



BIDSTON AVENUE PRIMARY SCHOOL

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT POLICY & FUNDAMENTAL BRITISH VALUES

Background

The two broad aims for the school curriculum are reflected in section 78 of the Education Act 2002, which requires that all state-funded schools must provide a balanced and broadly based curriculum and which:-

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Spiritual Development

At Bidston Avenue Primary School we recognise that pupils who are developing spiritually are likely to develop some or all of the following characteristics:

- A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour.
- An awareness and understanding of their own and others' beliefs; a respect for themselves and for others;
- A sense of empathy with others, concern and compassion;
- An ability to show courage in defence of their beliefs;
- A readiness to challenge all that would constrain the human spirit, for example, poverty of aspirations, lack of self-confidence and belief, moral neutrality or indifference, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination;
- An appreciation of the intangible – for example, beauty, truth, love, goodness, order, as well as for mystery, paradox and ambiguity;
- A respect for insight as well as knowledge and reason;
- An ability to think in terms of the 'whole' for example, concepts such as harmony, independence, scale, perspective; and an understanding of feelings and emotions and their likely impact.

Our school aims to encourage spiritual development by:

- Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.
- Encouraging pupils to explore and develop what animates themselves and others;
- Giving pupils the opportunity to understand human feeling and emotions. The way they impact on people and how an understanding of them can be helpful.
- Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodation difference and respecting the integrity of individuals;
 - Promoting teaching styles which;
 - Value pupils' questions and give them space for their own thoughts, ideas and concerns;
 - Enable pupils to make connections between aspects of their learning;
 - Encourage pupils to relate their learning to a wider frame of reference – for example, asking 'why', 'how' and 'where' as well as 'what'; and monitoring in simple, pragmatic ways, the success of what is provided.

Moral Development

At Bidston Avenue Primary School we recognise that pupils who are morally aware are likely to develop some or all of the following characteristics;

- An ability to distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures;
- Confidence to act consistently in accordance with their own principles;
- An ability to think through the consequences of their own and others' actions;
- A willingness to express their views on ethical issues and personal values;
- An ability to make responsible and reasoned judgements on moral dilemmas;
- A commitment to personal values in areas which are considered right by some and wrong by others;
- A considerate style of life;
- A respect for others' needs, interests and feelings, as well as their own;
- A desire to explore their own and others' views; and an understanding of the need to review and re-assess their values, codes and principles in the light of experience.

Our school aims to encourage pupils' moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school;
- Promoting racial, religious and other forms of equality;
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong;
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making;
- Rewarding expressions of moral insights and good behaviour;
- Modelling through the quality of relationships and interactions the principles which we wish to promote – for example fairness, integrity, respect for pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts;
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community;
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided.

Social Development

At Bidston Avenue Primary School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour;
- Relate well to other people's social skills and personal qualities;
- Work successfully, as a member of a group or team;
- Share views and opinions with others, and work towards consensus; resolve conflicts;
- Reflect on their own contribution to society and to the world of work;
- Show respect for people, living things, property and the environment
- Benefit from advice offered by those in authority or counselling roles;
- Exercise responsibility;

- Appreciate the rights and responsibilities of individuals within the wider social setting;
- Understand how societies function and are organised in structures such as the family, the school and local and wider communities;
- Participate in activities relevant to the community; and understand the notion of independence in an increasingly complex society.

Our school aims to encourage pupils' social development by:

- Identifying key values and principles on which school and community life is based:
- Fostering a sense of community, with common, inclusive value
- Promoting racial, religious and other forms of equality;
- Encouraging pupils to work co-operatively.
- Encouraging pupils to recognise and respect social differences and similarities.
- Providing positive corporate experiences – for example, through assemblies, team activities, residential experiences, school productions;
- Helping pupils develop personal qualities which are valued in a civilized society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, independence, self-respect.
- Helping pupils resolve tensions between their own aspirations and those of the group or wider society;
- Providing conceptual and linguistic framework within which to understand and debate social issues;
- Providing opportunities for engaging in the democratic process and participating in community life;
- Providing opportunities for pupils to exercise leadership and responsibility;
- Providing positive and effective links with the world of work and the wider community;
- Monitoring in simple pragmatic ways, the success of what is provided.

Cultural Development

At Bidston Avenue Primary School pupils who are become culturally aware are likely to be developing some or all of the following characteristics;

- An ability to recognise and understand their own cultural assumptions and values and those of others;
- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment.

Our school aims to encourage pupils' cultural development by:

- Presenting authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality.
- Extending pupils' knowledge and use of cultural imagery and language encouraging them to think about special events in life and how they are celebrated; recognising and nurturing particular gifts and talents; providing for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance, developing partnerships with outside agencies and individuals to extent pupils' cultural awareness, for example, theatre, museum, concert and gallery visits;
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc.
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum;
- And monitoring in simple ways, the success of what is provided.

Key areas of school life where evidence of spiritual, moral, social and cultural development may be found:

- The school's vision and aims
- Behaviour policy/Behaviour Code/rules
- Display around the school
- Positive relationships between staff and pupils etc.
- Assemblies/acts of collective worship
- Extra-curricular activities
- School trips
- Lunch times and playtimes
- PSHE/Citizenship/RE
- The Arts (cultural experiences)
- Community links
- Residential trips
- Visitors to school

Fundamental British Values

The DFE considers these values to be those of:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance of different faiths and beliefs

Our School Values

At Bidston Avenue Primary School we actively promote our school values and the Fundamental British Values using a variety of approaches;

- Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.
- Pupils should understand the difference between English law and differing views on right and wrong.
- Our school's ethos and teaching should support English law and parents should be aware of this.
- Pupils should be aware of the difference between law of the land and religious law.

At Bidston Avenue Primary School we demonstrate democracy through:

- Pupil voice
- School Council
- Voting
- Elections
- Questionnaires
- Contribution to school policies
- Healthy Schools meetings @ Town Hall

We demonstrate the rule of law through;

- Behaviour policy
- School rules
- Visits from police etc
- Year 4 Law-Makers unit of work

Individual liberty is demonstrated through:

- Making individual choices in a safe, supportive environment
- Tracking challenges
- Choice over and variety of extra-curricular activities

We demonstrate mutual respect through;

- The school's ethos values and beliefs
- Buddying systems
- RRSA Charter of Rights
- Code of Conduct

We demonstrate tolerance of those with different faiths and beliefs through:

- Assemblies
- RE
- PSHE and Citizenship
- Visits and Visitors
- Twinning projects
- Participation in local national and world wide events

Our school values of friendship, respect, equality, determination, inspiration, courage and excellence were derived from the 2012 London Olympics and incorporate British and SMSC values. During the summer term, our assembly timetable promotes our school values and children who exemplify these values receive a certificate and wristband in our celebration assembly.

Collective worship is an important part of the day at Bidston Avenue Primary and makes a valuable contribution to the pupils' spiritual, moral, social and cultural development.

Agreed by: Standards & Curriculum Committee, March 2018

Agreed by the Governing Body: March 2018

Review Date: March 2022