

Brunshaw Primary School



***‘Inspiring children to be resilient and aspirational learners,
within a positive and considerate community.’***

SMSC Policy

September 2022

Agreed by Governors:

Introduction

One of our main aims is the development of the 'whole child', with the promotion of self-esteem, self-knowledge, self-management and self-confidence within an ethos, which embodies our School's values to raise caring and considerate members of the community. As a school which aims to have clear links with the community, we are proud to have links with St Catherine's Church. These church links include inviting regular contact with clergy and visits to church for worship and special occasions.

SPIRITUAL AWARENESS is one of the most important parts of school life. In pursuit of this, we provide opportunities for children to:

- ◆ Reflect on themselves and their relationships with others; realising the importance of happiness, security, family, friends & neighbours and love of pets and other animals.
- ◆ Understand the over-riding importance of goodness, truth, and caring for others - being aware of the choices between good and bad. Awareness of the darker side of life, suffering, pain and loss and being able to cope with these.
- ◆ Reflect on the inspiring quality of the world as seen in nature and the work and example of others, 'awe and wonder'. That the world is a revelation of God, showing order, pattern and sequence in creation and understand how other religions see their God as creator.
- ◆ Extend their experiences of the world and their social and cultural understanding, thereby enriching, civilising and developing wisdom. This includes the experiences provided in our Brunshaw passport of experiences.
- ◆ Understand that as a school we are guiding them to be caring and thoughtful humans and teaching them the Christian values of trust, hope and forgiveness.

Other vehicles for the development of Spiritual Awareness are:

The R.E. syllabus - "A creative and energising subject that gives true expression to the spiritual insights of human beings".

Through the general curriculum which has been personalised to meet the needs of our pupils, we lead pupils to open-ended enquiry, encouraging reflection, exploration, and encourage increasing responsibility for themselves and their work. Throughout the school, there are educational opportunities for pupils to practice decision-making and problem-solving skills in relation to life issues; guided by our Christian ethos.

Contributions of various subject areas are outlined below:

Art & Design - Making inner life visible. Expressing feelings, attitudes and inner thoughts. The study of art and the techniques of art develop the ability to pay close attention to the beauty, pattern and design of the world in which we live. Meditation requires the same close attention to

detail and the ability to respond to what is seen. Also important here is the development of imagination and looking at religious art: icons, masters and images of Jesus etc.

English- Creative writing, particularly poetry, gives opportunity to explore feelings, to experience the world around them and to express responses & reactions to others.

Stories, including parables, riddles, folk tales and fables, give opportunities to enter the world of others, developing empathy and stimulating imagination.

Drama provides techniques for exploring relationships and empathising with the experiences of others.

Mathematics- makes a contribution to a spiritual view of the world by developing a sense of pattern and order in creation and a sense of the underlying unity of all things.

Music conveys feelings, emotions and insights. It has the power to 'lift' people out of themselves.

PE/Games- Command of bodies, healthy life, self-confidence. Development of co-operation and a sense of belonging. In movement, we can express feelings and respond to experiences in a creative way.

Science- Emphasis on beauty of natural things, sense of awe and wonder realisation of the order and pattern in creation.

PSHE - Spiritual growth involves growth in all areas of a person's life. Not least the development of relationships, learning to cope with problems and difficulties such as aggression, asserting themselves, communicating feelings and emotions. The PHSE curriculum includes a detailed relationships policy which has taken guidance from the Church of England and the Valuing All Gods Children document.

The Christian Vision and ethos- This is inherent in the day-to-day life, routines and rules of the school, with an emphasis on Christian values in all that we do, stressing at all times:

- Setting an example to others
- Honesty and fairness
- Respect and consideration for others and for property
- Importance of good relationships
- Importance of doing one's best, admiring hard work and effort.
- The importance of helping others whenever possible, through community links, raising money for charity and helping within the school community.
- The importance of happiness and how to deal with anger, jealousy, and sorrow.

The school acknowledges goodness in these areas through:

- Celebration of children's contributions to the life of the school - games, fundraising etc.
- Special Pupil Awards.
- Certificates, the Golden book and other awards.

These will be presented as appropriate - in the classroom, in assembly or special awards assemblies e.g. end of year.

Evaluation - At a level appropriate to their age and ability, we will be able to observe whether pupils demonstrate:

By the end of Key Stage One:

- ◆ Knowledge of some of stories and teachings of Jesus.
- ◆ Appreciation of beauty in their world.
- ◆ Knowledge of stories from some other religions e.g. Islam and Judaism
- ◆ Knowledge of some myths and legends relating to creation.
- ◆ Christian attitudes, values & behaviour.

By the end of Key Stage Two

- ◆ Personal beliefs which they are able to discuss
- ◆ Behaviour and attitudes related to those beliefs.
- ◆ A response to beauty (awe, wonder, mystery, joy) tragedy and suffering (empathy)
- ◆ Knowledge of central beliefs, ideas, practices and philosophies of Christianity, Islam and Judaism.

MORAL AWARENESS is concerned with the development of fundamental judgements and precepts about how we should behave and act and the reasons for such behaviour. This is in turn derived from our beliefs and values. We must provide a moral framework or code within which the children operate from the word go and as they mature, help them to decide what they hold as right and wrong, why they do so and how they should act. Also important is to develop the ability to recognise moral dilemmas and to make judgements on moral issues such as ethical issues varied by science, technology, medicine, literature, history and so on. Our values certainly embody those stated in the N.C.E. "Spiritual and Moral Development" - Discussion paper 1993, i.e. Telling the truth, Keeping promises, Respecting rights and property of others, Acting considerately towards others, Helping less fortunate/weaker members, Taking personal responsibility for one's actions and Self-discipline, together with a rejection of bullying, cheating, deceit, cruelty and irresponsibility.

