



## **COURAGE LOVE EXCELLENCE**

### **Spiritual, Moral, Social & Cultural Education at Barn Croft Primary School**

#### **Definitions:**

##### **Spiritual Development**

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform **their perspective on life** & their **interest in & respect** for **different people's feelings & values**
- sense of **enjoyment** and **fascination** in learning about **themselves, others** and the **world around them**, including the intangible
- use of **imagination** and **creativity** in their learning
- willingness to **reflect** on their **experiences**

##### **Moral Development**

Pupils' **moral development** is shown by their:

- ability to **recognise** the difference between **right** and **wrong**, and their readiness to **apply** this understanding **in their own lives**
- understanding of the **consequences of their actions**
- **interest in investigating**, and offering **reasoned** views about, **moral** and **ethical issues**

##### **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 social settings**, **cooperating well with others** and being able to **resolve conflicts** effectively
- **interest in**, and understanding of, the way **communities** and societies **function** at a variety of levels

##### **Cultural**

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their **own heritage**
- **willingness** to **participate** in, and **respond to**, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural **opportunities**
- interest in **exploring**, understanding of, and **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 Barn Croft Primary School, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

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.

The school will help the students to develop an inner discipline and will encourage pupils to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

## **Planning**

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PSHE, RE and Circle Time activities.

## **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
- Implementation of a full RE curriculum and the acknowledgement and celebration of different religious festivals throughout the year including Eid, Diwali, Christmas and Easter.
- The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.
- 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 Development**

**At Barn Croft Primary School we believe that a morally aware pupil will develop a wide range of skills. These can include the following:**

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

## **Our school develops pupil moral development by:**

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community

- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc.

- Our school rules are READY RESPECTFUL SAFE.

- Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. 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 collective worship, circle time, social skills groups and SEAL/PSHE/Circle Time sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, certificates, Star of the Week, Hot Choc Friday and other means that highlight both academic and social achievements (please refer to our Behaviour Policy).

## **Social Development**

**At Barn Croft Primary School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:**

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

## **Our school develops pupil social development by:**

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
  - Ensuring every pupil has an input into the development of their Class Charter – an agreement between the pupils and the teacher as to how they will work, behave and expect to be treated and treat others.
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community
- Monitoring in simple, pragmatic ways, the success of what is provided

## **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 cross-curricular topic plans.**

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

### **Our school develops pupils' cultural development by:**

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits
- Each class being named after an inspirational person from History – Mary Seacole, Mother Teresa, David Attenborough, Nelson Mandela, Marie Curie, Mahatma Gandhi, Stephen Hawking and Alan Turing. Children learn about the lives of these people as they move up through the school each year.
- Celebrating cultures through specific events such as Black History and Chinese New Year.
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of PSHE, RE, MFL, Playground Friends, School Council AND Eco Council
- Annual International Day – this is celebrated at our Summer Fair with families bringing food from their home countries to share and often wearing national dress and doing national songs and dances to an audience.

## **British Values**

At Barn Croft Primary School we value the diverse ethnic backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate these. We have found this approach to be enriching for all parties as it teaches tolerance and respect for the differences in our community and the wider world. Underpinning all of this is a range of curriculum topics which have strong links to the history of the British Empire and to the wider Commonwealth and this helps our children understand the context of how Britain relates to other nations and communities.

We believe that British Values support the values we promote at Barn Croft:

Being resilient

Always persevering

Having a growth mind-set

Having empathy for others

Being honest

Being responsible

Always working hard

Being polite and kind to others

We live our school values every day in all we do: COURAGE LOVE EXCELLENCE

### **Examples of recent experiences for our pupils:**

- Whole school assemblies and focus on good manners and being kind
- Y2 topic studying London and a trip to visit the main buildings which make up the London skyline – the London Eye, Tower Bridge, St Paul’s Cathedral and the Tower of London
- Whole school celebrations of key events such as the royal wedding between Prince William and Kate Middleton and the Queen’s jubilee.
- A Royal Visit by Her Royal Highness the Duchess of Cornwall (Camilla)
- Learning about the values of the Commonwealth and creating a display about them – the importance of young people, human rights, democracy, tolerance respect & understanding and protecting the environment.
- Learning about gender equality through topics about toys, careers, sport, media and film
- Celebrating the 2012 Olympics and following this with every class visiting the Olympic Park and taking part in 2 weeks of swimming lessons
- Y6 and Y5 study World War 2 as a topic and learn about the resilience of the British people during the war.
- Remembrance Day assembly where the whole school observes two minutes of silence.
- The selling of poppies from the school office and an assembly every year to explain the significance of wearing the poppy.
- Assembly themes of resilience, perseverance, developing a growth mind-set, having empathy, being honest and being responsible throughout the year.
- The School Council visiting the local council chambers to learn about local democracy.
- The School Council visiting the Houses of Parliament and meeting Jeremy Corbyn (Labour Leader) and John McDonnell (Shadow Chancellor)
- Through topic work, pupils learn about famous British people like Florence Nightingale, the Beatles and King Henry V111.
- Studying British authors throughout the school such as Quentin Blake, Emily Gravett, Shakespeare and Roald Dahl.