

The Bellbird Primary School



Spiritual, Moral, Social and Cultural Policy

June 2022

(To be reviewed July 2024)

Introduction

At The Bellbird Primary School, we aim to:

- value individual contribution and achievement;
- provide a challenging and supportive atmosphere;
- nurture independence, confidence and high expectations;
- encourage a successful partnership with parents;
- have equality of opportunity;
- foster creativity within a broad and balanced curriculum;
- provide an excellent working and recreation environment; and
- inspire learning for life.

High standards of behaviour and attitudes are expected from both the pupils and the staff who work at The Bellbird Primary School Guidelines and further details of this are provided in the school's behaviour policy.

By expecting high standards of behaviour the children are provided with the quality of relationships to which they are entitled. They are also able to access a curriculum and the teaching for promoting personal development in all its forms.

As stated in the National Curriculum, we aim that our school curriculum should promote pupils' spiritual, moral, social and cultural development. We aim to prepare all pupils for the opportunities, responsibilities and experiences of life. The spiritual, moral, social and cultural aspects are at the heart of daily life at our School.

Spiritual Development

Spiritual development is the aspect of inner self through which pupils acquire insights into their personal existence, which are of enduring worth. It occurs through reflection on their own and other people's lives and beliefs and their environment. 'Spiritual' is not synonymous with religious; it is the responsibility of the whole school and the whole curriculum, as well as activities outside the curriculum.

At The Bellbird Primary School, we welcome the diversity and breadth of spiritual understanding held by all members of our school; pupils, teaching staff and support staff.

At The Bellbird Primary School, we encourage spiritual development in various ways. School assemblies introduce pupils to the beliefs, ideas and practices of other faiths. 'Circle time', group discussions, and whole school assemblies encourage mutual respect.

At The Bellbird Primary School, we try to create an environment that is aesthetically pleasing with a variety of interesting, stimulating experiences, which encourage the children to question and wonder about the world.

Poetry, music, art and drama, as well as Religious Education are used to develop awareness of beliefs, moods, themes and emotions. We place great emphasis on listening, sharing and respect. This allows the children to feel secure and confident enough to contribute and share experiences from their own life and may provide insights previously unexplored.

Moral and Social Development

Moral and social developments are closely related, especially at primary age. Moral development concerns fundamental judgements and perceptions about how we should behave and act and the reason for such behaviour. It includes questions of intention, motive and attitude and in particular develops principles for distinguishing between right and wrong. Social development relates to those skills and personal qualities necessary to play a full part in society.

The Bellbird Primary School helps its pupils to arrive at an understanding of morality by fostering its own values of respect for self, others and the environment, which are shared with pupils and parents. Personal, Social and Health Education sessions allow teachers, children and support staff the opportunity to discuss ideas, listen to others, share views and role play situations. Circle Time and assemblies enable children to share and discuss ideas in a setting where there is an importance on listening. Other issues that occur in the classroom will be shared and discussed when they occur. A great deal of this work, by its nature, requires children to develop social skills to deal with others, including children, adults and the wider community.

At the beginning of each academic year, each class decides on its own class rules, with the children putting forward their own ideas and expectations of behaviour. Class rules are based on values of respect for self, individuals, property and the environment and reinforce the values held by the School. We also have whole school rules e.g. respect for each other which apply to the school community as a whole.

Cultural Development

Cultural development refers to the pupils' increasing understanding and command of those beliefs, values, customs, knowledge and skills, which taken together, form the basis of identity and cohesion in societies and groups.

At The Bellbird Primary School, we will encourage pupils' cultural development by deepening their understanding of their own cultural roots and by broadening their cultural horizons and aspirations. We will value and encourage pupils' own cultural interests and achievements and enrich and broaden their experience of all aspects of culture, whether aesthetic, mathematical, literary, technological, musical, scientific, political, economic or religious. We will do this in a variety of ways. For example:

- Learning about historical figures who have contributed to developing our society in a particular way, e.g. Dr Barnardo
- Visiting churches and other religious places of worship, museums, places of interest.
- Observing special days throughout the year, e.g. Mothering Sunday, Remembrance Day
- Listening to and responding to a variety of music – modern, classical, from other cultures
- Looking at the works of famous artists from a variety of cultures
- Reading and listening to a variety of literature – poetry, stories, myths, legends

At The Bellbird Primary School, we follow the County guidelines regarding the needs of non-Christian pupils at fast or festival times. Respect for, and understanding of, all cultures is nurtured, not only through assemblies and more formal teaching but also by the school's ethos which values all children and welcomes the diversity of experience each child brings into the school.

Equality

All pupils will have equal access to the curriculum, regardless of gender, ethnicity, culture, religion, language, disability, sexual orientation, age and social circumstances. This therefore gives all pupils the opportunity to develop knowledge, understanding, skills and attitudes necessary for their self-fulfilment and development as active and responsible citizens.

Community Links

By its very nature, Spiritual, Moral, Social and Cultural Education (SMSC), has direct links with the wider community. Parents, members and organisations of the local and wider community will be used to help pupils develop respect and understanding of other cultures, of the environment and other groups of people. The children will have opportunities to visit local places of interest and visitors into school will broaden and enrich their knowledge, understanding and appreciation of the world around them and give them a deeper understanding of their place within their society.

PSHE scheme

We subscribe to the PSHE scheme and the annual mental health survey for our Year 5 and 6 children, acting on the annual analysis of this survey.