



Bromesberrow  
St Mary's CofE (VA) Primary School  
*We're Reaching for the Stars*

Respect, Motivation, Cooperation, Kindness, Pride, Perseverance

# Bromesberrow St Mary's C of E (VA) Primary School and Preschool

## Spiritual, Moral, Social and Cultural Development (SMSCD) Policy October 2022



## **Introduction**

At Bromesberrow St. Mary's Church of England Primary School Christian values are firmly embedded in the daily life of our school and across our curriculum. As a Church school, we approach Spiritual, Moral, Social and Cultural Development (SMSCD) from a Christian perspective, offering a holistic approach to education.

*The Church school offers a spiritual and moral basis for the development of human wholeness and a sure foundation for personal and social values based on the person and ministry of Christ. A distinctive language is provided for the understanding of life and interpreting human experience. As a community of faith, the Church School should, in its best expression, reflect the nature of the Trinity, a life shared and defined by reference to others. Here we can begin to discover who we are, why we are, and – perhaps most importantly – what we might be.*

The Way Ahead, Chapter 3 para 3.26

## **What is SMSCD?**

SMSCD is about developing the whole child through:

- Spiritual
- Moral
- Social and
- Cultural activities

in an environment which enables all children to grow and flourish, become confident individuals and appreciate their own worth and that of others through 'Reaching for the Stars in Aspiration and Hope'.

## **Spiritual Development**

### **Statement of Spirituality**

Spirituality is, essentially, to talk about something which is beyond words. To make conversations about spirituality more accessible to every member of our school community, Bromesberrow St Mary's Primary has chosen to follow ideas developed by Education Department at the Diocese of Gloucester and have built their own 'what you would see in each year' spirituality document.

'This language of spirituality begins from the Christian understanding that everyone is a valued creation, individually and uniquely made by God, like pots made by a potter (Isaiah 64:8). Yet in life things happen that impact on the physical 'pot' of life and create cracks that provide a glimpse of 'something' beyond the tangible. Christians would view this as an opportunity to relate to the Divine Creator God – Diocese of Gloucester'.

Cracks may be caused when something so good and breath-taking happens that the pot expands and cracks – the **wows** of life.



Cracks may happen when something challenging happens and threatens the comfort of everyday – the **ows** of life.

Cracks can also happen in the stillness and ordinariness of everyday – the **now's** of life, when a moment of stillness, a pause or prayer creates a crack in the normal, physical every day.

In these special moments there is a spiritual opportunity. Our spirituality statement follows that of the Gloucestershire Diocese.

We feel passionately in ensuring this is accessible to our children and school community and have created a statement to reflect this thinking -




**We take joy in the wows, we work through our ows and make time for the nows.**

Bromesberrow St Mary's C of E Primary School uses this language and the concepts of wows, ows and nows.

These are used to explore relationships with:

- Ourselves
- Others
- The wider natural world
- Beyond and offering the invitation to relate to God.

Opportunities for spirituality development are established through the following task styles:

- **Windows** – to learn about life and to become aware of new ways. Learning about life in all its fullness. This includes things that amaze us and challenge us. 
- **Mirrors** – to learn about ourselves and reflect upon our experiences. To meditate on life's big questions and consider possible answers. Learning from life by exploring our own insight and perspectives and those of others. 
- **Doors** – to live out our Christian values in the wider world and give opportunities to respond, to do something creative in order to express, apply and further develop our thoughts and convictions. Learning to live by putting into action our beliefs and values. 

The Spiritual development of our pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interests and show a 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.

This can be seen in our school through:

- RE lessons, where spiritual development is planned in and encouraged throughout our daily school life.
- Collective Worship, where Christian Values, such as forgiveness, peace, thankfulness and trust are taught explicitly.
- Our RHSE curriculum giving children the confidence to ask questions and learn about themselves and others.
- Celebration assemblies
- Religious Celebrations
- Spontaneous acts of personal worship, prayer and reflection (including silence and stillness)
- Through enrichment experiences including visits/visitors, including trips to places of worship and Forest School.
- Class 1 end of day affirmations.
- Class 3 'big question' spirituality journal.

