



Building Personal Success

Brampton Primary School

Spiritual, Moral, Social and Cultural Development Policy

Aim

The school plays a very influential part in the personal development of our pupils. We foster a climate and ethos within which all our pupils can grow and flourish, respect others and be respected. We do all we can to help our pupils develop into self-assured, confident, happy, positive young people who are continually developing socially, emotionally and intellectually. Underpinning this aim is our goal to be a rights respecting school where pupils learn about the United Nations Convention on the Rights of the Child and champion these rights for themselves and for other children.

Desired Outcomes

The list below describes the kinds of behaviour, abilities and understanding that can be expected of pupils as a result of good SMSC development.

- Pupils develop respect for themselves and for others and an awareness of their own and others' beliefs, feelings, and values.
- They develop 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.
- Their ability to articulate their feelings and justify them through discussion, debate, and presentations to others grows as they mature.
- They are prepared to question and challenge factors that could limit their self-knowledge, self-esteem, and/or self-

confidence - for example, a lack of aspiration, discrimination (such as sexism, racism, etc.), injustice, bullying, and so on.

- Pupils acquire the skills to be self-reliant and work independently or in a team.
- Pupils are prepared to take responsibility for their own actions.
- Pupils value a non-material dimension to life and consider the questions at the heart of existence (such as who am I, where am I going?).
- They have an appreciation of the intangible - for example, beauty, truth, love, goodness, order - as well as for mystery, paradox, and ambiguity.
- They have an increasing ability to reflect, and to learn from their reflection.

Spiritual



Pupils' **spiritual development** is shown by their:

- beliefs, religious or otherwise, which inform **their perspective on life** and their **interest in and respect for different people's feelings & values;**
- sense of **enjoyment and fascination** in learning about **themselves, others** and the **world around them**, including the intangible;

- use of **imagination** and **creativity** in their learning and
- willingness to **reflect** on their **experiences**.

Examples of resources used at Brampton to support spiritual development include:

- reflective practice before and after a topic, a visitor, an educational visit etc.
- assemblies - as spectators and participants
- PSHE read-aloud books.
- Poetry in English lessons
- P4C sessions during inspiration days
- self-evaluation

Moral



Pupils' **moral development** is shown by their:

- ability to **recognise** the difference between **right** and **wrong** and their readiness to **apply** this understanding in **their own lives**;
- understanding of the **consequences** of **their actions** and
- **interest in investigating**, and offering **reasoned** views about, **moral** and **ethical issues**.

Examples of resources used at Brampton to support moral development include:

- resolving conflict practice
- anti-bullying week
- assemblies
- PSHE read-aloud books
- P4C sessions

Social



Pupils' **social development** is shown by their:

- **use** of a range of **social skills** in **different contexts**, including **working** and **socialising** with pupils from **different religious, ethnic and socio-economic backgrounds**;
- **willingness to participate** in a **variety of social settings**, **cooperating well with others** and being able to **resolve conflicts** effectively and
- **interest in**, and understanding of, the way **communities** and societies **function** at a variety of levels.

Examples of resources used at Brampton to support social development include:

- speaking and listening activities
- meeting children from another school
- play leaders and mediators
- team games

- PE lessons
- achievement assemblies

Cultural



Pupils' **cultural development** is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their **own heritage**;
- **willingness to participate** in, and **respond to**, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural **opportunities**;
- interest in **exploring**, understanding of, and **respect for cultural diversity** and
- the extent to which they **understand, accept, respect and celebrate diversity**, as shown by their **attitudes** towards **different religious, ethnic and socio-economic groups** in the **local, national and global communities**.

Examples of resources used at Brampton to support cultural development include:

- access to books from a range of cultures
- 'in-the-news' assemblies
- a broad curriculum
- Black History Month celebrations
- high quality PSHE lessons