



BCS Policy:

Spiritual, Moral, Social and Cultural

Date: September 2017

Introduction

The Branch Christian School promotes a Christian ethos, and, promotes the teaching of Jesus through teaching and example, whilst recognizing that not all of the school may be practicing Christians.

The school recognizes the need for personal development of spirit, soul, and body of its pupils, that they might be sound and complete in all areas of their being.

Thus the development in spiritual, moral, social and cultural matters is essential for pupils both in learning and achieving, as well as becoming responsible citizens.

We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own self- knowledge, self-esteem, and self-confidence as well as their own values and beliefs. This will include spiritual awareness, high standards of personal behaviour, and a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. There is no partiality with God, and therefore discrimination of any kind is not tolerated within the school. Respect for other people is to be shown, even if they choose to follow a lifestyle that one would not choose to follow for oneself.

Importance is placed on being good citizens, and the need for pupils to be able to distinguish right from wrong, and that pupils need to accept responsibility for their own actions. They are called to be “salt and light” in the locality in which they live, as well as nationally and globally.

The school is to respect both civil and criminal law to which we are subject to as living under the laws of England, and to understand that this is for our own well-being and safety. Also to have some general understanding of Parliament, police, fire brigade, health and welfare services, and other institutions, and how these fit into the overall framework.

The school is to understand British values and the democratic society and how it works in Britain, and in contrast to other forms of government in other countries. How it is perceived within England as the fairest form of political organization. How by being involved we can influence decision making. Also enjoy the freedom, which we have in Britain by the law that enables citizens to be able to hold to their own personal beliefs and faiths. How to this end as individuals we support this freedom by our active involvement, and mutual respect, and tolerance of those with different faiths and beliefs as well as political stance. Also to understand other advantages of democracy as well as some disadvantages.

In respect of political issues that might be brought to the attention of pupils in any way, that these are to be presented in such a way as to offer the presentation of opposing views, and also in a fair and dispassionate way.

General Aims

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that children know what is expected of them and why.
- To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable children to develop an understanding of their individual and group identity.
- To enable children to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

Learning and Teaching

Spiritual Development – As a school we aim to provide learning opportunities that will enable children to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.

Moral Development – As a school we aim to provide learning opportunities that will enable children to:

- Recognise the unique value of each individual.
- Recognise the challenge of religious teaching particularly that of Jesus.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgments.

Social Development – As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Begin to understand the need for social justice and a concern for the disadvantaged.
- Have a broad general knowledge of and respect for public institutions and services in England.
- To have an understanding of Parliament, separation of power between the executive and the judiciary.

Cultural Development – As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Understand British values and respect democracy as well as the importance of support in the democratic processes, and the laws of England. Decision making under the democratic process.
- About living under the rule of law, and how it protects individual citizens, and is essential for their wellbeing and safety.
- Develop an understanding of their social and cultural environment.
- See the importance of prayer being made for the Queen and all who are in positions of authority, or high responsibility, that we might lead a quiet and peaceable life in all godliness and honesty.
- Recognise Christianity as a worldwide faith.

Development in SMSC

This will take place across all curriculum areas. SMSC has particularly strong links to Religious Education, Collective Worship and Personal, Social, Health & Citizenship Education. Within all curricular activities, children will be encouraged to reflect on the significance of what they are learning, to recognize any challenges to their own attitudes and lifestyle and to recognize a spiritual dimension to their lives.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible

Through classroom discussions we will give the children opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider the needs and behaviour of others.

- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, open-mindedness, sensitivity, critical awareness etc.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree.
- Experiencing good role models.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Practical activities to develop SMSC will include:

- Working together in different groupings and situations.
- Encouraging the children to behave appropriately at meal times.
- Taking responsibility e.g. class monitors, lunch monitors, cloakroom monitors, delivering messages, end of day cleaning and tidying. Looking after younger children.
- Encouraging teamwork in PE and games.
- Appreciation of and respect for the work and performance of other children regardless of ability.
- Hearing music from different composers, cultures, worship music at opening exercises, and Chapel.
- Meeting people from different cultures and countries.
- Participating in a variety of different educational visits.
- Participation in live performances.
- Studying literature and art from different cultures supported by visits from writers, artists, missionaries etc.
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- Opportunities to make and evaluate food from other countries.
- Opportunities in music to learn songs from different cultures and play a range of instruments.
- Studying the contributions to society that certain famous people have made.

Links with the wider community

- Visitors are welcomed in to our school.
- Links with the local churches are fostered and from time to time speak in the Chapel service, students are involved in helping in a weekly Kid's Church with children from the estates and other schools.
- Trips are made to historical buildings and churches to support the understanding of a wider Christian community.
- The school supports the work of a variety of charities including the Christmas shoe box appeal, the local Christian community radio station, with students helping and assisting, also the local Christian bookshop.
- The development of strong home-school links is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children. This includes staff/fellowship evenings, as well as staff/parent forums. Several parents volunteer to assist in the school.
- Children will be taught to appreciate and take responsibility for their local environment.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of teaching and learning and work scrutiny by the Principal, usually on a weekly basis.
- Staff, Principal and Trustees meet on a termly basis.
- Audit of policies -school administrator/Principal.
- Principal and Trustees at various times.
- Staff Inset days, ACE external training days, Annual Assistance/Assessment visits from Christian Education Europe.

Inclusion

The aims of our school, is to enable students to effectively reach their full potential in all aspects of their development. We are committed to the equality and opportunity regardless of race, cultural background, ability or any physical or sensory disability. We believe that all pupils have a right to experience a real love environment, and which we believe is conducive to good learning and in which they can grow without fear, and know that though people are not all the same, they are to be respected. We believe every child is special, unique and loved by God.

Implementation of the Policy

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff. The coordinator for SMSC is the School Principal.

Policy Review Information:

Review date	Changes made	By whom	Date of next review
September 2017	No changes required.	Mrs. D Thomas	September 2020