**Our School's Christian vision and values, are drivers for spirituality within our school. Our vision 'Reaching for the Stars with Aspiration and Hope' shares the spiritual journey of being reflective and working to find a sense of enjoyment and a fascination with learning and achieving when Reaching for the Stars. And, like with the Wise Men in the Bible, embarking on a journey of discovery, our journey is following the Star of hope to find ones potential through experiencing the 'wows', 'ows' and 'nows'.**

**Motivation** – When Jesus talks to the Rich, Young Man and then addresses his disciples (Matthew 19: 26-27), he shares the importance of motivation and living by the 12 Commandments. He encourages all people to give all that they have stating that 'with God all things are possible'. Through their spiritual journey's children can experience the ows with motivation and determination to learn from these.

**Pride** – God shows immense Pride in his Creation in the first chapter of the Book of Genesis (1:31), 'he looked at all he had made, and he was very pleased.' Throughout an individual's spiritual journey they give time and enjoy the breath-taking wonders of the world in which they live, giving pause and thought to the creation and those moments of good.

**Kindness** – Seen in the 'Book of Jonah', where God shows great love and kindness to the people of Nineveh, by forgiving them for their sins and showing mercy. Our mirrors of opportunities suggested in our Spiritual development plan highlights that kindness is explored and used to support deepened spiritual thinking.



**Cooperation** – 'So we built the wall. And all the wall was joined together to half its height, for the people had a mind to work.' Nehemiah 4:6. Everyone combined forces to rebuild the wall, showing great cooperation and teamwork, working against the odds. Exploring true friendships and relationships in relation to themselves, others and beyond interlinks with their own spiritual journeys.

**Perseverance** – Noah showed immense perseverance and faith in building an ark and filling it to God's instruction. God was so pleased with his perseverance and recognised that he was the 'only one in all the world, who does what is right' (Genesis 7:1). To explore themselves, others and the world individuals need to persevere to through times of struggle - their own.

**Respect** - In the Gospel of John, it is shared how Jesus got down and washed the feet of his disciples. He exclaimed that 'slaves are never greater than their masters and messengers are never greater than the ones who sent them' (13:16). The message is given that we should respect all people regardless of station and respect the world in which we live. This respect can come from taking time to appreciate, give thanks and explore the wider thinking of self, others and beyond through a personal journey.

We have identified specific areas which contribute to the spiritual growth of pupils:  
Collective Worship, the whole curriculum, including RE and the general ethos of the school within daily life along with physical spaces;

- Our beautiful grounds and the nature around us
- RE spaces within each classroom
- Collective Worship Table and Worship board
- Quiet space with our tree of hope
- Reflective area outside focusing on the 5 senses
- Safe and welcoming learning environments
- Calm zones within classrooms
- A safe environment to ask questions in classes they have made their own

### Spirituality in Collective Worship

Collective Worship is the beating heart of Bromesberrow St Mary's C of E Primary School. It provides the opportunity for our school community to share experiences, ideas and understanding. It is the context in which the language of spirituality, which we use as a school, is regularly shared. Collective Worship provides the opportunity for pupils to become aware of the importance of reflection and how our positive and negative experiences can be formative. It also provides a real sense of being present (now moments) which are often linked to invitations to pray. Through daily Collective Worship, pupils are offered a space for hearing the Christian story. They are offered an understanding of worship by being invited to participate in, or observe, Christian spiritual practices such as: prayer, reading and reflection on the Bible and liturgy and are introduced to different musical traditions. Opportunities to



reflect on the wows of life such as beauty and joy of the world are given, as well as time to reflect and empathise with the ow moments of disappointment or pain. Pupils are given time to consider their responsibilities to others and to grow in love and service. Time is given for celebration, both for the accomplishments of school members and to mark seasonal Christian festivals and celebrations in the calendars of other faiths. In this way pupils are offered time to be able to contemplate and develop spiritually. Collective Worship in Bromesberrow St Mary's C of E Primary School is invitational, inspirational and inclusive.

