



Spiritual, Moral, Social and Cultural Development at Bassingbourn Primary School

'Inspiring creativity and independence'

At Bassingbourn Primary School we place high regard on our Spiritual, Moral, Social and Cultural Development and recognise it as a crucial part in helping students to learn, develop and grow.

Elements can be found within our school policies and the daily practices of teaching and learning; behavioural and academic expectations; management and leadership and our working partnerships.

We are a school marked by respectful relationships, high expectations and a spirit of excellence. This ethos provides us with a moral compass which contributes to the SMSC development of students, as well as inspiring a sense of community and cohesion.

All students are aware of our '7 aspirations for pupils' and ethos for 'Inspiring creativity and independence'; and students display their knowledge of right and wrong by making positive contributions in lessons and around school.

There is a strong visual presence of positive messages, along with verbal encouragement, and students rewarded for displaying the right behaviour and for participation, performance and achievement. This is done through our House system and tokens as well as through class rewards in KS1 and Dojo points in KS2 so that children can earn individual praise – reported to parents and work towards a group achievement for their House – Saxons, Romans, Vikings and Normans.

SMSC development of our students is an imperative part of their academic progress and learning for life. Our holistic approach to nurturing the 'whole' child works to ensure mental, emotional, spiritual and physical growth and well-being. Our ability and success at providing outstanding pastoral care comes from the effective use of pupil premium; strong student guidance and support services; partnerships with external agencies; in-house restorative justice practices, CPD for all staff, designated Child Protection Officers etc.

Mission Statement

The school strives to build a community which encourages all its members to develop a healthy respect for each other. In addition, we provide a happy, stimulating and caring environment where there are opportunities, encouragement and stimuli to develop each student to her full potential.

This policy relates to the whole life of the school and its role in promoting spiritual, moral, social and cultural development (SMSC) by the example set by adults in the school and the quality of relationships they espouse.

1. Spiritual Development

Aim

This area relates to the beliefs, feelings and emotions through which students acquire worthwhile insights into their own lives. All areas of the curriculum may contribute to spiritual

development. Although education and spiritual development are not synonymous, school experiences can make a significant contribution to spiritual development.

Objectives

At Bassingbourn Primary School, the students will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

In Practice at Bassingbourn Primary School, this is delivered through:



1. A Religious study programme which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values;
2. A PSHE programme which involves all years in opportunities for themed discussion and reading (both fiction and non-fiction).
3. An assembly programme to address the spiritual aspect of quiet and reflection – in particular using past and present role models from the world and encouraging community participation;
4. A student support structure that is focused on learning and providing appropriate information advice and guidance for students as well as opportunities to explore pathways of development;
5. Educational enrichment trips, creative partnerships and visiting speakers provide students with a range of experiences, which may promote a sense of awe and wonder about the world;

6. A reflective approach to learning through formative assessment techniques – students having ownership and understanding of where they are, where they need to get to and how they are to do it;
7. A rewards system developing student self-esteem through certificates, Head Teacher awards, House and Dojo points;
8. Displays of student work bring a sense of pride in the work students produce and therefore a sense of expressing the talents of the individual;
9. The use of school council to involve students in the life of the school.
10. PSHE programme for all years.

Moral Development

Aim

Moral development refers to the students' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The school has a well-established Behaviour Policy and staff promote a supportive approach to the management of challenging behaviour.

Objectives of the School rules are to promote the concept of excellent behaviour by being:-

School rules here...

In practice – at Bassingbourn Primary School, this is delivered through:

- Clear models of good behaviour from staff and senior students and reinforcement of school and classroom rules both inside and outside of lessons
- Student support and structures used by all staff that is focused on conflict resolution and restorative justice.
- Class assembly discussions based on moral issues, where appropriate, across the school once a week
- PSHE programme
- Assembly themes on moral issues
- Fund raising activities for nominated charities, in addition to national charity events which give rise to discussion around morality.
- The use of students in teams across the school: Student council; House team; Play leaders; Library monitor team,
- Supervised and filtered access to the Internet together with regular assemblies focused on the dangers of the internet and related issues.
- Local, national and global incidents, in addition to existing programmes of study, give an opportunity for teaching about morality and behaviour during deep learning weeks across the school and demonstrates the flexibility of our teaching programme.

Social Development

Aim

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society.

Objectives

Students will be encouraged to:

- Maintain and develop relationships within the school working successfully with other students and adults in the school community;
- Respond to the opportunities being offered, to show initiative and to take responsibility for their own learning in the school community;
- Gain an understanding of the wider society through their family and carers, the school, local and wider communities;
- Actively participate in the school community and beyond into the wider community outside of school.

In Practice, at Bassingbourn Primary School we provide opportunities for students to:

- Interact with all staff in school and with external partners of the school in an appropriate and outstanding manner
- Elected school council representative to feedback views, ideas and concerns to their class groups and to the senior leadership team.
- Experience, in programmes of study, the development of skills in speaking, listening and key reflective work where students have the ability to learn both with teacher interaction and support, but increasingly with more independent study.
- PSHE programme.

