



## **BURROUGH GREEN CHURCH OF ENGLAND PRIMARY SCHOOL**

### **SPIRITUAL, MORAL, SOCIAL and CULTURAL DEVELOPMENT POLICY**

#### **Definition**

Spiritual, moral, social and cultural development occurs through the growth of a value system based on affirmative relationships, which enables choices to be made within a framework that recognises the unique importance of every person and the responsibilities we all have towards others. It also occurs through reflection, finding meaning through our experiences, valuing a non-material dimension to life and finding a purpose and meaning in life itself. Our philosophy about the personal characteristics children need to develop as effective learners, and as contributing members of a Christian community that embraces everyone, is enshrined in our core values.

#### **School Values/Ethos**

The values and principles which underpin the life of our school must be made clear and agreed with staff, children, parents and governors, because we all influence the moral, spiritual and cultural climate of our school.

Our basic values take several forms

- Whole school values – respect, aspiration, confidence, determination, love, patience, teamwork, courage, forgiveness, nurture
- Communal relationships – respect for the needs of all and ability to interact with each other
- Fundamental ideals – recognising the value of individuals, celebrating diversity and differences
- Educational values – the pursuit of truth, developing everyone's potential
- Good working practices – co-operation, care of property
- Organisational – punctuality, good communications

We document and publicise these values in many different ways, including the school's Statement of Purpose, policies such as the Positive Behaviour policy and negotiated 'rules of the classroom' – the Burrough Green Code

- I am ready for learning
- I allow others to learn
- I value myself and others

#### **Key areas that affect moral, spiritual and cultural values in the school include:**

- Collective Worship – which reinforces the Christian ethos of the school
- Quality First Teaching which is responsive to the needs of individuals
- A curriculum which is broad and balanced and reflects the cultural diversity of the global community
- Pastoral support which has the highest regard for the welfare of all members of the school community
- Behaviour which is considerate
- Relationships which are affirmative and support self-esteem
- Pupil responsibilities which develop decision-making and enable a positive contribution to be made
- Rewards which recognise positive contributions

## Signs of Success. We will know our children have progressed if they:

- Know what is expected of them.
- Understand why such behaviour is expected.
- Are able to make intelligent and responsible moral decisions about situations normally outside their experience.
- Have a will to 'do the right thing'.
- Value the contributions and experience of others.
- Develop Self Awareness or Self Knowledge.
- All of us need to be aware of, and acknowledge, our own inner life of thoughts, feelings and emotions. This is an important part of developing self-respect, a sense of identity and self worth. In turn, this enables us to value and respect others.

## In addition they will:

- **Form Positive Relationships.** An important part of personal growth is being able to develop relationships with others, recognising them as people of worth and value. This includes developing a sense of community and building social relationships.
- **Ask Ultimate Questions.** This is the search for meaning and purpose in life. It involves asking questions such as "Why me?" in times of suffering, or "What happens when you die?" The youngest children often ask the most profound questions of this type, and deserve to be taken seriously when they do. It is important that this area of reflection and challenge is encouraged, not stifled.
- **Experience Uncertainty, Awe and Wonder.** In historical and spatial terms each individual is insignificant. An awareness of our place in the world enables us to live with natural doubts and uncertainties and encourages the search for meaning in life. When faced with eternity and infinity, or the wonders of the natural world and human achievements, feelings of awe and wonder are also a natural response. For many followers of religious traditions this gives rise to belief in the existence of a divine being.
- **Develop Beliefs and Values.** The school should provide an environment within which personal values and beliefs can be nurtured and developed.
- **Show Creativity.** This is the exercising of the imagination or intuition and insight so as to express our innermost thoughts and feelings, possibly through the creative arts. A positive experience of the arts through a range of different cultures can inspire greater personal growth.
- **Understand their Feelings and Emotions.** The sense of being moved by kindness or beauty or being hurt by hatred and injustice. This should bring a growing awareness of when it is important to control or express feelings and emotions.

## Moral, Spiritual and Cultural Education in practise throughout the Curriculum

### a) Religious Education

RE makes a major contribution to children's understanding of the relationships between beliefs and behaviour and the values and priorities of believers of different faiths and cultures. RE and collective worship provides numerous opportunities for spiritual development e.g. in the writing of prayers. Visits to the church provide time for reflection and celebration and develop close links with clergy.

### b) Personal, Social and Health Education

PSHE covers topics such as relationships, self-esteem, bullying, conflict management, and personal goals etc.

**c) English**

Written and oral communication skills allow children to empathise with others and approach issues from different points of view.

**d) Drama, art and music**

Can develop collaboration and encourage children's understanding about how their actions affect the world. Music, Art, Drama give opportunities for personal creative expression.

**e) History and Geography**

Both History and Geography raise issues about alternative structures and systems of society or encourages the evaluation of historical figures and their actions. It may raise questions of prejudice and discrimination. They also give the opportunity to empathise with others from different times and cultures.

**f) Science**

Moral issues will arise through the study of the environment, the use of material resources, health education and safety issues.

**g) In all areas of the curriculum** pupils are encouraged to explore their own capabilities, express their opinions, develop positive attitudes towards others and experience co-operation and teamwork. Children have the opportunity to deal with both success and failure.

**Monitoring and Review**

Monitoring will be carried out by Foundation Governor annually.

