BROAD HINTON CHURCH OF ENGLAND PRIMARY SCHOOL.

'A Love of Learning for a Lifetime of Opportunities'

'At Broad Hinton School we are proud of our educational heritage, which is rooted historically in Christian Belief.

We aim to provide opportunities for all to learn and achieve within a happy, structured and disciplined Christian environment.

We welcome everyone to our village school where other faiths, cultures and abilities are received with love, care and respect.'

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

This Policy is carried out within the context and spirit of the school's Mission Statement. It supports and reinforces the aims of Broad Hinton Church of England Primary School, valuing all children equally and as individuals.

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) is the example set by adults in the school, the quality of relationships and the standard of daily collective worship.

OVERALL AIMS:

• At Broad Hinton Church of England Primary School the promotion of pupils' spiritual, moral, social and cultural development is considered to be a 'whole school' issue.
• Spiritual, moral, social and cultural development should be promoted not only through all the subjects of the curriculum but also through the ethos of the school and collective worship.
• The development of positive values and attitudes is considered to be intrinsically linked with spiritual, moral, social and cultural development.

RATIONALE – LEGAL:

The Education Reform Act (1988) requires the curriculum of a maintained school to 'promote the spiritual, moral, cultural, mental and physical development of pupils at the school.'
• Provision for SMSC development will be inspected by both OFSTED and SIAS inspectors.
• All maintained schools – including church schools – must provide a daily act of collective worship for all registered pupils.

RATIONALE – RELIGIOUS/EDUCATIONAL:

• The connection between good results in the curriculum and high standards in SMSC development is widely acknowledged and is evident in a significant number of 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.

DEFINITIONS:

Spiritual development relates to the quest for individual identity and the search for meaning and purpose in our existence. It is associated with a dimension of life which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions, and attitudes and beliefs. The term 'spiritual' need not be synonymous with 'religious.'

As a church school, we place special emphasis on the specific teaching and beliefs of the Christian faith, both within the daily life of the school and through the curriculum.

Moral development is concerned with pupils' ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. The system of rules and codes of behaviour established in our school is an important early introduction to issues of fairness for all and to the consequences of operating outside the accepted rule system. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of consequences or sanctions. Moral development, based on Christian principles, should enable pupils to become increasingly responsible for their own actions and behaviour.

Social development refers to the development of abilities and qualities that students 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, 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.

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.

In order to make provision for cultural development existing knowledge, interests and experiences are strengthened and then built upon further. In this way pupils gain a deeper understanding of their own culture and the factors which influence it and gain a broader understanding of other cultures and cultural influences. All areas of the curriculum can be used to promote and develop cultural awareness, although the arts, music, dance, drama and art are those used the more frequently.

Christian Distinctiveness.

'to provide a Christian environment which will enable pupils to become aware of and reflect upon their own experiences and those of others; and to discover meaning and value in such experiences which might reveal the love and presence of God.'

We consider it important to foster a personal, caring and happy environment.

We are committed to:

- Teaching and living the Christian way of life. Providing quality education for every child.
- Developing respect and consideration for all members of the community.

Our aims are to:

• help each child to achieve the standards of which s/he is capable, especially using language, numbers and scientific skills effectively;
• develop each child's strengths and provide support for any weaknesses;
• ensure that there is progression and continuity in the skills, knowledge and understanding which the children acquire;
• inspire and stimulate the children in order to foster a love of learning and inquiry, to argue rationally and apply themselves to tasks and physical skills;
• assist the children to become efficient learners – a life skill essential for our fast changing society;
• to develop respect for religious and moral values and understanding of other races, religions and ways of life;
• to help pupils to understand the world in which they live and the interdependence of individuals, groups and nations;
• to help pupils appreciate human achievements and aspirations;
• to develop a sense of responsibility, consideration for others, self-respect and selfconfidence;
• to promote good relationships between the home, the local community, the school and the church.'

