

Spiritual, Moral, Social and Cultural Development Statement

Key elements:

Sets out how Emmanuel Community School implements the Prevent Strategy which requires schools to ‘promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

With reference to:

- *City of Bradford’s Spiritual, Moral, Social and Cultural Development of Pupils - School’s Audit and Planning Toolkit*
- *Badget Hill Primary SMSC Statement*

Date: September
2021

Emmanuel Community School is a Christian school. It's Christian ethos is at the heart of its mission to serve the local community. The school welcomes children of all faiths and none whose families value a Christian education. We aim to provide for children's moral, social, cultural and spiritual development.

We instill in our children positive attitudes to learning and children are encouraged to take responsibility for their actions. The school is a friendly, welcoming and culturally inclusive community where pupils show a strong awareness of the needs of others.

At Emmanuel Community School, we take a whole school approach to the promotion of children's *Spiritual, Moral, Social* and *Cultural* education as we recognise that it plays a significant role in children's ability to learn and achieve. We aim to provide an education that provides children with opportunities to explore and develop.



The school sees its provision for pupils in the area of spiritual, moral, social and cultural development as of paramount importance. This is reflected in our Ofsted report, which states:

“Provision for pupils’ spiritual, moral, social and cultural development is excellent. It is embedded in the subjects taught and in the ethos of the school.”

1) School Ethos & Values

- Provide a safe, secure and stimulating learning environment in which children can enjoy learning and develop positive relationships with others.
- Deploy a range of teaching styles to meet the needs of different learners.
- Insist on high expectations of attainment and behaviour.
- Involve parents and carers in our school life and develop strong links with the local community.
- Celebrate all achievements.
- Provide experiential learning outside of the classroom at every opportunity.
- Give children opportunities to voice their ideas and opinions, thus ensuring that their voice is heard and listened to.
- Encourage an understanding of the meaning and significance of faith and promote Christian values of love, acceptance, tolerance and good citizenship.
- Become highly motivated independent learners who achieve high standards.
- Develop an understanding of the responsibilities involved in living as part of the family, school, local and wider community.
- Respect and care for the environment and world we live in

2) Our core values underpin our work with the children:

• Love	together, be a friend, from your heart
• Justice	be fair
• Courage	be brave, don't be scared
• Truthfulness	tell the truth, don't tell lies
• Forgiveness	be friends again when someone says sorry, be kind

3) British Values - The School's Promotion of British Values

Situated in the heart of Walthamstow, Emmanuel Community School is a Christian school, seeking to serve our diverse and vibrant local area. The school welcomes children of all faiths and no faith to our caring and friendly school community.

As part of its provision in this area, the school promotes fundamental British values alongside Christian Values (as adopted from Pamela Draycott – *British Values in Church Schools*):

BRITISH VALUES		CHRISTIAN VALUES		
• Democracy		• Equality		
• Rule of Law		• Justice		
• Individual Liberty		• Freedom		
		• Responsibility		
• Mutual Respect and tolerance		• Love		
Love	Justice	Courage	Truthfulness	Forgiveness
SCHOOL CORE VALUES				

We ensure that all pupils within the school have a voice that is listened to in a variety of ways, including through the work of our pupil school council.

At Emmanuel Community School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education or collective worship on the grounds of conscience, without giving a reason. Parents wishing to exercise this right are asked to write to the headteacher who will then invite the parents into school to discuss their concerns, clarify the nature of the RE and worship provided by the school and set out the options open to parents as set out in education law.

However the right of withdrawal does not extend to other parts of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects. Where a pupil is withdrawn from RE and do not take part in alternative religious education they will be supervised by an appropriate member of staff whilst doing work set by their parents which will seek to further their knowledge and understanding of their parents beliefs and values.

4) Spiritual, Moral, Social and Cultural Development

<u>Spiritual development</u>	Pupils' spiritual development involves the growth of their sense of self, their understanding of their own strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions.
<u>Moral development</u>	Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.
<u>Social development</u>	Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being a member of a community (both local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the communities.
<u>Cultural development</u>	Pupils' cultural development involves pupils acquiring an understanding of cultural traditions. They acquire a respect for different cultures and beliefs and an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate cultures.

