



## Spiritual, Moral, Social and Cultural Policy

Bramley Church of England Infant and Nursery School

"Your word is a lamp to guide me and a light for my path." Psalm 119(105)  
Rooted in Christian values, seek within, wonder why, reach out, aim high.

**Policy effective from** June 2022

**Approved by** Headteacher

**Last reviewed on** March 2021

**Next review due by** June 2025

### Version history

Version	Description of change	Author	Approved
2.0	Reformatted and language standardised.	Shona Taylor	Headteacher, June 2022
1.0	Original version.	Elaine Spick	Full Governing Board, June 2018

## Rationale

The spiritual, moral, social and cultural (SMSC) development of each child is at the forefront of all learning at Bramley Church of England Infant and Nursery School (the School). Through a shared vision and the development of specific values, within the context of Collective Worship, Governors, staff and parents will ensure that the spiritual, moral, social and culture development of all children, irrespective of their family beliefs, ethnicity or background, is secured through all areas of the curriculum and central to the life of the School.

The School focuses on six Christian values and each one is explored in detail each half term with a governors' award given to a child from each class to celebrate a specific value. The six Christian values selected are:

**Friendship, Respect, Perseverance, Koinonia, Truthfulness and Courage**

## Aims

- To develop a shared ethos throughout the School.
- To develop a sense of belonging.
- To develop a sense of self-worth.
- To develop confidence and a sense of security.
- To develop trust and honesty.
- To develop a sense of awe, mystery and wonder.
- To accept and welcome newcomers with warmth.
- To encourage cooperation with others.
- To engender a sense of concern for others.
- To develop the ability to behave morally as a point of principle.
- To develop the ability to make judgements on moral issues.
- To respect others, their opinions and beliefs.
- To develop an awareness of their own and other cultural traditions.
- To begin to develop an understanding of who I am and who I would like to be.
- To develop an appreciation of the arts.

The School's vision reflects the values and attitudes promoted by staff and governors and influences the behaviour and attitudes within the School. The quality of relationships between governors, staff, parents and children extend and highlight the importance of shared values and it is within this climate that children's spiritual, social, moral and cultural development will be promoted. Within the context of a rich creative curriculum, the School will seek to provide opportunities for children to develop the self-awareness, values, spirituality and understanding they need to become successful and responsible members of a world community. Specific opportunities, however, occur in religious education, collective worship, prayer spaces, circle time and extracurricular activities, such as visits.

## **Spiritual Development**

Spiritual development is a process or journey of self-discovery. It is about learning not only who you are but who you want to be. Hence it is an integral part of each child's learning and development, and although it embodies all beliefs and religions, through Acts of Worship and RE teaching there are strong links between the development of spirituality and Christianity and a belief in God. In developing children's spirituality, the School will help them become aware of:

- The human search for the meaning and purpose of life which leads to an understanding and belief in God.
- The joy of being alive.
- The beauty of the natural world.
- The mystery and wonder of existence.
- The world of creativity and imagination.
- The need to understand myself and my feelings.
- The need to value myself and my feelings.
- The need to recognise and respect the feelings of others.
- The need to recognise and appreciate the achievements of others.
- To understand and reflect on that for some questions there are no answers.
- To value the non-material dimension of life.

In this way spiritual development encourages the children to:

- Empathise with others.
- Appreciate the beauty of the world.
- Follow values and be willing to stand up for what is right.
- Care for themselves and others and find inner strength and resilience when faced with challenges.
- Be still and silent and open to reflect and pray.
- Be intrigued by mystery.
- Forgive themselves and others.
- Take risks and learn from success and failure.
- Be thankful for what is good in life.
- Show generosity towards others.
- Be curious and open-minded when exploring life's big questions.
- Be intrigued and question.

Spirituality is reflected in the School vision 'seek within'. And forms part of the daily response in collective worship 'now is the time for thinking, listening and seeking within'

## **Moral Development**

An integral part of learning is understanding what is 'right', 'wrong' and 'fair', being able to make the right choices and accepting responsibility for one's actions. The language of 'choice and consequence' is used throughout our PSHE teaching. The Britishness values help to embed the ideas of democracy, tolerance, mutual respect,

rule of law and individual liberty and in order to achieve this the children should develop such qualities as:

- Knowledge of the language of right and wrong, and ideas of morality and the ability to behave and act accordingly.
- Understanding the importance of moral discussion, including the ability to listen to, and respect the views and opinions of others.
- Personal values, such as self-awareness, self-esteem, self-confidence, self-control, self-reliance, self-discipline and responsibility.
- Positive relationships with others exhibiting behaviours such as tolerance, respect, truthfulness, compassion, love, sensitivity and cooperation.
- An awareness of local, national and world issues, such as war and peace, human rights, exploitation, aid, medical ethics, environmental issues, equal opportunity and the role and rights of the individual in society.
- The value and process of democracy.

## **Social Development**

Social development involves developing an awareness of the rights and needs of others, both in the immediate environment and the wider world. For children at the School this means learning to share, to play and learn together and to resolve problems and conflicts. Social development is inexorably linked to personal and moral development.

Members of staff help the children to develop such qualities as:

- Knowledge of the structures of groups from families, to school and the wider world.
- Understanding how individuals relate to each other in school and the wider world.
- Attitudes which demonstrate the ability to adjust behaviour according to the situation both in and out of school.
- Skills in which they can take on the role of leader or team member demonstrating responsibility, sensitivity, initiative and cooperation.
- The ability to make a positive contribution to a group and to develop relationships within it.

## **Cultural Development**

Culture is the embodiment of shared beliefs, knowledge, customs, traditions and values of a group. Development in this area involves recognition that there are many distinctive cultural groups. Children need to learn to appreciate and value the distinctive features of their own culture and those of others. This will help children to answer the questions, “who am I?” and “where do I fit in?” In addition, culture is an appreciation of the arts. The School will promote cultural development through:

- Exposing children to a range of stimuli from their own culture and those of others. This will be taught through the whole curriculum, in particular RE,

literature, art and music. Visits out of school and visitors to the school will also support the children's learning and understanding.

- Encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with these.
- Encouraging tolerance and appreciation of the beliefs, value and customs of different cultures.
- Use art, music and dance to enhance learning across the curriculum.