SPIRITUAL DEVELOPMENT

Aims for Spiritual Development

• the ability to listen and be still • the ability to transcend the mundane
• the ability to sense, the sacred, the holy, the Divine • the ability to reflect;
• the ability to sense wonder and mystery in the world
• the ability to sense the special nature of human relationships

Objectives for Spiritual Development

• to develop the skill of being physically still, yet alert
• to develop the skill of being mentally still, concentrating on the present moment
• to develop the ability to use all ones senses
• to promote an awareness of and enjoyment in using one's imaginative potential
• to encourage quiet reflection during a lesson or assembly
• to develop individual self-confidence in expressing inner thoughts in a variety of ways
• to consider the mystery of God and the wonder of his world
• to find an inner confidence and peace

Provision for Spiritual Development

Staff provide a role model for the children by sharing in the joy of discovery and in the mystery of creation. As individuals, they may share something of their own spirituality with both colleagues and pupils.

Within the Curriculum, pupils will be able to explore:
• an imaginative approach to the world;
• a spirit of enquiry and open-mindedness;
• an approach to the holy or the sacred;
• an awareness of order and pattern in the world.

The school will:
• encourage pupils to express their creativity and imagination;
• foster a sense of respect for the integrity of each person;
• create an atmosphere which enables pupils and staff to speak freely about their beliefs.

Within RE, Worship and PSHE, the school will:
• allow pupils to investigate and reflect upon their own beliefs and values;

• provide opportunities for pupils to share what is meaningful and significant to them, including the 'darker' side of life;
• provide opportunities for prayer/reflection/silence, the exploration of inner space;
• encourage a balance of music, speech, silence and the creative arts when exploring spiritual development.
• explore the case of symbol, image, allegory and metaphor in the curriculum;
• explore what commitment means;
• always invite a response and never coerce.

Beyond the Formal Curriculum, the school will:

• encourage pupil in personal conversations and during discussions in lessons, to express such feelings as transcendence, wonder, transience and change, paradox and unease, injustice or inequality whilst listening carefully to others' questions and responses;
• treat pupils, staff and governors with respect, regardless of personal feelings;
• invite close involvement with the church, and regular participation in church services.

Assessment in Spiritual Development

• becoming aware of God in one's own life and in the life of others
• becoming aware of and reflecting on experience
• questioning and exploring the meaning of experience
• understanding and evaluating a range of possible responses and interpretations
• developing personal views and insights and a grasp of the intangible
• applying the insights gained with increasing degrees of perception to one's own life
• acquiring a sense of empathy with others, concern and compassion.
• development is best seen through pupil's relationships and conversations with others.

We should aim to encourage pupils to experience all the above within the context and practice of the Christian faith.

MORAL DEVELOPMENT:

Aims for Moral Development

• to understand the principles lying behind decisions and actions
• to be able to take moral decisions for themselves
• to assume moral responsibility through belief and conviction
• to be able to distinguish between right and wrong

Objectives for Moral Development

• to tell the truth
• to respect the rights and property of others
• to keep a promise
• to help those less fortunate than ourselves
• to act considerately towards others
• to take responsibility for one's own actions
• to exercise self-discipline
• to develop high expectations
• to develop positive attitudes
• to conform to rules and regulations for the good of all

Provision for Moral Development

Within the Curriculum

• encouraging pupils to develop a personal view on ethical questions raised in topics and in discussions and actions they encounter each day
• developing responsibility in learning and setting personal targets

Within RE, Worship and PSHE

• religious education lessons emphasise the Christian moral perspective whilst also offering models of morality in other faiths

Beyond the Formal Curriculum

• the school will set high expectations through formal discussions which will lead to raised awareness of high moral standards inside and outside the classroom

Assessment in Moral Development

Assessment is primarily through observation of pupil behaviour and the views pupils express.

Do pupils demonstrate:

• an understanding of moral principles which allow them to tell right from wrong?
• a respect for other people, truth, justice and property?
• an ability to stand moral ground in the face of peer pressure?

Pupils should move gradually from a 'taught morality' to taking responsibility for their own moral decisions.

