

Bradford Grammar Junior School

Spiritual, Moral, Social and Cultural

Policy Document

Spiritual, Moral, Social and Cultural Development Policy

Rational

The spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children by Governors, staff and parents of our school. It is taught through all subjects of the curriculum and in particular RE and PHSCE. It is also emphasised in assemblies. It supports all areas of learning and can contribute to the child's motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. In later years it can enrich the individual's appreciation of life's experiences and their relationships with others.

The values and attitudes promoted by the staff influence the behaviour and attitudes within the school. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values. See also the school Pastoral Care document.

In general Spiritual, Moral, Social and Cultural development should:

Enable all pupils to develop their self knowledge, self esteem and self confidence

Enable pupils to distinguish right from wrong and respect the law

Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life

Provide pupils with a broad general knowledge of public institutions and services in England

Assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.

Pupils should also be led towards distinguishing right from wrong and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. In addition the school will also lead pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity

Spiritual Development

Spiritual development is relevant to all children not only those who come from families who believe one of the main four or for that matter any other religions.

In developing the spirituality of children, we help them to become aware of:

- The human search for meaning and purpose in life
- The joy of being alive
- The beauty of the natural world
- The mystery and wonder of existence
- The world of imagination and creativity
- The value of the non-material dimension of life
- The need to understand oneself and one's feelings
- The need to value oneself and one's feelings.
- The need to recognise the feelings and achievements of others

In this way, spiritual development encourages:

- Self awareness
- Reflection
- Reasoning
- A sense of enduring identity
- Good relationships
- Co-operation and empathy
- The formation of long term ideals

The school will promote spiritual development through:

- Fostering high self-esteem by encouraging children to take risks or face challenges in their learning within a secure and positive environment.
- Demonstrating its appreciation for work of the child's imagination and provide opportunities for them to use their own creativity and imagination.
- Offering opportunities for aesthetic experience in art, design and technology, music, dance, and literature.
- Making time for stillness and reflection.

- Posing questions that encourage children to consider issues of meaning and purpose.
- Developing good listening skills in the children; the School will show that it is listening to the children through its response to issues raised, by them, via the School Council. Recent changes due to the School Council have been:
 - Softer balls for the playground
 - New equipment for the playground
 - Chicken breasts for lunch
 - Pears in addition to other fruit at lunchtime
 - Year 2 equipment for the playground
 - New mirrors for the girls toilets
 - Non ball days on the playground
 - A small budget for House Meetings to award prizes for competitions
- Showing that it is not always possible to provide an absolute answer and at such times it is a positive experience to value a variety of interpretations and responses.
- Improving co-operation and understanding in relationships, providing opportunities such as group activities where children have constructive and enjoyable interaction with others; it is important that they sometimes work with those children who they would not normally choose as partners.
- Fostering emotional well-being by encouraging children to express their feelings and to have the ability to control their emotional behaviour.
- Developing the capacity for evaluative reasoning and critical thought by encouraging children to look beyond the surface.

These opportunities appear across the curriculum although are clearly scheduled in RE, PHSCE and the Creative Arts. As a school, we also value opportunities presented within the Science, DT and Mathematics curriculum.

The Broad Minds Club also has a valuable contribution to play, with its discussions about fairness, prejudice and racism. Recent discussions also included questions about poverty, based around what it is like to be poor, comparing statistics of different nations and moved on to poverty caused by war.

Moral Development

This relates to the child's developing understanding of what is "right", "wrong" and "fair".

The School will try to build on the moral training within the home while accepting that there might be different approaches between home and school.

Moral development is concerned with:

- Developing the child's awareness and understanding of the moral code of the communities in which they live; these may or may not be statutory.
- Helping the child to realise that to enjoy rights we have to accept responsibilities.
- Developing the child's understanding of why rules are necessary.
- Developing the child's self-discipline so that rules are observed as a point of principle and not just out of the fear of sanctions.
- Giving the child the knowledge and ability to question and to reason so that they are capable of deciding on the most appropriate action after considering the consequences of an action.
- Develop the skills necessary to explain their own behaviour.
- Value physical well being, privacy, feelings, beliefs and rights of others.

