



Bleak Hill Primary School

Spiritual, Moral, Social and Cultural Capital development with British Values Policy

Autumn 2022

2022

Every aspect of school life, including the curriculum, has a role to play in the development of the whole child, especially in the areas of Spiritual, Moral, Social and Cultural Capital development.

Within our school we review and evaluate the role of the curriculum in SMSC development. Naturally, within the curriculum / subjects, there are departments that make a more explicit and defined contribution to students’ SMSC such as Religious Education, Citizenship, PSHE and Sex and Relationships Education. All other subjects make a valuable contribution to the SMSC development of students through the delivery of their curriculum and Schemes of Learning. We use Twitter, Instagram, Facebook and our school website to share and raise awareness of all issues so that our students and parents/carers are kept informed and updated.

Since the 1988 Education Act, schools now have the responsibility to promote

“..*the spiritual, moral, social and cultural development of students… and of society.*”

(Education Reform Act Part 1 Chapter 1.)

Spiritual Development

Our core principles of Spiritual Development are:

* excitement, generosity of spirit, reflection, creativity, enthusiasm, happiness, wonder, imagination, exhilaration and pride
* sharing thoughts, feelings and views in conversation and making perceptive, reflective and inspired comments
* addressing the questions of life, grasping the idea of wonder, experiencing deep feelings and understanding how beliefs and values shape motivation

Spiritual development at Bleak Hill is grounded in and draws life from the rich and varied spirituality of the Christian Church. Students and staff are given the opportunity to reflect and develop their spirituality in the regular celebration of the liturgical life of the Church, through the sacraments, through collective worship, in Religious Education, in Citizenship, in PSHE and also through opportunities within the wider curriculum and life of the school.

Conscious of the backgrounds of some members of the school community, it is recognised that though spirituality is closely linked to and is a key element of Christianity, it is not exclusively a religious term. For some their spiritual development will not be explicitly religious, but will be a natural human response to God, to themselves, to the world and to the society around them. For those people of faith, spirituality is a fundamental aspect of their lives and helps to deepen the personal response to God of every individual. Every legitimate activity from this perspective has a spiritual dimension.

This view is further supported by part of the OFSTED definition of Spiritual Development.

*Spiritual development is the development of the non-material element of a human being which drives and sustains us and…is about the development of a sense of identity, self-worth, personal insight, meaning and purpose…*

Explicit spiritual development and formation involves the whole school community. It is integral to the very fabric of the building and remains one of the key drivers for school improvement. Although the Religious Education Programme in both Key Stages plays a fundamental part in spiritual development, it is the wider life of the school which has the most influence and impact. 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, feeling and values, a 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. Spiritual development is concerned with how a student develops:

• Personal values and beliefs

• A willingness to reflect on their experiences

• An ability to communicate these beliefs in discussion and behaviour

• An understanding of the value and role of faith and religion in societies

• Tolerance of other people

Spiritual development is personal and unique to each individual. It is about the

meaning in life, truth and ultimate values. It includes imagination, inspiration and

creativity. It also includes an awareness of self-identify and self-worth. Bleak Hill Primary School promotes spiritual development as part of student personal

development though:

* The school rules – positive behaviour policy
* Religious Education
* All subjects of the curriculum
* Collective Worships and Assemblies
* The ethos of the school – values and attitudes which encourage imagination, inspiration and contemplation
* Opportunities to develop understanding of spiritual issues
* Opportunities for reflection on aspects of their lives
* Wonder at the natural world and human achievement (significant individuals)

Moral Development

Moral development is concerned with students’ knowledge, understanding,

intentions, attitudes and behaviour in relation to right and wrong within the accepted

codes of practices of society. Their knowledge and awareness of values and

attitudes of individuals and society as a whole and socially acceptable code of

behaviour is important. The quality of relationships that students experience, the

standards of behaviour in the school as well as the values promoted by the school’s

code of conduct will form basis of any judgment on moral development as well as the

extent to which students show:

The core principles of Moral Development are:

* being honourable, respectful, ethical and fair
* appropriate use of new technologies and social networking sites – E Safety
* recognising the need for rules to govern right and wrong conduct.
* appropriate questioning of all that goes on around them.
* understanding the importance of human worth
* an ability to exercise compassion, forgiveness, humility and kindness

Our aim is to enable students to build a framework of moral values for themselves so as to help them regulate their personal behaviour. Also, we develop our students’ understanding of shared and agreed values held in society as a whole. Students need to recognise that society’s values can and do change and they need to understand the reasons for this.

Bleak Hill is a social organisation and its functioning depends on the broad acceptance of rules, codes of conduct and a behaviour and discipline policy based on a clear set of moral principles. The school has a clear set of aims, values and expectations which are shared with parents/carers, staff and students including:

• Telling the truth

• Respecting the rights and property of others as well as respecting our school community and building

• Being considerate towards other people

• Taking responsibility for one’s own actions

• Self-discipline

• Respecting the beliefs and practices of others in a multicultural society

The essence of moral behaviour is to build a framework of values which regulate

personal behaviour through principles rather than fear of punishment or reward.

