

## Spiritual, Moral, Social and Cultural Development incorporating British Values at Pimperne Primary School

At Pimperne Primary, our commitment to meet the Spiritual, Moral, Social and Cultural development needs of our children is inherent in every aspect of our school life. We are values led and keen to promote understanding of ourselves, others and the world around us, also mindful of promoting British Values. Our school values are perseverance, courage, compassion, justice, respect, forgiveness, trust and selflessness.

### **SPIRITUALITY**

*Pimperne CE VC Primary School is a place where Spirituality is nurtured. Spirituality is a lifelong journey, inspired by moments of awe and wonder and in which we strive for harmony with ourselves and others, to achieve a positive direction and purpose in the world.*

Spiritual development is concerned with the exploration and development of feelings and emotions; personality, individuality and uniqueness; and knowledge and understanding of their own and different beliefs and cultures.

The school's spiritual development provision enables pupils to:

- Be reflective about their beliefs, religious or otherwise, and their perspective on life.
- Have knowledge of, and respect for, different people's faiths, feelings and values.
- Develop a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use imagination and creativity in their learning.
- Develop willingness to reflect on their experiences.

Aspects of school life which naturally lend themselves to nurturing Spirituality:

- School Values and RE Days
- RE curriculum
- Art curriculum
- Music curriculum
- Creative curriculum
- Self and peer assessment
- Topic evaluation
- School values
- Collective Worship
- Using imagination and creativity in learning
- Praise Collective Worship
- Celebration Collective Worship
- Visits from people of faith
- 'Open the Book' Collective Worship (In planning stage)
- Reflection spaces - indoor reflection area and outside (developing)
- Experience and enrichment days
- Enquiry based learning
- Our Relational Policies and Approach to Behaviour
- Interactive Church Experience Days
- Periods of reflection and/or prayer during collective worship
- Reflection garden (being developed)



Pupils' spiritual development is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in 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

## Moral

Moral development relates particularly to developing knowledge and understanding of right and wrong. Pupils learn to make choices in their behaviour through developing knowledge of boundaries and understanding of consequences. They learn by example and by practising through role-play, story and group activities.

The school's moral development provision enables pupils to:

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

Aspects of school life which naturally lend themselves to nurturing Morality:

- School Values and Experience Days
- Home-School Agreement
- Lunch Time Charter
- Class charters
- Playground charter
- Behaviour policy
- Anti-bullying policy
- Pupil Eco Council
- Pupil Sports Ambassadors
- Pupil Learning Leads
- House Points and clear rewards and consequences
- School council
- Philosophy 4 children
- Topical events discussions
- 'Switched On' approach (In development)
- Newsround / Other News Programmes
- Spirituality Spaces and Big Questions



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- Understanding of the consequences of their behaviour and actions
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- The independence by which individuals access and succeed in 'Switched On'

## Social

Social development relates to the development of knowledge and understanding and the acquisition of skills in relating to others. This begins with family and friends and extends to the wider community beyond. Pupils are taught to respect each other and to appreciate each other's similarities and differences. An awareness and understanding of, and respect for, the environments in which they live is also developed.

The school's social development provision enables pupils to:

- Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds.
- Participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and acceptance of those with different faiths and beliefs.
- Develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

Aspects of school life which naturally lend themselves to nurturing Social:

- School values days
- Buddy classes
- Peer mediators
- Playground leaders
- Sporting events
- Circle time
- Community performances by choir
- Fund raising
- Visits from Childline, e-safety team, water safety etc.
- Lantern Parade, carol singing, Blandford Schools Network opportunity days, church services, community fireworks event etc
- Sports Ambassadors
- Play Leaders
- 'Switched On' Approach
- Office duties at lunch time
- Lunch Leaders (in planning)



Pupils' social development 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, co-operating 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 fully participate fully in and contribute positively to life in modern Britain
- The success of independently achieving 'Switched On' goals
- The reference to our school values through words or actions



## CULTURAL

Cultural development is concerned with encountering the defining aspects of different cultures. Explorations of values, beliefs, customs, foods, artefacts and stories allow the pupils to make comparisons and develop knowledge of lifestyles and choices of others.

The school's cultural development provision enables pupils to:

- Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.
- Understand and appreciate the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.
- Develop knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Participate in, and respond positively to, artistic, sporting and cultural opportunities.
- Develop an interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures.
- 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.