5) Defining Spiritual, Moral, Social and Cultural Development

<p>Pupils' spiritual development is shown by their:</p>	<ul style="list-style-type: none"> • beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and 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 • willingness to reflect on their experiences. 	<p>1) Developing beliefs and principles - It might include religious values, but might not also. E.g.</p> <ul style="list-style-type: none"> • Collective worship • Opportunities to ask 'big questions' / share and respond to personal beliefs • Links with local community / faith groups (e.g. YMCA, St Mary's Church, Forest Churches Emergency Night Shelter, etc.) • Educate on different religious festivals and celebrate Christian festivals (e.g. Harvest, Easter, Christmas, etc.) • Pupils participate in prayers in collective worship
		<p>2) Understand and respect the beliefs of others and nurturing our own sense of identity, place and value in the world. E.g.</p> <ul style="list-style-type: none"> • Visits to places of worship • Visitors in school • Visitors in school from different faith groups background • Collective worship • SOW for RE (Discovery RE), PSHE and Citizenship (Jigsaw), Human Foundation Values. • Prayer corners in classrooms • Quiet spaces / reflection time
		<p>3) Demonstrate enjoyment and fascination for learning about themselves and the world around them. E.g.</p> <ul style="list-style-type: none"> • Learning outside the classroom • Cross-curricular projects • Opportunities to ask 'big questions' • Opportunities to respond to Christian /Gospel music (e.g. Watoto choir)
		<p>4) Willingness to reflect on their experiences and those of others. E.g.</p> <ul style="list-style-type: none"> • Collective worship • Quiet spaces / reflection time/ Circle time • Prayer corners in classrooms • Pupils write down prayers in Prayer book • Pupils participate in prayers in collective worship • Visitors into school • Links with local community
<p>Pupils' moral development is shown by their:</p>	<ul style="list-style-type: none"> • 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 	<p>Gaining awareness of moral codes and choices – Includes awareness of moral codes of different religions/traditions. E.g.</p> <ul style="list-style-type: none"> • SOW for RE (Discovery RE), PSHE and Citizenship (Jigsaw), Human Foundation Values, SEAL • Policies – behaviour, inclusion, bullying

	<ul style="list-style-type: none"> • interest in investigating, and offering reasoned views about, moral and ethical issues. 	<ul style="list-style-type: none"> • Behaviour around school/school Golden Rules • Discussion of real life dilemmas • British Values display in main hall <p>2. Distinguishing right from wrong and understand that actions have consequences. E.g.</p> <ul style="list-style-type: none"> • SOW evidence • Lesson observations • Discussion of real life dilemmas • Behaviour policies/initiatives • Development of pupil voice/peer education activities <p>3. Engage in moral and ethical dilemmas, showing awareness of different perspectives. E.g</p> <ul style="list-style-type: none"> • SOW evidence • Lesson observations • Learning outside the classroom • Visitors into school • Development of pupil voice/peer education activities • Opportunities to ask ‘big questions’ <p>4. Respect diversity of viewpoints and different people’s experiences. E.g.</p> <ul style="list-style-type: none"> • Challenge of inappropriate words/ attitudes • Development of pupil voice/peer education activities • Equalities/inclusion policies • SOW evidence • Lesson observations
<p>Pupils’ social development is shown by their:</p>	<ul style="list-style-type: none"> • use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds • willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively • interest in, and understanding of, the way communities and societies function at a variety of levels. 	<p>1) Use of a range of social skills inside and outside of school. E.g.</p> <ul style="list-style-type: none"> • Engagement in school council and its effectiveness • Evidence of team work and discussion in lesson activities • SOW for RE (Discovery RE), PSHE and Citizenship (Jigsaw), Human Foundation Values, SEAL • Lesson observations • Roles and responsibilities of students in school • Merit assemblies • School productions • Enterprise projects (cross curricular) • Involvement in community events • Buddy/mentor systems <p>2) Work and socialise with people from different religious, ethnic and socio-economic backgrounds. E.g.</p> <ul style="list-style-type: none"> • Links with other schools and communities • Collaborative/project work • Prejudices challenged by staff and pupils • Peer education activities • Transition projects • School fairs <p>3) Cooperating well with others and resolving conflicts effectively. E.g.</p> <ul style="list-style-type: none"> • Engagement in schools council • Evidence of team work and

		<ul style="list-style-type: none"> discussion in lesson activities • Enterprise projects (cross curricular) • Buddy/mentor systems • Restorative practice
<p>Pupils' cultural development is shown by their:</p>	<ul style="list-style-type: none"> • 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. 	<p>4) Understanding of how society, different communities and families function. E.g.</p> <ul style="list-style-type: none"> • Links with other schools and communities • Charity/community events • Parental links • Partnership work – other Agencies
		<p>1) Appreciation of the range of cultural influences that have shaped their own heritage. E.g.</p> <ul style="list-style-type: none"> • Enrichment days/themed weeks to celebrate culture or heritage • SOW for RE (Discovery RE), PSHE and Citizenship (Jigsaw), Human Foundation Values, SEAL • Extra curricular activities • Learning outside the classroom • Links with other schools and communities • Celebration of current and international events – Chinese Black ,History Month, Fair Trade Week, Festivals.
		<p>2) Participate in a range of cultural experiences, such as artistic, musical, sporting mathematical and scientific opportunities. E.g.</p> <ul style="list-style-type: none"> • Cultural visits • Visitors into school – artists, poets, musicians SOW and project work • School's Equality Policy • Extra-curricular activities • Themed creative curriculum (IPC)
		<p>3) Interest in exploring cultural diversity and engaging in others from a variety of backgrounds. E.g.</p> <ul style="list-style-type: none"> • Lesson observations – pupil's engagement and dialogue • Visits to places of worship • Experience of different cultures – themed days/weeks • Links with other schools and communities
<p>4) Display positive attitudes and respect for people from different local and global communities. E.g.</p> <ul style="list-style-type: none"> • Lesson observations – dialogue between pupils • Staff training/whole school approach to equality, diversity and community cohesion • Schools linking activities • Peer education activities 		