### Spirituality in Religious Education

The Church of England's Statement of Entitlement outlines the aims and expectations for Religious Education in Church of England Schools and guides this school's approach to RE and spirituality. Learning activities in RE provide for the needs of all pupils, offering a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews, linking these to pupils' ideas of spirituality and the language of wows, ows and nows where appropriate. For further details, please refer to Bromesberrow St Mary's C of E Primary School Religious Education Policy and The Church of England's Statement of Entitlement.

### Spirituality in the curriculum

Children start their learning journey with us at Bromesberrow at age 3 in preschool and they are integrated and part of the school. Our expectation from the off is that children *Reach for the Stars with Aspiration and Hope* in their learning. With a journey in mind, we see learning as *cumulative*, in the sense that this is built on over the years of children's lives. Spirituality is also seen to be built on as the children learn and grow with us. With this in mind, we have built a 'what you would see in each year group' spirituality document to ensure we have focus in providing the children with opportunities to have conversations around spirituality in an age appropriate way, alongside specific reference with individual subjects and examples of spirituality within these.

At Bromesberrow St Mary's C of E primary School we view spiritual growth as becoming more and being increasingly aware of one's natural, innate spirituality. These opportunities happen throughout each and every day as children deal with delight, disappointment and the chance to be present with themselves. For this reason, every member of the school community are familiar with the school's shared language of spirituality and will respond to pupils appropriately. Throughout the daily life of the school, including lunch times and playtimes, pupils know that their references to wows, ows and nows will be heard and taken seriously. They will be encouraged to reflect on these experiences – this is shown through our behaviour policy and our restorative justice approach to managing behaviour within school.

### Moral Development



The Moral development of our pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives 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 being able to understand and appreciate the viewpoints of others on these issues.

This can be seen in our school through:

- RHSE/PSHE and wellbeing programme (including Zippy's Friends, Apple's Friends, and Passport, GHLL Pink Resources, Lego therapy)
- Opportunities for moral development being planned for explicitly into the curriculum
- Collective Worship
- Values education and Stars awards recognising good moral development and achievement in practice
- Sustainability
- Equalities, identities and diversity
- Discussions/debates around moral and ethical issues
- School behaviour policy – available on the school website for our school community (this is linked to our values systems)
- An understanding of the moral teaching of the Bible and other religions
- The moral aspects of the school ethos
- The School Council and Worship Leads work alongside our staff to review the impact of our Christian values on behaviour.

### **Social Development**

The Social development of our pupils 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 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

This can be seen in our school through:

- Our fully inclusive, welcoming environment and ethos, where we strive in *Reaching for the Stars with Aspiration and Hope*





- Our Christian Values and teachings, e.g. service, friendship, compassion and generosity, as well as our School Values of collaboration and kindness.
- The curriculum, where opportunities are planned in to develop children's social awareness.
- Collective Worship
- Excellent pastoral support to children and families
- Collaborative tasks (including team building activities)
- Opportunities to vote and have their voice heard, contributing to the school community
- School Council and Worship Leads
- After school activities, allowing children to interact with different children collaboratively in a range of different contexts
- Community events (locally, nationally, globally)
- School and community partnerships and cluster events, e.g. Tewkesbury District Partnership
- School visits and visitors
- Celebrating differences

### **Cultural Development**

The Cultural development of our 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 within school and further afield as an essential element of their preparation for life in modern Britain
- 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, 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, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

This can be seen in our school through:

- Links with local schools, churches, groups, businesses, charities, faiths etc
- The curriculum being explicit in learning about Christian heritage and tradition, as well as the heritage and tradition of other faiths and cultures.
- Participation in cultural events and whole school projects which celebrate diversity
- Visits and visitors from the Christian faith and other religions e.g. Cathedral, Church and Mosque.
- National and International events and celebrations
- Current affairs and enterprise activities and issues (e.g. community arts initiatives and workshops)





- Collective Worship
- RE teaching, where children learn that the Christian faith and other faiths are rich and culturally diverse in traditions and practices.

#### Recording, Monitoring and Evaluation

The governing Board review the policy yearly to make any changes or recommendations. Governors ensure that this policy is fully implemented and that practice is consistent with the school's Christian vision, in line with the school's monitoring policy and schedule for governors.