



COMPASSION, ACCEPTANCE, RESPONSIBILITY, FORGIVENESS, TRUST

**This policy is underpinned by our Mission Statement and the school's Christian Values**

We aim to work as an encouraging and effective team within a Christian caring environment, founded on the love of God and the love of our fellow human beings.  
We aim to achieve a standard of excellence appropriate to each individual enriching, encouraging and equipping each child for their future education.

God teaches us to forgive and always accept forgiveness

We receive the Christian way of life as a gift from God

We believe and trust in God who loves each one of us

We are all unique children of God

Whatever you wish that men would do to you do to them

We are all equally precious and loved by God

## **SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY**

### **Underlying Principles**

As a church school, Burham CE Primary School places Christianity and Christian values at the foundation of its work with regard to the spiritual, moral, social and cultural, development of pupils. Christian teachings form the basis of Daily Acts of Worship and on which pupil discussions are grounded. Therefore there are strong links that form the foundation of the aims and statements of this policy.

### **Importance Statement**

We want our pupils to be **successful learners** who enjoy and achieve, **confident individuals** who are able to make good life-style choices and **responsible citizens** who care for others – locally, nationally and globally.

The academic, personal development and well-being of every child at Burham CE Primary School is of paramount importance. This includes recognising and supporting the importance of providing a range of opportunities for our pupils to respond to regarding their spiritual, moral and social and cultural development. Fundamental to our school's ethos is the belief that by educating the 'whole child' we are enhancing their life chances. Pupil progress is important in everything we do in order to help our pupils reach their full potential. We are aware that a focus on personal development in general and spiritual, moral, social and cultural development in particular, contributes to academic achievement, since it raises motivation and self-esteem and leads to a better learning environment in which our pupils will flourish. We are committed to empowering our pupils to be confident, healthy, happy, reflective and well informed people who are able to make informed choices and decisions.

### **Spiritual, moral, social and cultural development**

NB: Whilst each dimension is outlined below, separately there is a great deal of overlap between the four areas.

#### **Spiritual development:**

*To be human is to be spiritual since human beings are more than the purely physical. For some, the spiritual is intimately bound up with belief in God (however defined or understood) whilst for others it is bound up with the human spirit alone.*

We are committed to:

- Celebrating the religious beliefs and values that our pupils bring as part of their family/cultural heritage and to building an awareness of and respect for others' spiritual and religious as well as non-religious beliefs.
- Fostering common human values (e.g. love, tolerance, forgiveness) and building spiritual capacities (e.g. sensitivity and responsiveness, inner strength and resilience) to promote self-worth, self-esteem and a valuing of others.
- Helping our pupils come to an understanding of themselves as unique individuals (for some this will be inextricably linked with their belief in God/the divine) and encouraging them to reflect on ultimate questions for example the concept of life after death.
- Developing their curiosity, imagination, creativity and aesthetic responses to life and learning and promoting a sense of awe and wonder.

#### **Moral development:**

*Knowing what is right and wrong and acting on it accordingly.*

We are committed to empowering our pupils with the ability to recognise what is right and wrong and act upon it accordingly. We are committed to encouraging them to take personal responsibility for their actions. Everyone is expected to abide by our behaviour code which includes:

- Being truthful and honest, keeping promises.
- Respecting the rights and property of others, their opinions and customs, even when they are different from their own.
- Acting respectfully and considerately towards others.
- Helping others (within our school community and also locally, nationally and globally).
- Solving differences of opinion in non-violent ways.

Consequently, we reject all forms of bullying, cruelty, dishonesty, falsehood, rudeness, irresponsibility, violence and discrimination (e.g. racism, sexism, homophobia including BGLT, ageism).

**Social development:**

*Developing an understanding of rights and responsibilities of living in community – of being a ‘responsible citizen’.*

We aim to enable the individual to meet his/her responsibilities towards themselves and others through:

- Fostering the skills and qualities of team building through the development of self-confidence, cooperation, sensitivity to others, reliability, initiative and understanding.
- Providing an environment where pupils can take responsibility for themselves and others in school and in the wider society (local, national, global).

**Cultural development:**

*Knowledge and understanding of own and others’ cultural traditions.*

We value and celebrate the cultural diversity of our school, our society and the world in general by:

- Encouraging an appreciation of our own cultural traditions and encouraging an appreciation of others’ cultural traditions including those represented in the school as well as in the local, national and global communities.
- Celebrating the richness of culture and tradition.

**In the light of this we will:**

- Ensure that the spiritual, moral, social and cultural development of our pupils is taken seriously and appropriately promoted across the curriculum and in the wider life of the school by, for example:
- Providing an appropriate range of effective teaching and learning strategies that enable pupils to reflect on and respond to issues of spiritual, moral, social and cultural importance and concern; encouraging them to learn how to be physically still and yet mentally alert as they think deeply about and reflect on such issues; using their senses and developing their curiosity, imagination and creativity.
- Encouraging all our children to act responsibly and take responsibility for themselves and others; maintaining a positive climate in school in which all are valued and respected and expected to make positive contributions to school life.
- Supporting staff in an understanding of these important dimensions of human development as part of the educational process; identifying training and resource needs; ensuring that staff new to our school are inducted into our policy and practice surrounding these areas of personal development.
- Encouraging all teachers to plan for and respond to opportunities to encourage children to address these issues within the context of all curriculum areas; expecting curriculum leaders to take into consideration spiritual, moral, social and cultural development issues as part of subject planning and monitoring processes.
- Recognising the importance of our collective worship programme in supporting and encouraging pupils to respond to these issues.
- Ensuring that a senior member of staff (the headteacher who has responsibility for teaching and learning) has oversight of spiritual, moral, social and cultural development across the school.
- Reviewing the effectiveness and impact of our policy and practice as part of our cycle of school development (at least once every three years), including taking into account Ofsted/denominational inspection expectations.

The following are closely linked with our spiritual, moral, social and cultural statement and policy:

- School Aims
- SEF/SIP
- Inclusion and Equal Opportunity Policy
- Our Home/School Agreement
- Behaviour Policy
- Subject areas policies and schemes of work especially, but not exclusively, religious education, PSHE, relationship & sex education and online safety.
- Teaching and Learning

**Agreed by the Governing Body of Burham CE Primary School on: .....**

**Review date: .....**

**Signed: ..... (Chair of Governors)**

**September 2011**

**Reviewed November 2013**

**Reviewed January 2017**

**Reviewed November 2018**

**Amended January 2021**