



St Bartholomew's
Primary Academy



Spiritual, Moral, Social and Cultural Development Policy

**“They will soar on wings like eagles”
– Isaiah 40:31**

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'Hand in hand we learn, we grow, we soar'

Our Mission

At St Bartholomew's, our mission is to provide the best education for each individual child within a Christian environment. We will do this by providing a firm spiritual foundation, based on Christian values, beliefs and principles, and by equipping all pupils with the skills and enthusiasm for learning which will serve them throughout their school lives and beyond.

We provide a safe and secure, caring and happy, welcoming, innovative and inspiring environment, with an enriched curriculum, where children will recognise and achieve their fullest potential, enabling them to grow as responsible citizens.

Our aspiration is that children will leave our school with:

A set of spiritual and Christian values - courage, kindness, perseverance, trust, respect and love.

A variety of skills - linguistic, mathematical, scientific, artistic, physical and social.

An enquiring and discriminating mind with a desire for knowledge and a life-long love of learning.

Strong self-esteem and high personal expectations.

Understanding and respect for others.

We value the partnership that exists between school, parents, church and community and the part that it plays in realising this vision.

Through our school mission, vision, ethos, agreed rules, and principles and through our curriculum and in all that we say and do, we promote positive, kind and caring relationships and value such skills as the ability to listen, communicate, recognise and respond to the needs and feelings of others, as well as trying to understand each other's behaviour, offering forgiveness and reconciliation when things go wrong.

We value diversity and encourage an understanding and respect for people of different faith and of no faith. We recognise, support and celebrate different cultures and lifestyles.

Our curriculum promotes 'British' values of 'democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths' and provides opportunities for children to experience and reflect on the work, worth and worship of our school and its community.

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We actively challenge children and adults whose views are 'extreme' and at odds with our Christian and British values.

We value hard work, perseverance, cooperation, honesty and courage. Through our words, actions and influence, we offer our school community inspiring and enriching experiences, empowering them to make a positive contribution to their school, the wider community and throughout their lives in modern Britain.

Our Vision and Values

Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens. Our vision statement is -

Hand in hand we learn, we grow, we soar

The word 'soar' not only has connotations of reaching heights you never imagined, but also celebrates each of our classes being named after famous birds.

We have 6 core values which are at the heart of all we do and underpin this vision.

Perseverance

'I don't give up and I bounce back from my mistakes.'

Respect

'I treat others how I would like to be treated.'

Kindness

'I am friendly and caring in my words and actions.'

Trust

'I am honest and helpful and make the right choices.'

Courage

'I rise to a challenge and I am brave.'

Love

'I have love for myself, for others and for God.'

Each of these values has a focus throughout the year, taking one value each term, in Collective Worship and in reflection areas in classrooms. Our values

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are also reflected on during candle time and when using our reflection books to guide our thoughts and discussions.

Guidelines

- The values and principles that are reflected in the Christian ethos of the school are also reflected in all school policies and are whole school issues.
- The Christian values will be delivered at whole school, Key Stage, class and individual levels, through the whole curriculum, the work of the Rainbow Room and Acts of Collective Worship.
- Opportunities for promoting the values of the school also exist at playtime and lunchtime.
- All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing Christian love and respect for pupils and their families.
- Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.
- Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward positive behaviour and provide opportunities to celebrate pupils' work and achievements.
- Pupils are given opportunities to reflect on, consider and celebrate the wonders and mysteries of life.

Teaching and Organisation

Class discussions and circle time will give pupils opportunity to:

- talk about personal experiences and feelings.
- express and clarify their own ideas and beliefs.
- speak about difficult events e.g. bullying, bereavement etc.
- share thoughts and feelings with other people.
- explore relationships with friends/family/others
- consider the needs of others.
- show empathy.
- develop self-esteem and a respect for others.
- develop a sense of belonging.

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Pupils need to develop skills necessary to work and play effectively with others in pairs and small groups. Many curriculum areas provide opportunities to:

- reflect, listen and talk to others.
- learn an awareness of treating all as equals and accepting people who are physically, mentally or culturally different.
- share ideas and points of view.
- agree and disagree.
- take turns and share equipment.
- work co-operatively and collaboratively.
- promote forgiveness and reconciliation.

The school's Rainbow Room aims to:

- further support children's emotional development and well being
- help them to recognise their own feelings and those of others and to manage their emotions well
- develop pupils' resilience so that they are able to 'lock on to learning'
- help children to 'enjoy and achieve'

Themes covered will include

- self esteem
- anger management
- exploring and managing feelings and emotions
- friendship
- playing and sharing
- manners and social interaction
- learning to be a good learner

We see prevention and early intervention as a key feature of the purpose of the Rainbow Room. We want to be able to help children before things become 'too big'. The Rainbow Room enables us to make time for children who are having difficulties with any area of their life as soon as we know about it.

We will provide opportunities and physical space for personal spiritual reflection including

- the Peaceful Place
- the Rainbow Room
- Areas of Reflection in each classroom
- Acts of Collective Worship and the Holy Table
- Opportunities on educational visits and residential trips.

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Links with Wider Community

- Visitors are welcomed into school.
- Strong links with the local churches, *OTB* and their ministers are fostered through the school management team, the Governors and the Diocese of Salisbury Academy Trust.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupils.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility towards it.
- Pupils are encouraged to support local, national and international charities through a variety of activities and fund-raising events.

Dissemination, Monitoring and Evaluation

This policy is made accessible to staff, governors, parents and appropriate outside agencies. The policy will be monitored by the leader for RE the Headteacher and the Foundation Governors.

Conclusion

High standards in the areas of spiritual, moral, social and cultural development will be sought and maintained by establishing the clear principles and values evident in the biblical concept of loving each other as Jesus loved us. This Policy should be read in conjunction with the Collective Worship Policy, the Religious Education Policy, the home-school agreement and information on the school website.

Appendix

Definitions

Spiritual development Understanding of self and others is at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development, is, therefore, accessible to everyone. All areas of the curriculum should contribute to pupils' spiritual development.

As a church school, we place special emphasis on the specific teaching and beliefs of the Christian faith, both within the daily life of the school and through the curriculum.

Moral development is concerned with pupils' ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong.

The system of rules and codes of behaviour established in our school is an important early introduction to issues of fairness for all and to the consequences of operating outside the accepted rule system. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of consequences or sanctions. Moral development, based on Christian principles, should enable pupils to become increasingly responsible for their own actions and behaviour.

Social development refers to the development of abilities and qualities that pupils need to acquire if they are to play a full and active part in society. Provision for social development should balance the positive, satisfying elements of belonging to a group or society with the demands and obligations such membership requires.

The school, in particular the classroom, provides a suitable environment for promoting social development within a Christian context. Pupils learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when children work co-operatively.

Cultural development refers to the development of knowledge and understanding and tolerance of differing cultural beliefs, customs and traditions. It is an increasing appreciation of the systems of values and attitudes which form the basis of identity and cohesion within societies and groups.

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In order to make provision for cultural development, existing knowledge, interests and experiences are strengthened and then built upon further. In this way pupils gain a deeper understanding of their own culture and the factors which influence it and gain a broader understanding of other cultures and cultural influences. All areas of the curriculum can be used to promote and develop cultural awareness, although the arts, music, dance, drama and art are those used the more frequently.