Aspects of school life which naturally lend themselves to nurturing Cultural:

- School values days
- Trips and visits
- Arts curriculum
- School choir in the community
- Music lessons and performances
- Class assemblies shared with families
- French lessons
- Topic studies on different nations/ countries
- Displays
- Extra-curricular clubs
- Visits from theatre groups
- Family Talks (in development)
- Arts weeks
- RE curriculum
- Multi-cultural events eg Diwali, Chinese New Year



Pupils' social development 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 the 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 local, national and global communities

- Demonstrating 'Switched On' qualities whilst working within groups

# BRITISH VALUES

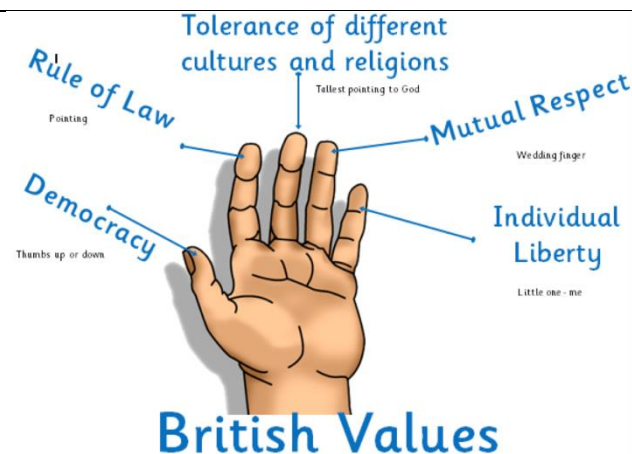
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The school will use SMSC education to promote fundamental British values by:

- Including, in suitable parts of the curriculum, age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries.
- Teaching pupils a broad and balanced international history.
- Representing the cultures of all our pupils within the curriculum.
- Teaching a wide range of English and non-English literature.
- Listening to the voices of all pupils and promoting active participation in democratic processes, e.g. through a school council.
- Using democratic opportunities in the wider community, e.g. general and local elections, to provide pupils with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help pupils learn about and understand a range of faiths.
- Using extra-curricular activities to promote fundamental British values.

Aspects of school life which naturally lend themselves to nurturing British Values:

- School values days
- Enrichment Experiences
- E-safety
- Year 6 House Captains Election
- Eco Activities
- School Council election process
- School Council activities
- PSHE Curriculum
- Inter-school conferences eg Bold Voices, Anti Bullying
- Visit from the Mayor, MP, Royal Family Representative etc.
- Place of worship visits
- Diversity celebrated
- Tolerance and respect – school values
- Promoted through RE and Humanities curriculum



Pupils' understanding of British Values is shown by their:

- Use of pupil voice
- Ability to respect others
- Appreciate and celebrate diversity
- Understand why rules are necessary
- Treatment of peers and adults



## OUR SCHOOL VALUES

Our 8 values encompass our vision taken from Ephesians Chapter 4 verse 16.  
“As each one does their part, we grow in love”.

The school will use SMSC education to promote our own school values by:

### Perseverance

Hebrews 12.1: Let us run with perseverance the race marked out for us that is before us.

Deuteronomy 13.6: The Lord your God goes with you; he will never leave you or forsake you

#### Spiritual

Despite opposition and adversity, Jesus did not compromise or lose heart in his determination to accomplish his mission. We recognise that sometimes we will face difficulties and personal challenges in life but we know that we can pray for God's help because he has promised never to leave us.

#### Moral

As the life of Jesus exemplifies, standing for justice and doing what we believe to be right, may not always result in change immediately. Sometimes we may feel discouraged. At our school, we teach that perseverance and endurance are important qualities in developing character.

#### Social

As a community, we value and celebrate perseverance, encouraging one another consistently to take one step at a time to achieve our goals. We offer a wide range of opportunities for children to volunteer in social enterprises and to work with others from a range of ages and backgrounds to foster co-operation and collaboration in problem solving.

#### Cultural

We aim to foster a culture that recognises that ‘quick wins’ are not always possible and are often not sustainable. We believe that the principle of ‘training well’ is usually more fruitful in building character than ‘trying harder’. We actively seek out contemporary as well as historical role models who have achieved their goals through persevering, even in the toughest of circumstances

### Courage

Deuteronomy 31. 6: Be strong and courageous. Do not be afraid; do not be discouraged for the Lord your God will be with you wherever you go.

2 Timothy 1. 7: For the Spirit God gave us does not make us timid but gives us power, love and self-discipline.

#### Spiritual

Jesus lived in the assurance that his Father God would provide all that he needed. This gave him the courage to face even the cross. At our school, the words from the book to Timothy (see above) guide the way we approach any challenges that face us.

#### Moral

Learning from Jesus, we recognise that taking a moral stand or tackling a challenge will require courage but we also know that we can pray for God's strength and his help.

