



## **Policy for Spiritual, Moral, Social and Cultural Development (SMSCD) at Bishop Bridgeman C. of E. Primary School**

*Now, He who supplies seed to the sower and bread for food will supply and multiply your seed for sowing and increase the harvest of your righteousness; 2 Corinthians 9:10*

### **Introduction**

*The Church school offers a spiritual and moral basis for the development of human wholeness and a sure foundation for personal and social values based on the person and ministry of Christ. A distinctive language is provided for understanding life and interpreting human experience. As a community of faith, the Church school should, in its best expression, reflect the nature of the Trinity, a life shared and defined by reference to others. Here we can begin to discover who we are, why we are, and - perhaps most importantly - what we might be.*

The Way Ahead, Chapter 3 para 3.26

The Way Ahead report sought to re-establish the distinctive nature of Church of England schools for the new millennium. The Church Schools Review Group, chaired by Lord Dearing stated:

*We believe that the revelation of God's love for all humanity within a holistic approach to education is at the heart of the church's purpose in our Church schools.*

The Way Ahead, Chapter 3 para 3.24

This 'holistic approach' is perhaps most effectively described in this policy for Spiritual, Moral, Social and Cultural Development (SMSCD) at our school. Whilst it is true that *all* schools are expected to ensure careful planning for the SMSCD of pupils, Church of England schools take a particular perspective, which will be informed by their Christian foundation. So an additional inspection known as SIAMS (Statutory Inspection of Anglican and Methodist Schools) will

explore how effective the church school is in making provision for pupils' SMSCD in every area of its life as a community.

### **Spiritual, moral, social and cultural development**

Inspectors will take account of:

- a. the breadth of experiences available to all learners through curricular and extracurricular activities;
- b. how well the school offers opportunities for learners to reflect on and respond to beliefs, values and profound human experiences from a range of faith perspectives;
- c. the extent to which the opportunities for spiritual, moral, social and cultural development are characterised by distinctively Christian values;
- d. how well daily collective worship, religious education and other aspects of the curriculum enable learners to make informed choices which are based on Christian values;
- e. the extent to which the school operates as a distinctively Christian community.

(SIAMS Framework, 2012 Christian Character, Section 3)

At Bishop Bridgeman we endeavour to be amongst the most effective schools in the UK in making provision for pupils' SMSCD because Christian values are already at the heart of our policies, curriculum, worship and community life together.

### **SMSCD IN EYFS**

We start our SMSCD journey from the beginning of the children's journey with the EYFS, where a sound understanding of sharing and friendship is actively encouraged. Teaching within the EYFS promotes: the spiritual capacity of the children by using stories to develop their spiritual understanding; their moral capacity by making the difference between right and wrong explicit; their social capacity by developing their understanding of the community in which they live; and their cultural capacity by sharing their life experiences with each other.

## **SPIRITUAL DEVELOPMENT AT BISHOP BRIDGEMAN**

*God is love. Whoever lives in love, lives in God and God lives in him. 1 John 4:16*

For children's spirituality to develop and flourish at Bishop Bridgeman, we believe there must be trust; trust in a God who loves them and trust that school is a safe place where their doubts, fears and questions will be listened to.

In Collective Worship, children are given the opportunity to praise God for the wonders of the world, to give thanks for God's limitless love and to learn about and celebrate the shared Christian values that unite them as a school family. The gospel stories and other Biblical teaching are therefore seen as the root of the Christian values that shape our school's life, our values include: faith, forgiveness, friendship, honesty, hope, love and trust. These are integral to our Collective Worship and are woven through all aspects of the school community life.

Opportunities for spiritual development are actively planned into all aspects of the curriculum. Spiritual capacities such as imagination, empathy and insight are modeled in different ways by staff and are also encouraged and celebrated in children. There is a shared understanding that the spiritual life of the school is the foundation of moral, social and cultural development and they make the school what it is.

### **An Ofsted perspective on Spiritual Development**

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values;
- sense of enjoyment and fascination in learning about themselves, others and the world around them;
- use of imagination and creativity in their learning;
- willingness to reflect on their experiences.

### **Aims**

At Bishop Bridgeman, in order to foster spiritual development, we aim to provide children with opportunities to:

- develop an appreciation of their uniqueness and value as a child made in the image of God;
- develop an understanding of the distinctive ethos of our school as well as the context, language and symbolism of the Christian faith;

- develop knowledge and understanding of the school's core Christian values and the Biblical teachings that underpin them;
- develop an appreciation of what it means to be a part of a community (eg using their gifts and abilities in the service of others);
- develop the skills and language required to enable them to reflect upon the big questions and mysteries of life;
- develop an awareness that experiences of disappointment, failure and loss may be occasions for spiritual growth;
- understand the value of difference and diversity through involvement with others.

