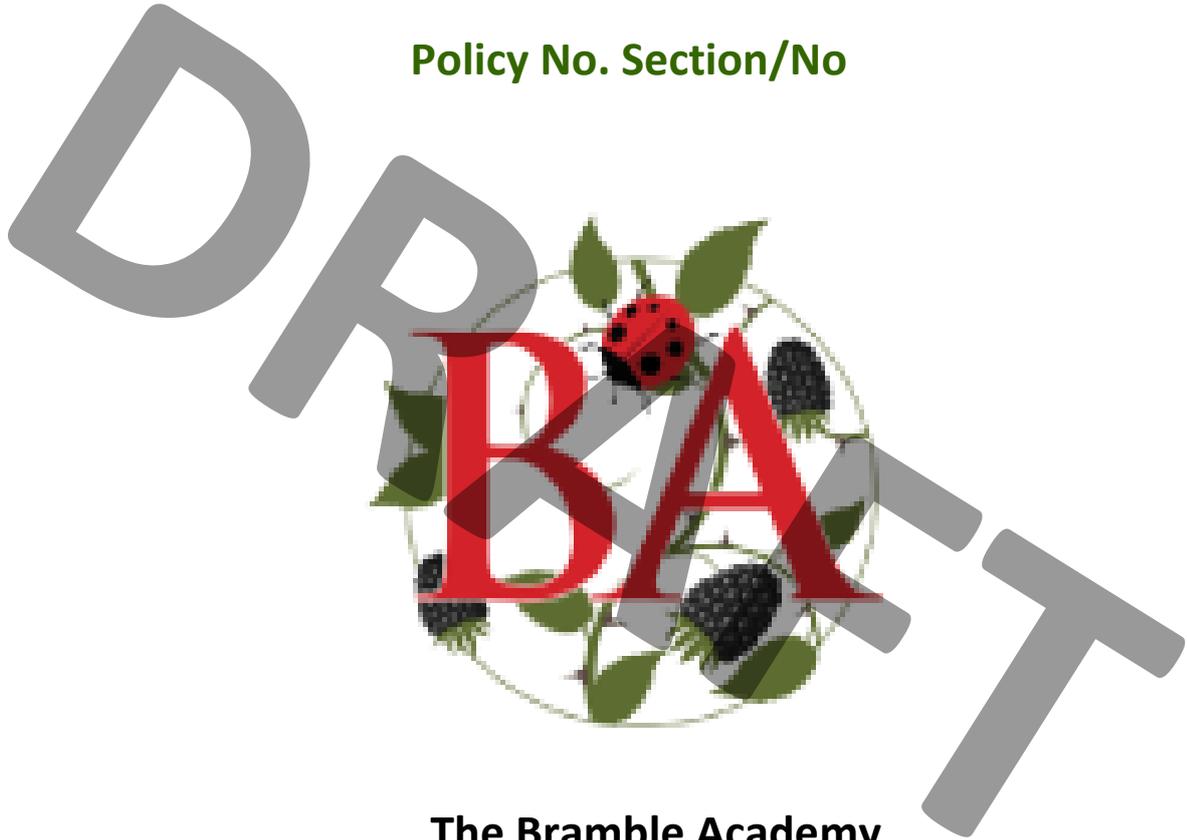


SMSC Policy (003)

Policy No. Section/No



The Bramble Academy

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DRAFT

SMSC Policy

‘Spirituality is like a bird, if you hold it too tightly it chokes, if you hold it too loosely it flies away.’
Rabbi Hugo Gryn

Spirituality does not fit neatly into RE lessons and all staff are expected to, and are capable of, ensuring that as opportunities do arrive, they are used to ensure that the child is given opportunities to develop.

All spiritual development takes place within the context of Christian belief and practice. Spiritual development is only possible when the environment allows children (and adults) to feel accepted, to question and to explore. Spiritual development needs time to reflect and absorb issues, to reflect theologically and to spend time in awe and wonder. Whilst RE and Worship/reflection times are obvious areas to look for Spiritual Development it can also be found in all curriculum areas and in play situations.

Guidelines for Spiritual, Moral Social and Cultural development

Spiritual – the growth of the spirit, understanding strengths and weaknesses, self-respect, creativity, will to achieve own potential and the ability to ask, and try to find out answers to, life’s major questions, including questions about the existence and nature of God in order to foster non-material wellbeing throughout life

Moral – the development of understanding of the difference between right and wrong, understanding of moral dilemmas, the will to do that which is right, a willingness to consider others with concern and the ability to cope with moral conflict

Social – the development of understanding of the responsibilities and rights of being members of families and various communities (local, national and international) and the ability to relate to, and work with, others for the common good and to live up to these responsibilities and exercise these rights. The development and demonstration of skills and attitudes that will allow pupils to participate fully in and contribute positively to life in modern Britain by acceptance and engagement with the fundamental British values and mutual respect and tolerance of those with different faiths and beliefs.

Cultural – the development of understanding of how people of different cultures think, feel, create, behave and live. Its aim is to develop pupils’ sense of belonging within, value for and engagement with local, regional, and national cultures. At the heart of cultural development lies the encouragement of pupils to question, analyse, evaluate and reflect on their responses and the responses of others within a range of different cultural contexts and aesthetic experiences.

Provision for Social development at the Bramble Academy is to educate the whole child, therefore we make provision for Social development both in the hidden and the open curriculum.

We ensure that

Children are given time to play at lunch time, the older children are trained as play leaders and the Lunchtime Organisers have been trained in play

We have an Eco committee which ensures that we relate to and work for the common good of our community

Our yearly Lent appeal enables us to work for our global community, either locally, nationally or internationally

We take parts of our Christmas celebrations to the local Hospice and local nursing homes, again to help us to relate to others in differing situations

In upper KS2 children are given the opportunity to experience a residential 'holiday' to develop, amongst other things, social skills

We run after school discos to enable social interaction to take place

We use Heartsmart resources

There are class and school councils to aid the understanding of the rights and responsibilities of being part of a community and to make decisions effecting the running of the school.

Provision for Cultural Development

Our school has a proactive approach to cultural development. We aim to enrich pupils' knowledge and experience of their own and other cultural traditions, through the curriculum, visits and other activities.

Our duty under community cohesion now reflects our philosophy within this area. Aspects of the curriculum such as history, geography, Citizenship, literature and RE can all positively contribute to cultural development.

We also: Visit Museums and art galleries

Work with artists, authors and performers

Develop openness towards, and value the music and dances of different cultures

Appreciate the natural world through art and literature

Study other living faiths