SOCIAL DEVELOPMENT:

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

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 work as part of a group
• to interact positively with others through contacts outside school, eg. sporting activities, visits, church services, music festivals 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

Provision for Social Development

Within the Curriculum

• listening and valuing the viewpoints and ideas of others

Within RE, Worship and PSHE

• good behaviour is praised positively and rewarded publicly through the positive behaviour policy (Ethos, Behaviour and Discipline Policy)

Beyond the Formal Curriculum

• pastoral care from all staff gives pupils the chance to see caring in action
• opportunities to welcome or give a vote of thanks to visitors or when making a visit
• pastoral care in groups or individually through social skills sessions and use of the Chill Out Zone when appropriate

Assessment in Social Development

• observation of pupils' growing maturity and self-esteem

• the degree to which pupils employ socially acceptable behaviour
• development of relationships in work and play
• the degree to which pupils appreciate what constitutes a healthy lifestyle

The importance of the link between relationships and behaviour should be emphasised. The quality of relationships between teachers, pupils, support staff, parents and governors, at all levels, is crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and understand and by the valuing of pupils.

CULTURAL DEVELOPMENT:

Aims for Cultural Development

The aims and objectives of cultural development relate to differing aspects of the word 'culture.'

• to develop a sense of belonging to pupils' own culture and being proud of their cultural background
• to respond to cultural events
• to share different cultural experiences
• to respect different cultural traditions
• to understand codes of behaviour, fitting to cultural tradition

Objectives for Cultural Development

• to develop an awareness and recognition of what a 'cultured person' appreciates in terms of music, art, drama, literature etc
• to develop a love of learning
• to develop an understanding of British cultural tradition, including Christianity
• to appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond
• to develop the ability to value current cultural enthusiasms, icons, music and media, critically and independently of peer pressure

Provision for Cultural Development

Within the Curriculum

• acquiring a code of behaviour when visiting a church or churchyard for study
• learning about another culture presented through a cross-curricula approach
• developing knowledge and understanding of other cultures around the world

Within RE, Worship and PSHE

• opportunities to discuss and explore differences, similarities, equal rights, peer pressure and discrimination

Beyond the Formal Curriculum

• encouragement of visits and visitors to develop understanding of cultural development and social interaction

Assessment in Cultural Development

• response to stories, videos, artefacts
• records of work, displays, photographic evidence
• increased participation in cultural activities
• attitudes expressed during cultural visits or relating to visitors

It is hoped that our children will develop a balanced approach to retaining the traditions of our Christian society, whilst perceiving in a positive light the contribution of other cultures, past and present

LINKS WITH OTHER POLICIES:

Other policies will be closely linked to SMSC development and thus this policy is to be read in conjunction with the following:

- All subject policies and schemes of work
- Behaviour policy
- Homework policy
- Single Equality policy
- SEN policy
- More able policy
- Personal, Social and Health Education Policy
- Ethos, Behaviour and Discipline Policy
- Teaching and Learning Policy
- RE Policy
- Collective Worship Policy

RESPONSIBILITIES:

The Governing Body is responsible for:

• ensuring that the Church Foundation of the school is honoured and that the SMSC Development Policy promotes an ethos based on Christian principles and practice.

• ensuring that the SMSC development is put into practice and monitored by the appropriate governor

• engaging an appropriate inspector to carry out the Inspection of a Church School.

Monitoring and evaluating spiritual, moral, social and cultural development is an on-going process.

ROLE OF SUBJECT LEADER:

The subject leader, Mrs E Floyd, has responsibility for overseeing the planning, the provision and the monitoring and evaluation of SMSC development. The co-ordinator will keep in touch with national developments and will act in an advisory capacity, supporting colleagues. Staff meetings may be used for discussion and the update of information. She will understand the impact that good spiritual, moral, social and cultural development can have on the school as a whole.

REVIEW:

The Governing Body will review this policy, formally, two years from the date of its adoption.

Written: May 2012
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