### **Teaching and learning**

Through teaching and learning, the school pursues these aims by ensuring:

- the curriculum and all areas of our community life will be explicitly rooted in our Christian values, which are: faith, forgiveness, friendship, honesty, hope, love and trust;
- opportunities for spiritual development are planned into the curriculum and encouraged in all areas of school life;
- Collective Worship celebrates the love of God and provides opportunities for children to respond to this;
- the school building and outdoor environment provides appropriate spaces for silence, stillness and prayer in reflection areas;
- that children's spiritual capacities such as imagination, empathy and insight will be fostered through the creative arts and interactive multi-sensory teaching strategies;
- that children's moral development will be linked to spiritual development through strategies such as Windows, Mirrors, Doors;
- that the RE curriculum delivers both knowledge and understanding about a range of faith perspectives relating to spirituality;
- that children will be given as many opportunities as possible to explore the wonder of the natural world and to develop an understanding of the Christian belief that creation is a gift from God to be enjoyed, cherished and protected.

## MORAL DEVELOPMENT AT BISHOP BRIDGEMAN

*And what does the Lord require of you?*

*To act justly, to love mercy and to walk humbly with your God. Micah 6:8*

For children's morality to develop and flourish at Bishop Bridgeman, we believe there must be understanding; understanding of what is right and wrong and the ability to explore this through our school life.

In Collective Worship, children are given the opportunity to reflect on gospel stories and other Biblical teachings that explore the concept of right and wrong. The children have a strong understanding of this and are always able to articulate their thoughts when asked to talk about these concepts. This is not just an integral part of our Collective Worship but it is woven through our behavior policy and school values.

These beliefs shape the values that lie at the heart of our school and characterize its approach to moral development. Love and forgiveness predominates in all aspects of school life, since it was God's act of love and forgiveness that brought salvation to the world.

### **An Ofsted perspective on moral development**

Pupils' moral development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

### **Aims**

At Bishop Bridgeman we aim to provide children with opportunities to foster moral development:

- recognize the difference between right and wrong and begin to understand how Christian values inform a particular perspective on moral choices;
- understand how our moral choices can affect the lives of others;
- be able to work together to agree codes of behaviour that are appropriate for our school community;

- understand the importance of forgiveness and reconciliation in the life and culture of our school;
- begin to engage with big questions concerning morality and ethical issues in the wider community and in the world, and to realise that each of us has a responsibility to work for justice.

### **Teaching and learning**

Through teaching and learning, our school pursues these aims by ensuring that:

- the curriculum and all areas of our community life are explicitly rooted in Christian values, which are: faith, forgiveness, friendship, honesty, hope, love and trust;
- opportunities for moral development are actively planned into the curriculum and actively encouraged in all areas of school life;
- our Christian values are shared with members of our school community through our website and school documentation as well as through colourful images; posters, classroom displays, and other displays around the school building;
- collective worship and assemblies celebrate practical demonstrations of Christian values lived out in the life of the school, local, and wider community;
- our behaviour policy makes clear that every child is treated fairly and is always offered the opportunity for a fresh start;
- parents and carers are made aware, through our website and other documentation, of our school's expectations regarding behaviour, as well as the rewards and sanctions that we operate;
- children gain skills in conflict resolution through problem solving strategies;
- children are made aware of moral and ethical issues in the national and international context through charities;
- the Ethos group is fully involved, alongside teachers, senior leaders and governors in reviewing the impact of our Christian values on the behaviour, culture and ethos of our school.

## SOCIAL DEVELOPMENT AT BISHOP BRIDGEMAN

*The human body has many parts, but the many parts make up one whole body. So it is with the body of Christ. 1 Corinthians 12:12*

For children's social development to flourish at Bishop Bridgeman, we believe there must be understanding; understanding of our ever changing community both within school and the wider community.

In Collective Worship, children are given the opportunity to reflect on gospel stories and other Biblical teachings that explore the concept of a changing society and a hateful community. We use stories to further understand our community as well as to develop our British values.

Although some members of the school may not be part of the local church community, there are nonetheless, expected to be informed and educated by our Christian values. These values are modeled by staff and governors and encouraged and celebrated with the children.

### **An Ofsted perspective on social development**

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds;
- willingness to participate in a variety of communities and social settings, including volunteering, cooperating well with others and being able to resolve conflicts effectively;
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### **Aims**

At Bishop Bridgeman, to foster social development, our aims to provide opportunities for children to:

- build relationships founded upon the Christian values which are: faith, forgiveness, friendship, honesty, hope, love and trust;
- gain a clear understanding of the place of our school within the wider Christian community including local, national and worldwide;

- access pastoral support from school staff, local clergy and parish team members;
- be equipped to become responsible citizens who recognise the importance of service and working for the 'common good';
- feel a sense of genuine pride in the school and their membership of it.