Moral awareness is developed through:

- The ethos of the school.
- Collective worship and assemblies.
- The R E Syllabus.
- PSHE and citizenship curriculum.
- Extra curricular activities - Sport, music etc.

Evaluation - at a level appropriate to their age and ability, we will be able to observe whether pupils demonstrate:-

By the end of Key Stage One

- ◆ Understanding of such values as honesty, fairness, respect for others and self.
- ◆ A knowledge of what is right and wrong.
- ◆ A degree of self-discipline.
- ◆ An awareness of the importance of sharing and co-operating.

By the end of Key Stage Two

- ◆ A knowledge of the language and ideas of morality.
- ◆ An understanding of the nature and purpose of moral debate and discussion.
- ◆ Personal values in relation to self-discipline, self-respect, self-reliance, self-control, self-esteem, self-confidence, self-awareness and responsibility.
- ◆ Good relationships with others showing tolerance, respect, compassion, truthfulness and sensitivity.
- ◆ An awareness of local, national and world issues - environmental, equal opportunities, race equality and human rights.
- ◆ A disposition to act and behave in accordance with such values, including skills of making moral decisions and forming moral judgements.

CULTURAL AWARENESS - is closely related to and indeed incorporates aspects of Spiritual, Moral and Social development. It is our duty to introduce our pupils to and raise awareness of the values, customs and cultures prevalent in our rich and diverse pluralist society. This involves a developing recognition and awareness of, respect for and understanding of:

- ◆ British Values
- ◆ the rights of others to exercise a cultural influence
- ◆ people of different faiths
- ◆ people of different ethnic and/or cultural backgrounds.

We also need to extend cultural horizons beyond the immediate and the local to, for example, the highest artistic, musical and literary achievements of human beings; broadening, deepening and enriching pupils' experiences of all aspects of culture. This will be achieved in relevant areas of the curriculum.

Cultural awareness will be developed through:

- ◆ The vision and ethos of the school.
- ◆ The school's personalised and developing curriculum
- ◆ Collective worship and assemblies.
- ◆ The R.E. Syllabus.
- ◆ Displays around school
- ◆ PSHE & Citizenship curriculum

- ◆ The extra-curricular experiences planned for and provide by the school.

Cultural development will be seen in pupils displaying at a level appropriate to their age and ability:

By the end of Key Stage One:

- ◆ Awareness of values and customs of our own culture.
- ◆ Awareness of other cultures locally and around the world.
- ◆ Development and appreciation of music, art, craft, literature, dance, movement.

By the end of Key Stage Two:

- ◆ Knowledge of the nature and roots of their own cultural traditions and practices (religions, social, aesthetic, political) and also of the key features of other major cultural groups within our pluralist society.
- ◆ Awareness and understanding of the diversity of religious, social, aesthetic, ethnic and political traditions and practices - nationally and internationally.
- ◆ Personal response and accomplishment in a range of cultural fields including, literature, music, DT, ICT, art and design and physical movement (dance in sport).
- ◆ Capacity to relate what is learnt in school to their appreciation of wider cultural aspects of society and to evaluate the quality and worth of cultural achievements.

SOCIAL AWARENESS- Pupils need to progressively acquire the competencies and qualities needed to play a full part in society and acquire a knowledge and understanding of society in all its aspects. Again, much of this is closely related to the development of moral principles. Much work in this sphere will be covered within the PSHE, Relationships and Citizenship curriculum. See PSHE policy. It will also be an important aspect of R.E., Collective Worship and Extra-curricular activities. The Christian ethos of the school will also contribute to this development.

Evaluation

At a level appropriate to their age and ability, we will be able to observe whether pupils demonstrate:

By the end of Key Stage One

- ◆ Awareness of the importance of family, friends and the wider community which they contribute to and benefit from.
- ◆ Awareness of the importance of relationships.
- ◆ Awareness of the diverse nature of people.
- ◆ An ability to get on with others.
- ◆ Knowledge of how to behave in different circumstances.
- ◆ Awareness of the need to care, share and support.
- ◆ Ability to work with others - co-operate and lead.
- ◆ Ability to come to terms with disappointment.
- ◆ Ability to show empathy.

- ◆ Acceptance of limitations as set against other people.

By the end of Key Stage Two

- ◆ Knowledge of the ways in which societies function and are organised, from family to school to wider groupings.
- ◆ Understanding of how individuals relate to each other and to the instructions, structures and processes of society and of how what is learnt in the curriculum relates to society.
- ◆ Attitudes which show the capacity to adjust to a range of social contexts by appropriate and sensitive behaviour.
- ◆ Skills in taking on as appropriate the roles of leader, team member, taking responsibility, co-operating, showing initiative.
- ◆ Ability to make a strong personal contribution to the well-being of social groups and to form effective relationships with them.

Assessment

Assessment and evaluation are an integral part of the learning process. Ways in which we assess the impact of our SMCS curriculum is through:

- ◆ Practical activities
- ◆ Written work.
- ◆ Teacher judgement
- ◆ Pupil/pupil relationships
- ◆ Pupil/teacher relationships
- ◆ Outcomes of group discussion
- ◆ Teacher/pupil discussion
- ◆ Observation of pupils around school and on educational visits
- ◆ How pupils relate to visitors in school
- ◆ PSHE curriculum

Development- In these areas there are many influences on the child. We can only be judged on our provision of ethos, environment, guidance, curriculum, and teaching. Moreover, many complex aspects of social development are not linear; pupils' development as a result of any learning will not necessarily be related in time to the actual taught experience and may not be demonstrated until a later stage in life, and often outside the school setting. This should be taken into account when assessments are made.

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