



SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY

BRIERLEY CE (VC) PRIMARY SCHOOL

Our Vision

Though we are many, we are one body. Together, we learn and grow.

God is at the heart of all we do, shining His light to guide us on our journey. Together, we face change and transformation with courage.

In love, we nurture all to be resilient, hopeful and aspirational; to become the very best version of ourselves, knowing that we are loved.

Each member of our school community is honoured and celebrated for their unique character and qualities: difference is met with dignity and compassion. Though we are many, we are one body.

Our community at Brierley stretches beyond the school, where we share God's message of love through our actions, our thoughts and our words as we continue on life's path.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY

The school regards spiritual, moral, social and cultural education as an entitlement for all pupils. It permeates the ethos of the school, being provided in formal and informal settings. As with most of the really important experiences that the school provides, it cannot easily be measured. However, it can be seen and experienced by students, staff and parents.

If we are to maximise the quality and quantity of our spiritual, moral, social and cultural education, we must plan for it. All staff are therefore expected to have regard for this policy and to take every opportunity to extend our provision. This is particularly important when preparing programmes of study. However, much of the most effective education pupils receive in this area will be via the daily personal example set by adults. Assemblies also have an important contribution to make.

Our vision statement is an important, practical expression of this policy.

We aspire to be an educationally inclusive school in which the achievements, attitudes and well being of every young person matter. We will work towards ensuring that the school's values embrace inclusion and that our practices promote it.

Spiritual and Cultural Development

Spiritual and cultural development is how the school promotes opportunities for pupils to reflect on aspects of their lives and the human condition through, for example, literature, music, art, science, religious education and collective worship, and how the pupils respond.

The following aspects of spiritual and cultural development apply to all pupils and should be addressed across the whole school:

Beliefs – The development of personal beliefs, including religious beliefs; an appreciation that people have individual and shared beliefs on which they base their lives; a developing understanding of how beliefs contribute to personal identity.

A sense of awe, wonder and mystery – Being inspired by the natural world, mystery, or human achievement.

Experiencing feelings of transcendence – Feelings which may give rise to belief in the existence of a divine being, or the belief that one's inner resources provide the ability to rise above everyday experiences.

Search for meaning and purpose – Asking “why me?” at times of hardship or suffering; reflecting on the origins and purpose of life; responding to challenging experiences of life such as beauty, suffering and death.

Self-knowledge – An awareness of oneself in terms of thoughts, feelings and emotions, responsibilities and experiences; a growing understanding and acceptance of individual identity; the development of self-respect.

Relationships – Recognising and valuing the worth of each individual; developing a sense of community; the ability to build up relationships with others.

Creativity – Expressing innermost thoughts and feelings through, for example, art, music, literature and crafts; and exercising imagination, inspiration, intuition and insight.

Feelings and emotions – The sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings, and how to learn to use such feelings as a source for growth.

Identity – Increasing understanding and command of those beliefs, values, customs and knowledge which, taken together, form the basis of identity in societies and groups.

Interests of all – It is important that pupils from minorities (other cultures) feel that their values and customs are respected.

Some people will attribute these aspects to physical, sociological or psychological causes. Others will find it is equally valid to find their explanation in the teachings of the world's religions.

Spiritual and cultural developments are areas in which young people can make progress. This progress may well not be linear, but the stages of development may well include:

- Recognising the existence of others as independent from oneself;
- 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;
- Applying the insights gained with increasing degrees of perception to one's own life;
- Developing and understanding the diversity of religious, social, aesthetic and cultural traditions and practices within our society.

Social and moral development

Social and moral development is how the school promotes an understanding of the principles which allow students to tell right from wrong, and to respect other people, truth, justice and property; and how well the pupils respond, through their behaviour and the views they express. We refer this as Courageous Advocacy.

We expect pupils to progress towards a morality which has its own internal and external consistency. We therefore expect to adopt a consistent approach across the whole school towards its development.

The elements of social and moral development are:

- The will to behave morally as a point of principle – this attitude is fundamental to moral development
- Knowledge of the codes and conventions of conduct agreed by society – both non-statutory and those prescribed by law
- Knowledge and understanding of the criteria put forward as a basis for making responsible judgements on moral issues
- The ability to make judgements as they arise by applying social and moral principles, insight and reasoning.

The school's social and moral framework requires us to uphold the following values;

Primary

Friendship/Community
Peace
Endurance
Forgiveness
Trust
Thankfulness

Subsidiary

Respect/Reverence
Humility
Courage
Compassion
Justice
Hope

It also requires us to reject;

- Bullying
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty
- Prejudice

British values

Within the ethos of the school, through our curriculum and within the promotion of our SMSC policy we embed British values, specifically they address;

- Democracy
- The rule of Law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

<i>British values</i>	<i>Christian values</i>
Democracy	Justice Trust Community
The rule of law	Justice Trust Community Compassion
Individual liberty	Justice Trust Endurance Community Respect Service Thankfulness
Mutual respect and tolerance of those with different faiths and beliefs	Peace Friendship Koinonia Humility Forgiveness Hope Community Respect Compassion Courage

Monitoring

The policy will be monitored by the subject leader for R.E, the headteacher and other members of staff encourage related activities and consider the acts of collective worship.

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