

Spiritual, Moral, Social and Cultural Development

Binbrook Church of England Primary School

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- 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 experiences

Pupils are encouraged to reflect about their own beliefs (religious or otherwise) and perspective on life during Collective Worship. Links are made between Christian Narrative and the world we live in today (*see Collective Worship plans, discuss with children*)

They develop knowledge of, and respect for, different people's faiths during their Religious Education lessons. Skills of empathy and reflection are developed and encouraged across the curriculum, not just through PSHE/RSE (e.g. *How would it feel to live somewhere experiencing drought/prone to earthquakes? What would it feel like to experience a Viking raid on your settlement? What can we equate that experience to in today's world?*)

Pupils develop a solid understanding of our Church School Values overtime, and by doing so, are able to appreciate the importance of value sets to others.

A sense of enjoyment and fascination in learning about themselves, others and the world around them is particularly evident during and following Forest School Sessions.

We have both an on-site (used predominantly by Pre-School/Early Years) and an off-site (used by KS1 and KS2). *Please see our "Forest School Ethos Statement" at the Front of our Forest School Handbook.* Our Forest School Curriculum develops imagination and creativity.

Our on-site Forest School is being extended by the planting of trees – pupils benefit from the ownership of this project, as they do by maintaining our grounds as part of the gardening club.

Other extra-curricular clubs (arts and craft and choir) in particular also serve to spark the imagination of our pupils.

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.

We very much promote restorative justice across school, ensuring that pupils develop their understanding of right and wrong in their own lives, and what the consequences of their behaviour is. The understanding of legal boundaries is something that is picked up during PSHE/RSE sessions. During Collective Worship, stories and real-life examples demonstrate right and wrong and what consequences occur as a result. Oracy is developed across the curriculum; “big question” that are central to each unit of work within the humanity subjects usually have a moral/ethical slant (e.g. *What would you prioritise as Minister for Energy and Climate Change?*). Pupils are enabled to verbally develop view points and to understand the concept of a debate and the importance of appreciating viewpoints of others. Such questions are also posed in relation to value judgements – *If someone says sorry, should we always forgive them?*

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.**

Fundamental British Values are exemplified through the different stages of electing our Church School Council, the agendas that are set, and the meetings that are undertaken and the way actions are cascaded to the rest of the school. As part of our extra-curricular Archbishop of York Youth Trust Award Clubs, our Year 2 and 3 children have supported Market Rasen New Life Food Bank, and our 6 children have supported Brookenby and Binbrook Parish Councils through Litter-Picking and community “tidy-up” activities, and providing entertainment for the elderly and infirm over the Christmas period.

Through these activities, as well as extra-curricular out of school clubs that school promotes via the Lincs Wolds Sports Partnership, children learn to cooperate well with unfamiliar peers. British Values are central to our PSHE/RSE curriculum and as they stem from Christian Values, they are at the heart of our focus on compassion, courage, perseverance, truthfulness, thankfulness and respect.

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, 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, ethnic and socio-economic groups in the local, national and global communities**

Our history and R.E. curricula and quality texts at the heart of English lessons enable pupils to develop understanding and appreciation of the wide range of cultural influences that have shaped their own heritage. Pupils take the Christian narrative from Collective Worship, and our Church School values, and are able to begin to identify commonalities across culture, religions, ethnic and socio-economic communities from cross-curricular learning. Explicit reference to Britain’s democratic parliamentary system are made via the process and practice of Church School Council, through history and class quality texts, and from reference during Collective Worship. “Parliament Week” is discussed at an age-appropriate level in our Year 2 class in connection with a study of the Gunpowder plot as a nationally significant event beyond living memory. Children respond positively to the art, music and sport curricula opportunities, All children experience a visit to the theatre. Authors are invited in to school (more recently these have been “online visits”, to discuss their authorial skills/latest publications).

A key element of our Church School Vision is for pupils to develop a thorough understanding of the local, national and global community. We anticipate that the understanding of “respect”, gained through Collective Worship and related activities and exemplification, will be an inherent response towards people from different ethnic, religious and socio-economic groups to themselves.