



Bilton Church of England Junior School

Spiritual, Moral, Social and Cultural Policy

As a Church of England school the context of our SMSC policies lies in our Christian values. We take an active approach in the development of spiritual, moral, social and cultural aspects of our pupils' education. This policy is reinforced by many of our other policies, particularly those concerned with behaviour, equal opportunities, personal and social health education and citizenship.

Definitions

The following definitions are used within the context of this policy:

Spiritual development

This can be defined as personal development relating to the spirit or soul and the intangible. It does not necessarily relate to physical nature or matter and is not synonymous with religious education – although religious education and collective worship can be a major vehicle for the delivery of spiritual matters. The spirituality we promote is Christian in nature but is inclusive of other faiths and of those with no faith.

Moral development

This can be defined as personal development relating to human behaviour, especially the distinction between good and bad, right and wrong.

Social development

This can be defined as a personal development concerned with living in a community rather than alone. We believe in sharing with our children and families what is to be a citizen of the world. We learn together how to best look after one another.

Cultural development

This can be defined as personal development concerned with the total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action.

Aims

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility as written in the school Covenant.

The role model standards will be set by Mrs Norton and practiced by all staff in order to set an effective example for our children. However, we must recognise that the children's development will be affected by many factors other than those which the school itself provides. These include maturity, personality, gender,



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family, peer group, ethnicity, cultural background and more generally the moral, spiritual and cultural climate of our society and of the communities to which we belong.

Through religious education and acts of Collective Worship, children will be introduced to a broad spectrum of beliefs. They will be encouraged to value other people's opinions and develop a questioning mind across a wide area of the curriculum.

Planning

In planning lessons teachers are aware of the need to plan for opportunities in spirituality and reflection as well as for thinking skills and key skills. Teachers include opportunities for SMSC in their discussions and planning.

Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

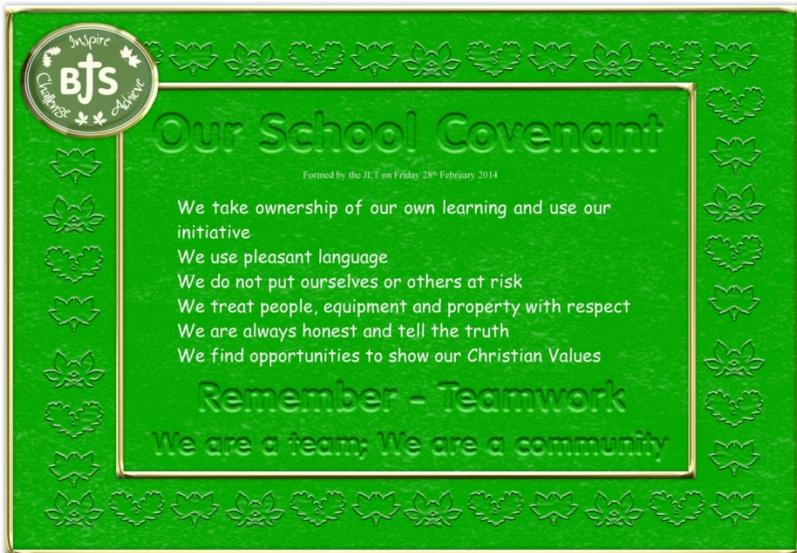
These can occur during any part of the school day, eg when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc

Moral/Social Development

It is important that children are given clear guidance as to what is not acceptable behaviour, so that they can develop a moral code of their own that is socially acceptable. With this in mind each class works together at the beginning of each academic year to create a Class Charter. All members of the classroom, including adults sign this and it is referred back to regularly throughout the year. The whole school is involved in creating a School Covenant also to collectively take ownership of conduct throughout school.



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We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable. This is done through worship, circle time, Social Skills groups, PSHE and Junior Leadership team meetings. Discussions may also arise through other classroom discussions.

We are interested in the development of the whole child and raise their self-esteem through praise, stickers, verbal comments in marking, leaf points, commendation awards, presentation awards for presentation, 'Top Table' and 'Always Child'.

Cultural Development

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas. This is shown in our curriculum plans.

When children first come into school a lot of time is spent in learning to co-operate together. This continues through the whole school, learning through play activities, a variety of groupings, controlled activities and by observing the way that the staff work together. We also value the family from which the children come and our strong links with parents encourage the child to see that we are working in co-operation with their parents. We run successfully, a mentor/mentee scheme linking Yr3/Yr5 and Yr4/6. We also have a very successful Anti Bullying Committee (ABC) of adults and children who can support children who fear they may be a victim of a bully.

By starting with a pupil's own culture and recognising our own traditions it is hoped that as they are introduced to other beliefs and cultures each pupil will respect and value them. Our commitment to 'No Outsiders' over recent years has shown great impact on the way children speak to one another and can articulate the day to day workings of the Equality Act 2010.