



BOLTON

SCHOOL

PRIMARY DIVISION

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

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Scope of policy

This policy applies to the three schools within the Primary Division; Beech House, Hesketh House and Park Road. Whilst the policy is common to all, it does recognise that there is likely to be some variation in procedures at each setting as a result of the different ages of the pupils as well as different staffing structures.

This policy should be read in conjunction with the Bolton School Foundation policy on equal opportunities and the Primary Division Accessibility plan.

Aims

Bolton School seeks to realise the potential of each pupil. We challenge, encourage initiative, promote teamwork and develop leadership capabilities. It is our aim that students leave the school as self-confident young people equipped with the knowledge, skills and attributes that will allow them to lead a happy and fulfilled life and to make a difference for good in the community.

We do this through offering a rich and stimulating educational experience which encompasses academic, extra-curricular and social activities.

All staff recognise that our individual pupils' spiritual, moral, social and cultural development plays a significant role in their overall education and their ability to learn and to achieve. We therefore aim to provide all pupils with positive experiences through a planned and coherent curriculum and through interactions with teachers, other adults and the local and wider community. This will enable pupils to grow and flourish to become confident individuals and appreciate their own worth and that of others.

We celebrate diversity and we are committed to preparing our pupils to thrive in a multi-cultural world which is rich in faiths and beliefs. Our shared ethos 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.

Staff will ensure that there are planned opportunities throughout the curriculum for pupils' spiritual, moral, social and cultural development. Values will be explored throughout the curriculum especially in PSHE, RS, House Meetings, Circle Times and Assemblies and as part of our wider values shared within each setting. There will be regular opportunities for discussion and reflection. The integrity and spirituality of pupils' own faiths and backgrounds will be recognised and all pupils will be given opportunities to discuss alternative views.

All adults will model respect for pupils and adults alike and they will promote and reward expected behaviour, treating all people as individuals. Pupils will have opportunities to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

As a school we will ensure pupils have opportunities to:

- Reflect on beliefs, values and more profound aspects of human experience and use their imagination and creativity, developing curiosity in their learning.
- Develop and apply an understanding of right and wrong in their school life and life outside school and have the skills necessary to make judgments independently and appropriately
- Develop an awareness of and respect towards, diversity in relation to gender, race religion, belief, culture, disability and difference.

- To develop their own high standards of personal behaviour and adopt a positive, caring attitude towards other people
- Gain a well-informed understanding of the options and challenges facing them as they move through school and onto the next stage of their education.
- Overcome any barriers to their learning.
- Respond positively to a range of artistic, sporting and other extra - curricular opportunities workshops provided by the school, including and appreciation of music, theatre and literature.
- Develop the skills, attitudes and values to enable them to participate fully and positively in a democratic, modern Britain.
- To understand their own social and cultural traditions and to have an appreciation of the diversity and richness of other cultures.

Spiritual Development

Principles

We work with the children to help them to develop a sense of awe, wonder and mystery, so enabling them to recognise and define their own identity.

We do this through:

- class and group discussions in Circle Time, PSHEE, RS and in all areas of the curriculum.
- the exploration of feelings.
- questioning which leads to reflection about themselves and their relationship with others in their immediate community and the wider world.
- encouraging an appreciation of art, music, language and literature, the wonders of mathematics, science, the natural world and the wider world, both past and present and the pleasure of expression through movement.
- Assemblies

Moral Development

Principles

We work with the children to help them develop appropriate moral standards and values.

We do this through:

- having clear expectations for behaviour
- sharing our code of conduct with the children
- allow each class to devise their own class rules
- supporting the children as they develop their own moral values
- providing an environment where pupils feel it is safe to express their views
- encouraging mutual respect between all individuals
- celebrating cultural diversity
- rewarding considerate behaviour and applying sanctions when our moral code is broken
- We enable pupils to grow and flourish, become confident individuals and appreciate their own worth and that of others
- We develop awareness of and respect for diversity in relation to gender, race, religion and belief, culture, sexual orientation and disability
- We develop the skills and attitudes to enable them to participate fully and positively in democratic and modern Britain

- We understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life.

Social Development

Principles

We work with the children to encourage respect and co-operation between all pupils whatever their ability, background, culture, belief or disability.

We do this through:

- developing discussion, listening and language skills
- providing opportunities for group experiences in class, in assemblies, on visits, in team activities and in drama
- providing a carefully structured programme in PSHE
- encouraging respect for others in Circle Time activities
- providing opportunities for children to exercise responsibility
- Extra –curricular clubs
- Sports' teams

Cultural Development

Principles

We work with the children to try to develop an appreciation of the children's own cultures and the cultures of others in our community.

We do this through:

- providing opportunities for children to appreciate a wide range of literature, drama, music and art;
- discussing a variety of festivals with the children and reading stories from different cultures
- encouraging, where possible, children and parents to talk to the class about their customs and festivals
- visits to places of worship, museums and art galleries when appropriate

Fundamental British Values

We aim to prepare our pupils for the opportunities, responsibilities and experiences of life in British society. In doing this, we fulfil our statutory duty to promote the spiritual, moral, cultural, mental and physical development of our pupils, and to actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These values are promoted throughout the curriculum, in assemblies, through extra-curricular activities and through the routine behaviour expected of pupils and staff. They are embedded in the ethos of the School.

Monitoring and Review

- Each school within the Primary Division to review the efficacy of the SMSC policy annually, to include audits of pupil behaviour.
- Regular pupil and parental questionnaires to survey the impact of the SMSC policy and pastoral development of pupils in general.