and reflecting on what they have experienced. This may take the form of looking back and taking from the past, from a Bible story, from a picture/icon/view/learning experience. The focus is to help us in our lives today and tomorrow.

All members of the school community have a responsibility for helping to nurture children's spiritual development.

School staff can do this through:

- Establishing and maintaining a partnership between children, parents and staff; recognising and respecting the faith or non-faith background of the children and their families;
- Taking part in, and supporting, Collective Acts of Worship;
- Being good role models in their conduct towards other members of the community;
- Promoting an attitude of respect for other people and for others' views;
- Nurturing consideration for and generosity towards others.
- Drawing on the experiences of pupils and their families during religious education lessons and beyond;
- Recognising and being constantly aware of the needs and backgrounds of each individual pupil;
- Being willing to develop their own knowledge and understanding of the Christian faith and the faiths of others;
- Having a positive attitude to the value of spiritual education.

Children can do this through:

- Taking an active part in Collective Worship;
- Participating in activities which promote the skills allowing them to engage in examination of and reflection upon religious and non-religious belief and practice;
- Conducting themselves towards others considerately;
- Respecting the views and beliefs of others;
- Respecting each other's rights.

Parents can help through:

- Adopting a positive attitude to the value of spiritual education;
- Supporting the school's ethos and acts of community worship;
- Respecting the views and beliefs of others.

### **Moral development:**

#### **Definition**

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

We teach our children to recognise what is right and wrong and act on this accordingly.

We are committed to encouraging pupils to:

- be truthful and honest
- respect the rights and property of others, their opinions and customs, even when they are different from our own (this is one of our rules for life; to care for everyone and everything)
- help others

- solve differences of opinion in non-violent ways

The classroom environment and curriculum promote moral development through:

- Codes of conduct and class rules, agreed with children
- Clear and consistent rewards and sanctions that children understand and believe to be fair.
- Class and school Collective Worship that discuss moral values and cite expectations.
- Activities that enable pupils to give opinions and show their values.
- Discussing the choices made by the pupils and others and the resulting outcomes, character studies, studies of historical figures).
- The values of 'Justice' and 'Forgiveness' are explicitly taught and modelled throughout the school

Bishop Bronescombe will not tolerate any form of bullying, cruelty, dishonesty, violence or discrimination from anyone within our school community

### Social development:

#### Definition

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.

**We support our children to develop an understanding to respect their rights, of living in a community and of being a respectful citizen.** The school provides 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. 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.

We are committed to:

- fostering the skills and qualities of team building through the development of self-confidence, co-operation, sensitivity to others, reliability, initiative and understanding
- providing an environment where pupils can take responsibility for themselves and others in school and the wider society.

Our learning environment and curriculum

At Bishop Bronescombe social skills are developed through:

- Modelling of positive social behaviour by all staff
- After school clubs
- Sporting activities

- School Council: Rights Ambassadors
- Buddy and team games at play times and lunch times
- Turn taking and team building activities
- Pair and small group work within the classroom
- Working with others across the local community
- Values of 'Compassion', 'Courage', 'Trust', 'Respect', 'Perseverance' and 'Forgiveness' are explicitly taught and modelled throughout the school.

## Cultural Development

### Definition

Cultural development enables learners 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.

We are committed to ensuring our children have the knowledge and understanding of wider cultural traditions and this is woven into all areas of our creative curriculum.

We value and celebrate the cultural diversity within our school, our community, our society and the world by:

- promoting an appreciation of our own cultural tradition/s and encouraging an appreciation of other peoples' cultural traditions
- celebrating the richness of culture and tradition.

In light of this we will ensure that the SMSC development of our pupils is promoted across the curriculum and in the wider life of the school by:

- providing an appropriate range of effective teaching and learning strategies that enable pupils to reflect on and respond to the issues of SMSC importance and concern
- maintain a positive climate in school in which all are valued, respected and encouraged to make a positive contribution
- ensuring that teachers plan for and respond to opportunities to develop SMSC development and to ensure subject leaders have an understanding of SMSC education in their subject
- recognising the importance of our collective worship programme in supporting and encouraging SMSC development
- reviewing the effectiveness and impact of our policy and practice as part of our cycle of school development.

Our learning environment and curriculum Children are introduced to a regional and global perspective in life through:

- Stories from different cultures
- First hand experiences through local visits, theatre, art and artists
- Visitors from the local and international community
- Being part of National and International fund-raising events
- Studies of a different lifestyle including different food, dress, festivals and places of worship.

- Learning about other cultures when raising money for charity
- Children are taught to understand the lifestyles and choices made by the variety of different cultures and faiths that exist within the school.

### Ethos

At Bishop Bronescombe 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. At Bishop Bronescombe, we live by six Christian values– perseverance, forgiveness, trust, respect, compassion and courage.

### Management

The SMSC co-ordinator, Mrs Horwell, will:

- Advise colleagues on resources, policies and information.
- Ensure that the policy for SMSC reflects the aims of the school and the recommendations of the Truro Diocesan Board of Education.
- Speak to children about different elements of SMSC, and adapt planning accordingly
- Involve all staff in decisions and policy making.
- Attend relevant in service and disseminate information to staff.

### Links with other policies

Other policies closely linked to SMSC development include:

- Collective Worship Policy
- Curriculum policy
- R.E Policy
- SRE Policy
- Anti-bullying Policy
- Relationships and behaviour Policy
- Personal, Social, Health, Citizenship Education policy