SMSC Audit every 3 years

This policy will be reviewed by the Governors' Learning and Achievement Committee

**This policy was reviewed in: Summer 2015**

**Ratified in committee Summer 2015**

**Date for next review Summer term 2018**

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### Appendix

It is felt that the following activities and events, visitors and visits all play their part in the Spiritual, Social, Moral and Cultural Development of children at Burrough Green School

<b>Links with the Community</b>	<ul style="list-style-type: none"> <li>●Inviting village residents to Harvest, Christmas Easter and summer activities. Giving of Harvest produce.</li> <li>●May Day distribution of flowers in the village</li> <li>●Taking part in Village Fetes</li> <li>●Inviting playgroup to school activities and sharing facilities</li> <li>●Opening up of swimming pool in summer holidays</li> <li>●Parents invited to Friday assemblies</li> </ul>
<b>Links with the Church</b>	<ul style="list-style-type: none"> <li>●Regular services held in the Church led by staff and pupils</li> <li>●Local parish priest visits to school and leading worship (current interregnum)</li> <li>●Children playing instruments/singing in services</li> <li>●Diocesan events at Ely Cathedral e.g. school days and Bishop's Lent Challenge</li> <li>●Visits by Dr. Shirley Hall – Diocesan and Religious Education Adviser</li> <li>●Visits by clergy e.g. Bishop of Huntingdon who opened the new school</li> </ul>
<b>Use of the local area</b>	<ul style="list-style-type: none"> <li>●Local walks</li> <li>●Local study by all classes</li> <li>●Using local speakers e.g. Marilyn Field.</li> <li>●Darley Stud</li> <li>●Thurlow Estate</li> <li>●Local farm</li> </ul>
<b>Links with outside agencies/charities raising money for and awareness of wider world</b>	<ul style="list-style-type: none"> <li>●Childrens Society</li> <li>●McMillan Cancer Relief</li> <li>●Comic Relief and Sport Relief</li> <li>●Children in Need</li> <li>●Vellore Schools</li> <li>●Jimmy's Night Shelter</li> <li>●Cambridge City Food Bank</li> <li>●Teenage Cancer Trust</li> </ul>
<b>Links with other schools</b>	<ul style="list-style-type: none"> <li>●Cluster activities and events – with Linton Village College, Meadow Balsham, Linton Infants, Linton Heights, Gt. Abington, Castle Camps i.e. children and staff</li> <li>●Twinning with Ecole Sainte Marie in Maison Lafitte, France.</li> </ul>
<b>Visitors/visits</b>	<ul style="list-style-type: none"> <li>●Whole school visits e.g. Wimpole Hall, French trip, Kingswood Residential, Pantomime, Hunstanton, local museums e.g. Fitzwilliam</li> <li>●Visits by School Nurse to support teaching of SRE and small support groups, Linton Zoo, local architect, instrumental tuition in piano, guitar, and trumpet.</li> </ul>
<b>Links with Parents</b>	<ul style="list-style-type: none"> <li>●PTA activities – fund raising and social events e.g. quiz night, fashion show, summer concerts</li> <li>●Parental help in school</li> <li>●Regular newsletters</li> <li>●Involvement of parents on Governors committees</li> <li>●Parent consultation evenings in October, March and July</li> <li>●Providing transport to sporting events</li> <li>●Running clubs e.g. drama, gardening club who grow, harvest and sell own produce</li> </ul>

<b>Environment</b>	<ul style="list-style-type: none"> <li>●School Council, parents and governors involved in fundraising, work parties and design of BG Play environment</li> <li>●Library – PTA and charitable contributions</li> <li>●Display work – children’s; artists; pictures; posters; photographs</li> </ul>
<b>Wider Curriculum</b>	<ul style="list-style-type: none"> <li>●Instrumentalists playing in worship</li> <li>●Samba Workshops and performance at World Music Day, Wood Green</li> <li>●Music from around the world as part of worship</li> <li>●Understanding of festivals through role play e.g. Class 1 baptism and wedding</li> <li>●Specialist teacher of French with learning about French culture</li> <li>●Self-directed learning by pupils through themes such as Great Fire of London, Me in Different Countries (Sudan)</li> <li>●Festivals from other cultures such as Diwali, Chinese New Year</li> <li>●KS2 Bikeability</li> <li>●Plays: KS1 Nativity, 1914 Remembered – an original play written, performed and directed by parents, pupils and staff</li> <li>●Film festival entries and successes</li> <li>●Open Days for parents e.g. Digging Deep Museum, Fantasy Fashion Show</li> </ul>
<b>Collective Worship</b>	<ul style="list-style-type: none"> <li>●Inviting parents</li> <li>●Pupil participation</li> <li>●Songs of Praise</li> </ul>
<b>Ethos</b>	<ul style="list-style-type: none"> <li>●Values</li> <li>●Burrough Green Code</li> <li>●Responsibilities: School Council, Play Leaders, Shedlings, House Captains, Librarians</li> <li>●Celebration of birthdays and achievements every week</li> <li>●Writing thank you letters</li> <li>●Working in different teams e.g. houses, mixed ages on themed days (Author Day, Pantomime, Arts Gallery)</li> <li>●Leavers ceremony – giving of cups; Bible and Prayer Book (provided by charity); celebration of their time at Burrough Green</li> </ul>