

# Bathwick St. Mary Church School

'Achieving excellence through the pursuit of good'



## Spiritual, Moral, Social and Cultural Policy

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Our School Policies should be understood as part of the overall strategy of the School, and put into practice within the context of our Vision, Mission and Christian Values (**Love**, **Joyfulness**, **Respect**, **Forgiveness**, **Perseverance**, **Fairness**) as a Church School, with a particular focus on the promotion of equality.

### Introduction

Bathwick St. Mary Church School's vision is built upon our Christian Values and complements and enhances our Mission. We aim to nurture every child to be the best they can be and by each member of our community striving to do their best, we all will be, '**Achieving excellence through the pursuit of good**'. Our school's vision has a clear Christian theological underpinning, based on the Biblical narrative underpinning our Christian Values. Further details can be found here: <http://bathwickstmary.org/vision-and-values/>

This policy is based in part on the Department for Education advice, 'SMSC development of pupils in independent schools: departmental advice' (2013) and the 2014 updates.

### Aims and Rationale

The Church of England vision for education is for all children to, 'Have life, life in all its fullness.' [John 10:10]. Bathwick St. Mary Church School's ethos is built upon our Christian Values, which support our children, staff and school community to experience and enjoy life in all its fullness. Bathwick St. Mary Church School has long held core inclusive Christian Values at the heart of what we do.

This policy needs to be read particularly in conjunction with our Religious Education (RE) Policy. It is reinforced by, and provides reinforcement to, other policies including Behaviour and Anti-Bullying, Equality and Diversity, Safeguarding and Mental Health and Wellbeing.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect. The role model standards will be practiced by all staff in order to set an effective example for our children. However, we must recognise that the children's development will be affected by many factors other than those which the school itself provides. These include maturity, personality, gender, family, peer group, ethnicity, cultural background and more generally the moral, spiritual and cultural climate of our society and of the communities to which they belong.

Children will be introduced to a spectrum of beliefs, as outlined in our RE policy. In line with our Christian Values, they will be encouraged to value other people's opinions and develop an enquiring and questioning mind across the curriculum.

## **Spiritual Development**

We define spiritual development as personal development relating to the spirit or soul and the intangible. It does not necessarily relate to physical nature or matter and is not synonymous with religious education – although religious education and collective worship can be a major vehicle for the delivery of spiritual matters. The spirituality we promote is Christian in nature, allowing for each individual's own personal beliefs and values.

The spiritual development of our children is viewed as a vital foundation for living; one that goes above and beyond academia but that has the real potential to help an individual flourish spiritually. We believe that the mark of a human being is that they are more than intellect and body. The spirit is a part of each person which must be nurtured and developed into maturity if each individual is to develop their complete person, realising their total human potential.

We aim to create a secure environment that enables the human spirit to flourish. We provide time for reflection, stillness, curiosity, delight and opportunities for children to develop their understanding and reach outwards into what is unknown.

Therefore, we aim to develop:

- A sense of self-worth stemming from the recognition that we are created in the image of God
- A sense of being in relationship with others and understanding belonging to a community, and the need to love, forgive and to be fair
- A respect for and valuing difference and diversity
- A willingness to explore the school's Christian Values, beliefs and theology in order that these may become a firm foundation for life
- The ability to reflect upon experiences of joy, awe, compassion, beauty, etc.
- The ability to realize that experiences of disappointment, failure and loss can be occasions for spiritual growth and development
- A respect and love for the natural world and a commitment to care for creation
- A willingness to explore ultimate questions and mysteries of life

## **Moral Development**

We define moral development as exploring, understanding and recognising our shared Christian Values and the development of personal and wisdom. Children will build on the shared Christian Values, including considering the issues of good and bad, right and wrong. Each of the British Values are underpinned by our school's Christian Values. The British Values are: democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

We aim to develop the classroom and wider school environment and curriculum (over and above 'Quality First Teaching') in order to promote moral development through:

- Class rules, written by and agreed with children and displayed in the classroom, as appropriate to the year group
- Clear and consistent rewards and sanctions, agreed through discussion with children as appropriate to the age group, that all understand and believe to be fair
- Collective Worship times that are based upon and celebrate Christian Values
- Provide discussion and opportunities designed to enable pupils to give opinions and learn from others' opinions
- Discussing the choices made by the pupils and others and the resulting outcomes
- Democratic election to key groups in the school, in particular the School Council

## **Social Development**

We define social development as activities that involve children working effectively together and participating successfully in the school community (and wider) as a whole. Children will gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

We aim to develop the classroom and wider school environment and curriculum (over and above 'Quality First Teaching') in order to promote social development through:

- Modelling of positive social behaviour by all staff, governors and visitors to the school
- 'Blue Hats' in Year Six – children apply to become a 'Blue Hat' to look after and care for younger children (in the Infants)
- Activities that promote aspiration for themselves and their school and wider community
- Participation in after school clubs and sporting activities
- Turn taking and team building activities
- Pair and group work within the classroom
- Participation in a wide variety of curricular and extracurricular trips, including three residential trips in Year 4, 5 and 6
- Working with others across the local community including for example; the Bridgmead Care Home, the worshipping community at both Bathwick St. Mary and St. John's Churches, enhancing links with the 'Bath Hub' of schools in Bath and Wells Multi Academy Trust.

## **Cultural Development**

We define cultural development as development concerned with the total of inherited ideas, beliefs, values and knowledge that constitute the shared basis for social action and advocacy on behalf of others. Cultural development enables children to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

We aim to develop the classroom and wider school environment and curriculum (over and above 'Quality First Teaching') in order to promote cultural development through:

- Enhancing the development on links with international schools and communities, especially with the link Parish of St. James', Buchi in Zambia
- Through a biennial 'International Week' and through engaging internationally focussed teaching, especially in Early Years
- Development of links with other schools, especially of those with a significantly different cultural make up
- First hand experiences through local visits and visitors, including from our parent body
- Visitors from the local and international community
- Regularly being part of national and international fund raising events, responding to need across our city and wider world thereby developing children's understanding of disadvantage and deprivation in all spheres of our local, national and international community
- Studies of a wide variety of lifestyles including food, dress, festivals and places of worship