



SMSC Policy

Our Schools' Vision

'We share our gifts and talents, and with God's help, it can be something amazing!'
(The feeding of the 5000)

Our Schools' Values

*Courage, compassion, forgiveness, respect,
trust and perseverance*

At Bishop Bronescombe C of E Primary School, our definition of Spirituality is 'Making a meaningful connection with something greater than ourselves which can result in awe and wonder, and peace'. We have 'CAW' (Connections, Awe and Wonder) times to deepen our Spirituality. The children use the language of In, Out and Up to help them to articulate their spiritual awareness and foster a sense of responsibility. Further details can be found in the Spirituality Policy.

The spiritual development of pupils is shown by their:

- ability to be reflective about their own religious or non-religious worldview
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their own experiences, thoughts and feelings

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this
- understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- Ability to recognise, and value, the things we share in common across cultural, religious and non-religious, ethnic and socio-economic communities
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious and non-religious worldviews, and different ethnic and socio-economic groups in the local, national and global communities

Planning

When planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority delivered through cross-curricular activities as well as specific PSHE and RE lessons.

Spiritual Development	
Provision	How it is evidenced
Whole school Values form weekly themes for Collective Worship	Collective Worship plan
Collective Worship	Harvest, Christmas and Easter celebrations
'CAW' time every other week	Whole school Collective Worship and celebrations of vision and values
Participation in Truro Diocese Worship Events	Special collective worships and celebrations
Links to Holy Trinity church in St. Austell	Visitor collective worships and visitors to lessons
Spirituality day	Visiting places of worship
Class Reflection Areas	RE curriculum plans
Pop-up prayer space	Medium term planning overviews
Religious Education curriculum	Outdoor learning
Planned opportunities for moments of spirituality across the curriculum	Residential visits
Outdoor Education	Time to reflect upon learning and experiences
Trauma informed school offers opportunities for moments of reflection	Pupil conferencing
Godly play sessions across the school promote reflections which are linked to the school's values and the values of individual pupils.	Feedback from stakeholders

Planned opportunities for spiritual development across the curriculum can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- Awe and wonder
- Connection and belonging
- Heightened awareness of self and others (In and Out)
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness. The school vision focuses on how every child has gifts and talents that are has developed a climate within which all children can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

Moral Development	
Provision	How it is evidenced
<p>Rules for Life are at the heart of all opportunities to develop moral development</p> <p>A clear focus on the teaching of 'right' and 'wrong' drives all Collective Worships and pupils articulate their reflections clearly.</p> <p>Explicit teaching of 'The golden rule' – treat others how you want to be treated on World religion day</p> <p>School behaviour Policy</p> <p>'Agents of change' collective worships every other week</p> <p>Collective worships focusing on 'World environment day' and 'World oceans day' which encourage stewardship</p> <p>MAT RE day with a focus on stewardship</p> <p>Religious Education Curriculum</p> <p>Pupil Voice</p> <p>British Values linked to Collective Worship</p> <p>PSHE Curriculum</p> <p>Taking part in Charitable projects</p> <p>Annual Leadership Roles for children</p>	<p>Regular reviews of behaviour</p> <p>Celebration of children's achievements in and out of school (children sharing their gifts and talents)</p> <p>Pupil Leaders, child participation in a range of pupil groups: School Council, Super six, Collective worship team, sports, clubs and friendship</p> <p>Archbishop's Young Leaders Award</p> <p>Eco council</p> <p>E-Safety teaching, Safer Internet Day</p> <p>Whole school worship and assemblies and the explicit discussion of half-termly values</p> <p>Weekly certificates to children in Collective worship and these are published in school newsletter</p> <p>Charity appeals</p>

We support children to:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop 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 develops 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, making a conscious effort to make a difference (being courageous advocates)
- 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

- 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 collective worships; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

Social Development	
Provision	How it is evidenced
PSHE Curriculum (JIGSAW) A range of extra-curricular clubs and sports fixtures and other opportunities to represent the school are offered to pupils, particularly PP children. Focus on partner work, collaboration and oracy within lessons. A huge focus on celebrating success and achievements has been put on celebrating achievements across the school, Pupil Voice – class voting Wild tribe intervention for selected children Outdoor Education PE curriculum Opportunities created by being part of Truro Diocese	Pupil Leadership Roles including: School parliament, and Eco council Residential visits Educational visits After school clubs/ Pupil led clubs Participation in Music events and concerts Transition visits Participation in charity support and events Participation in sporting events Sports Day Participation in Truro Diocese events

At Bishop Bronescombe C of E 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 displaying 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
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school and wider community
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community with common, inclusive values

- 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 experiences to reinforce our values as a school community – for example ,through collective worship, team building activities, residential experiences, performing arts and sporting events
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others' needs
- 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

Cultural Development	
Provision	How it is evidenced
<p>Collective Worship</p> <p>The quality of teaching and learning in RE prioritises the teaching of a wide range of faiths and cultures.</p> <p>The reading spine has been developed to ensure that pupils are exposed to a diverse range of books from BAME, a range of religions etc.</p> <p>Be Bold curriculum has ensured cultural development is prioritised</p> <p>Focus on developing pupils understanding of heritage has included the teaching of Cornish mining (LKS2), the teaching of Curriculum Kernewek (across the school), the teaching of our family trees and histories (KS1) etc.</p> <p>PSHE curriculum (JIGSAW)</p> <p>School Visits</p> <p>Visitors from different faith and social groups</p> <p>Visits from performers, theatre groups and musicians</p> <p>World Religion Day</p> <p>MFL</p>	<p>Collective Worship Plan links to SMSC and national/international days</p> <p>RE teaching and learning.</p> <p>BB Reading spine</p> <p>International Charity links</p> <p>School visits to churches, museums, galleries, concerts, theatre visits.</p> <p>Meeting authors in person and online</p> <p>Dance workshops</p> <p>Musical instrument opportunities</p> <p>MFL (French books)</p> <p>Sports Days</p>

Cultural Development

Children learn about and experience the diversity of other cultures both within modern Britain and throughout the world. Children who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- 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 develops cultural development by:

- 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 opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, workshops etc. As well as developing partnerships with other schools and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits

Date of last review:

Acting Headteacher signed: Nicola Bray Date: 6.7.26

Governors signed: Catherine Coles Date: 6.7.26