### **Teaching and learning**

Through teaching and learning, we pursue these aims by ensuring:

- the curriculum and all areas of our community life will be explicitly rooted in Christian values, which are: faith, forgiveness, friendship, honesty, hope, love and trust;
- opportunities for social development will be explicitly planned into the curriculum and in all areas of school life;
- Collective Worship and assemblies will celebrate and reward practical demonstrations of our Christian values such as, service to the community, and acts of friendship and forgiveness, particularly shown towards children facing difficulties;
- strong mutually supportive links will be maintained and developed with our local community through participation in charity events and acts of service;
- strong, mutually supportive links will be maintained and developed with the local church and the worldwide Anglican communion through regular worship in the parish church, participation in parish events, and church members supporting the school through Readers, the input of the church family worker, Church Leavers' Service, etc. Our school also links with church schools in contrasting UK communities through parish partnerships and staff who attend the Christian Leadership course;
- an appropriately trained learning mentor will provide pastoral support to children or family members facing challenges;
- our school community strives to be fully inclusive by teaching Makaton and modifying our school building to ensure access for all;
- the Ethos club are trained and supported to play an active part with staff and **G**overnors in monitoring and evaluating the social cohesiveness of the school community;
- the Senior Leadership Team prioritises support and engagement with networks by sending staff on the Christian Leadership course each year;
- there is active engagement with parents and carers through the 'open door policy' and active support of PTA activities.



## CULTURAL DEVELOPMENT AT BISHOP BRIDGEMAN

*After this I looked and there before me was a great multitude that no-one could count, from every nation, tribe, people, and language, standing before the throne. Revelation 7: 9a*

For children's cultural development to flourish at Bishop Bridgeman, we believe there must be understanding; understanding of our growing cultural community both within school and the wider community.

In Collective Worship, children are given the opportunity to reflect on gospel stories and other Biblical teachings that explore the concept of cultural diversities. We use stories to further understand our ever changing cultures as well as to develop our knowledge of cultural impacts on British lifestyles.

At the heart of cultural development, therefore, is the capacity, not only to understand and appreciate those elements that have shaped one's own life, but also to be open to people from very different backgrounds, and learn how to celebrate their story.

### **An Ofsted perspective on cultural development**

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of preparation for life in modern Britain;
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain;
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities;
- interest in exploring, understanding and showing respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### **Aims**

At Bishop Bridgeman, to foster social development, our school aims to provide children with opportunities to:

- gain a knowledge and understanding of the values from their own culture, heritage, traditions and an appreciation of how they have evolved and developed over time;
- develop knowledge, understanding and appreciation of the cultures of those with whom they interact day by day, as well as other cultures represented in the UK;
- develop a knowledge of the local Christian heritage, particularly through visits to local churches, and to explore their relationship to it;
- develop a knowledge and understanding of the cultural diversity of Christianity through school links, RE, Collective Worship and events in school;
- understand the relationship between religious belief and culture through a creative, challenging and interactive RE curriculum.

### **Teaching and learning**

Through teaching and learning, we aim pursue our aims by ensuring:

- the curriculum and all areas of our community life will be explicitly rooted in Christian values, which are: faith, forgiveness, friendship, honesty, hope, love and trust;
- the curriculum will be delivered using creative and imaginative teaching strategies which allow individual gifts and talents to flourish;
- a range of art forms will be used to teach children about Christian heritage and tradition, also the heritages and traditions of other faiths;
- children are given opportunities to take part in and respond to cultural and artistic enterprises through Ethos days;
- children explore current affairs and different interpretations of events by the media;
- children explore the ways in which cultural, racial, and religious prejudice can take root and learn how to recognise this and other forms of discrimination as well as ways to counter it;
- whole school projects which celebrate diversity within the local and wider community feature in our curriculum;

## **MONITORING AND EVALUATION OF SMSCD AT BISHOP BRIDGEMAN**

SMSCD is the responsibility of **all** staff and *Governors*, as it has a fundamental impact on the quality and nature of the education offered at our school.

1. The lead teacher with responsibility for evaluating the effectiveness of SMSCD is Mrs J Pilling;
2. The SMSCD lead teacher will ensure that our current policy is regularly reviewed, up to date, and a true reflection of practise in this school;
3. The SMSCD lead teacher has responsibility for ensuring that all staff, parents and *Governors* understand how the school interprets SMSCD and to ensure that regular, appropriate professional development is provided;
4. The SMSCD lead teacher will liaise with the SLT, the Ethos Committee of the governing body and the Ethos club to monitor and evaluate the impact of opportunities for SMSCD across the curriculum.

This will be achieved by:

- a. auditing curriculum policies and schemes of work to ensure that the school's values are the starting point for curriculum design;
- b. monitoring of lesson plans and the quality of teaching and learning;
- c. evaluating impact of SMSCD provision through work scrutiny, reflection spaces, and pupil conferencing;
- d. input at staff meetings, school governors' meetings and parents' forum to maintain the profile of SMSCD in the school;
- e. sharing good practise from within our school with other schools where appropriate through Christian Leadership.

Next review July 2017