Cultural Development

Aim

Cultural development refers to pupils increasing understanding and response to those elements, which give societies, and groups their unique character. The school will promote the cultural traditions of our own area and the ethnic and cultural diversity of the world.

Objectives

The students will be encouraged to:

- Appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills;
- Recognise that similarities and differences may exist between different societies and groups;
- Experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media;
- Broaden, develop and enrich their interests and insights through interacting with opportunities the school and the wider community provides.

In Practice at Bassingbourn Primary School we encourage:

- Educational visits to experience other cultures and ways of life.

- Educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments – schools colleges and universities – in order to better understand other cultures and ways of life.
- PSHE programme
- Collective worship and assemblies – a themed approach that give rise to many opportunities to explore SMSC and cultural diversity. Other events are also celebrated with drama, art, dance and presentations along with specific services such as Remembrance, annual carol services and celebrations of Easter and other religious festivals: Divali, Hannukah.
- Topic work across the school which explores “culture” in all its various forms in relation to specific subject areas.
- Access to the Internet in order to explore cultures and activities as extension learning

Role of Senior Leaders and Key Staff

- To undertake audits and observations of department developments in SMSC provision.
- To promote and facilitate enrichment events in school.
- To promote student “voice” opportunities and the related teams in order to maximise student participation.
- To encourage staff and students to be involved in enrichment activities which are spiritually, morally, socially and culturally engaging both inside and outside the classroom.

Expectations of stakeholders

All stakeholders expected to support and be engaged in the implementation of this policy through every engagement that they have with each other; in tutor time, assemblies and in the course of daily interactions (with each other) in their classes and outside classrooms to promote and celebrate the equality and diversity of the school community

What evidence do we have to support this?

- Mentoring for key children, lunch time support/pupil drop in with SENDCO
- Event and Showcases – Harvest assembly EYFS/KS1; Carol concert KS2, EYFS Nativity performance, KS1 Christmas play, Years 3 and 4 Christmas play, Spring Dance display Year 2, Summer music concert all years including Years 3 and 4 recorders, Year 6 Summer performance, Year 5 Arts awards
- Assemblies including a range of speakers, Water safety from the Canal Trust, Judaism speaker, disability workshops etc...covering various SMSC topics including silent reflection and a thought for the week, moral and spiritual issues such as making good decisions, consequences of actions, and local community issues and cyber bullying and self-esteem
- Prize Giving – celebrating students achievements termly through Reading, Writing, weekly Head Teacher awards, end of year awards for all year groups
- Competitions – House competitions as a group – House singing, photography, conker collecting, scarecrow building, sporting competitions, Christmas decoration competition, Easter Egg competition,
- Student displays of work - showcasing student work around the school.
- Gifted and Talent activities – Maths club, Writing challenge, Maths challenge,

- Referrals to external agencies - social services, Early help, in school counselling, speech and language
- Restorative justice - meetings to resolve breakdown in relationships between student; Members of staff and students.
- Sharing Data – Attendance for every class in weekly assemblies – good attendance leads to extra golden time, sharing Dojo rewards points with pupils and parents every term and termly pupil attendance to parents
- Student Rewards –
- Lesson plans and schemes of work – Class assemblies, RE, PSHE
- Lessons – visitors and guest speakers in lessons. Opportunities for students to discuss feelings, values and beliefs
- Anti-bullying - Policy, displays in school, assemblies,
- Themed days or weeks – Deep learning weeks and focus on developing emotional literacy through friendship week, understanding disability, Life education bus
- Parental support - Information evenings regarding supporting Literacy and Numeracy and general reading, Transition meetings for pupils and parents and a timetable of transition activities between year groups and schools, letters home, one-to-one meetings; referrals to agencies.
- Fund-raising activities – Local charities and Red-Nose Day
- Community – Remembrance Day – school attends the Sunday service and actively participates. Year 5 and 6 invite veterans and elderly adults from the community to sing to and serve tea and talk about the war
- Daily reflection time- mindfulness in class after lunch every day
- Three weekly Newsletter to parents – updating staff, students and parents of events and school wide issues
- Value Posters – displayed around the school and in classrooms using reflective and motivational quotes
- Student Posters – providing advice and guidance to students on where to turn to for advice and support within school
- School Council – Children voted for from each year group meet every week to discuss school issues and pupils voice
- Buddy system – Year 4 and 5 children are trained to be buddies to new pupils
- Play leaders – Year 4 and 5 pupils are trained to be play leaders on both playgrounds
- Trips and Visits – Year 4 residential to an outdoor centre to encourage bravery and resilience and team work, Year 6 residential to Isle of Wight to grow independence and cement relationships before leaving for secondary school. Each year group has a school trip and an in school visitor.
- Easter school every year for pupils to attend ready for SATs