The School will promote the moral development of the child by:

- Accepting proper authority and doing as they are told.
- Showing respect to all adults in school e.g. Teachers, Catering staff, Playground Supervisors and Parent Helpers.
- Having a consensus of values (School Rules) that are stated clearly and owned by everyone, especially the children.
- Building up the self-esteem of the child.
- Encouraging everyone within the school to behave in an acceptable way towards one another.
- Training children in understanding the consequences of their actions.

It is important that there is a consistency in the approach to this amongst the staff. Obvious opportunities to promote moral development can be provided during PHSCE, assemblies, visiting speakers, the School Council and throughout the curriculum.

The Junior School 'Moral Code' and School Rules are underpinned by belief in:

- Telling the truth
- Keeping promises
- Respecting the rights and property of others
- Being considerate to one another
- Caring for those who are less fortunate
- Accepting responsibility for one's own actions
- Self discipline

See also the school rules attached to this document.

We will not accept:

- Bullying
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty
- Selfishness

Social Development

In order to develop the social aspects of a pupil's life, the school will provide opportunities for pupils to:

- Develop skills such as co-operation, collaboration, responsibility, teamwork and initiative
- Take part in competitive sport and that whilst it is important to strive for the best, it is not required that we 'Win at all costs'
- Understand the rights and responsibilities of individuals within the social setting; making sure all pupils are included in games and not just their 'best friends' for example
- Recognise the need to live harmoniously in a multi-cultural society
- Communicate with others with increased effectiveness
- Engage in activities which benefit others
- Use language in a range of groups and contexts
- Write for a range of purposes and audiences.

Cultural Development

Development in this area allows the child to recognise that all cultural groups are distinctive. Culture is the embodiment of shared beliefs, knowledge, customs and values of that group. The child needs to appreciate the distinctive features of their own culture and those of others. This will help children to answer the questions "Who am I" and "Where do I fit in?"

We need to remember that cultures are dynamic and are constantly being re-shaped and take steps to ensure that pupils appreciate racial and cultural diversity and avoid and resist racism.

The School will promote cultural development through:

- Exposing children to a wealth of stimuli from their own culture and those of others. This will be taught through the whole curriculum in particular RS, English, geography, history and music. Visits out of school and visitors to the school will support this teaching
- Encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with these
- Encouraging tolerance and appreciation of the beliefs, values and customs of different cultures

Opportunities to nurture the cultural development of the child exist in all creative areas - PHSCE, RS and collective assemblies. During such time pupils should be encouraged to:

- Realise they are part of a community
- Think about the needs of others and their cultures
- Explore and share beliefs

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Ways in which we currently encourage growth in these areas:

Celebration assemblies

The school rules posted around school.

Whole class assemblies

Opportunities for group and team work within the curriculum

Promoting creativity within the curriculum

Quiet times for thought and reflection within the class and at assembly time

Encouraging response to material – paintings, music, prayers, stories;

Exploring feelings and emotions within class, at assemblies and PHSCE

Promoting responsibility and the acceptance of consequences and making provision for reparation of relationships

Promotion of self respect and respect for others through curricular themes and discussion

Provision of an environment where individual differences are accepted

Fund raising for charities

Displaying work of not only of high quality but of all pupils where possible

Visits to the Cathedral for specific occasions such as Evensong

Visiting speakers such as a Vicar, a Hindu, Muslim, Sikh or Jew

Visits from members of the community such as the High Sheriff of West Yorkshire, the Fire Brigade and holding Barnardo's and Fair Trade assemblies.

Visits from Authors

Residential visits

CLOCK HOUSE RULES, OK!

- C** Care for each other – help other members of the school whenever possible
- L** Look after your property and that of others
- O** Organise your time and equipment effectively
- C** Consistent effort in all lessons to achieve your best
- K** Keep our school clean and tidy

- H** Help give our school a good name – behave appropriately in and out of school
- O** Open doors and be polite to everyone
- U** Use your free time to join in activities and clubs
- S** Speak kindly and support each other
- E** Ensure you look smart and tidy