These values provide the framework for students to develop their attitudes and

understanding on morality and develop the self-confidence to hold to this code of

values against a variety of pressures. Moral development is about understanding

the principles and social values behind actions and decisions.

At Bleak Hill Primary School we reject:

* Bullying
* Cheating
* Deceit
* Cruelty
* Irresponsibility
* Dishonesty
* Obscenity
* Intolerance including racism and any forms of harassment

At Bleak Hill Primary School we promote moral development through a range of activities and opportunities both within and outside the classroom such as:

* Collective Worship and Assemblies
* Behaviour Policy
* British Values Days
* Bleak Hill Values
* Welfare and guidance
* Core curriculum including RE
* Rewards and sanctions
* Pastoral Support – including restorative justice

Social Development

According to OFSTED, social development is,

“*…about helping young people to work effectively with each other and to* *participate* *successfully in the community as a whole. It is about developing the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society using the inter-personal skills necessary for successful relationships.*”

The core principles of Social Development are:

* developing politeness, courtesy, self-discipline, self-awareness and caring approach to others and our world
* promoting social cohesion
* being able to tolerate, function within and understand a multi-cultural Britain and a global society
* understanding appropriate use of emerging technologies and social networking sites – E safety
* developing emotional intelligence to be able to work through the journey of life
* valuing others and understand the need to be able to work with others
* addressing their own difficulties and the difficulties of others

Our aim is to enable students to recognise their own personal worth and the worth of other people. The school seeks to develop positive relationships, a sense of personal and corporate responsibility, participation in the various aspects of the life of the school community and the values attached; thus supporting students on their way to becoming responsible citizens. All subjects have a contribution to make to the social development of students, sometimes through the subject material but equally on a daily basis through the interaction of students and staff. Relationships and Sex Education explores many aspects of social development i.e. personal relationships.

Other areas where students experience personal growth and the development of social skills are:

* Classroom organisation and management
* Student groupings and opportunities for group work
* The school code of conduct
* The behaviour policy
* Class Assemblies and Productions
* The School Council
* House Captains and Vice Captains
* Social trips
* Residential trips
* Extra-curricular activities and clubs

Diversity & Cultural Development

A student’s cultural development refers to an increasing understanding of those

values, beliefs, customs, knowledge and skills which link groups together and give

* people a sense of identity. At Bleak Hill Primary School we seek to develop in our children:
* 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 their 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, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they
* understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities
* application of the Single Equality Policy
* an awareness of their own culture and of other cultures. Recognition of the interaction between cultures. Being able to function in a multi-cultural and global society
* respect, tolerance and understanding regardless of culture or background
* embracing the individual who has a valuable contribution to make in enriching our own lives and experiences
* recognising a person’s needs and the needs of others for a wide intellectual development.

Conscious of the diverse cultural nature of modern society in the United Kingdom, Bleak Hill Primary School seeks to equip members of the community with an increasing understanding and appreciation of the rich variety and expression of different cultures.

Through the curriculum the school offers, staff and students, the opportunity to appreciate and understand a range of cultural experiences. The school curriculum provides experiences of all aspects of culture for students including languages, mathematical, literacy, technological, scientific, musical, political, economic and religious education.

There are also opportunities for cultural opportunities including:

* Creative and performing arts opportunities available for all students
* Extra-curricular clubs and activities
* Cultural visits
* Visits to centres of cultural interest
* Significant Individuals

SMSC and British Values Education

As a modern, multi-cultural school, we promote the basic British values of

democracy, the rule of law, individual liberty, and mutual respect and tolerance for

those of different faiths and beliefs. This ensures young people understand the

importance of respect and leave school fully prepared for life in modern Britain. We

deliver our SMSC curriculum and discuss the importance of British values through

formal subjects including the personal development curriculum, trips, assemblies,

speakers/representatives who visit the school, extra-curricular activities and special

events.

The government set out its definition of **‘British values’** in the ‘Prevent Strategy’ (2011), which was designed to prevent the extremism and religious radicalization of young people. British values are considered by the government to be:

* Democracy
* The rule of law
* Individual liberty
* Mutual respect
* Tolerance of those of different faiths and beliefs

There are also a large number of activities that enable SMSC education:

* a ‘whole student’ curriculum throughout every subject
* a wide variety of extra-curricular activities
* a wide range of trips and visits
* services for student wellbeing, including the reflection space, a quiet, safe and
* welcoming space for students
* a strong House and house point system, creating a rewarding family culture throughout the school
* student council and pupil voice - allowing students’ opinions to be heard through democracy and providing an opportunity for leadership
* a whole school rewards system focusing on positive behaviour
* charity work across the school supporting local and international charities
* opportunities to lead within our school as ambassadors
* opportunities to consider the views of others and our school community
* a wide range of assemblies, external speakers, activities and workshops, designed to support and encourage students to further develop their awareness of SMSC and British Values.
* Book spines
* Bleak Hill Values

In all of these activities, the students learn to, as OFSTED put it,

“*understand their own culture, other cultures in their town, region and in the country* *as a whole. To understand about cultures represented in Europe and elsewhere in the world. To understand and be comfortable in a variety of cultures and to be aware of the shared experiences provided by television, travel and the Internet…”*