#### Social

As a community, we explore the Christian belief that almost anything is possible because God is for us. We therefore encourage one another to reach our God-given potential and participate in artistic, sporting and cultural activities that take us outside of our comfort zone.

#### Cultural

As a Church of England school we take inspiration from those who have been uncompromising in standing for justice and have been true to their Christian faith in the face of persecution. We celebrate individuals such as William Wilberforce and Elizabeth Fry who through courage and perseverance have influenced the political and social life of Britain, and those such as Martin Luther King, Mahatma Gandhi and Nelson Mandela who have also powerfully informed our values and culture.

### Compassion

2 Colossians 3.12: Clothe yourselves with compassion, kindness, humility, gentleness and patience.

Luke 10.25-37: (The story of the Good Samaritan) Matthew 7.12: Treat others as you want them to treat you.

#### Spiritual

Jesus' works of healing were always rooted in his compassion for others. In the story he told which is known as the Good Samaritan, the compassion shown is directed toward

### Justice

Matthew 21.12-13: ...my Temple will be called a house of prayer. But you have turned it into a hideout for thieves. (Jesus turning the tables in the temple)

Micah 6. 9: What does the Lord require of you? To do justice, love mercy and to walk humbly with your God.

Matthew 5. 13-14: 'You are the salt of the earth..... You are the light of the world.'

#### Spiritual

<p>someone totally unexpected. Jesus was making the point that we are called to care for those outside our own cultural or social circle as well as our friends and family. The literal meaning of the word 'compassion' suggests suffering with or alongside someone else. In developing character, we encourage an attitude of empathy and understanding of others, trying to imagine what it is like to stand in the shoes of another.</p> <p><b>Moral</b></p> <p>We try to explore what it means to live out Jesus' teaching, exemplified in the command to do to others as you would have them do to you. (Matthew 7. 12) This is sometimes known as The Golden Rule and underpins all our relationships and our Behaviour Policy</p> <p><b>Social</b></p> <p>As a community, we try to share one another's burdens and to help everyone to know that struggling and failure are not signs of weakness but opportunities to learn more about ourselves and others, and to grow as an interdependent family. We actively look out for opportunities to support charities and good causes that improve the quality of life for people in our own country and the wider world.</p> <p><b>Cultural</b></p> <p>We recognise that our nation has, throughout its history, offered a safe place for those fleeing persecution and disaster. We celebrate the rich diversity that this has brought to our culture and seek to play our part in offering a welcome to all those joining our school community especially anyone in any kind of need.</p>	<p>Jesus was passionate and uncompromising in standing against the injustices that he saw in his society. The heart of his message was the proclamation of the 'The Kingdom of God' i.e. God's rule on earth as it is in heaven. The Kingdom is glimpsed when justice and mercy are being lived out. We try our best to model these Kingdom values in our school.</p> <p><b>Moral</b></p> <p>Following Jesus' example, we believe that we are called to speak up for the truth and out against injustice. We therefore equip children with the skills required to be reflective, become informed and be able to make just judgements for themselves based on facts and evidence.</p> <p><b>Social</b></p> <p>As a community, we are constantly seeking ways to make our school an even more inclusive, democratic community in which everyone has a voice. We also foster an engagement with our national system of democracy, learning how it operates and how decisions that affect all our lives are made.</p> <p><b>Cultural</b></p> <p>As a Church of England school, we believe that justice must be seen to be transparent and unbiased. Children as well as adults therefore contribute to policy making on Behaviour and Anti-bullying. We learn about the values that have informed our nation's justice system and the way this system functions to maintain law and order and keep us safe</p>
<p><b>Respect</b></p> <p><a href="#">Mark 10.14: Let the children come to me (Mark 10. 14)</a>  <a href="#">Matthew 10.29: Are not two sparrows sold for a penny? Yet not one of them will fall to the ground outside your Father's care.</a></p> <p><b>Spiritual</b></p> <p>Jesus valued every person equally regardless of status, gender or wealth. He showed a particular bias to those who were poor, in need or at the margins of society at that time. At our school we explore the Christian teaching that every child and adult is made in God's image and is uniquely precious and worthy of respect and kindness.</p> <p><b>Moral</b></p> <p>Following Jesus' teaching and attitude towards children, our school values every child equally and is proactive about ensuring that no individual is disadvantaged or treated differently due to their social background, gender, sexual orientation or cultural or religious background. We equip children with the skills to recognise prejudice in the media or in the political process. We encourage all within our community to learn about and engage with our nation's democratic processes both locally and nationally to help to support, protect and sustain for the future the respect due to every citizen.</p> <p><b>Social</b></p> <p>As a community whose life is founded upon Christian values, we do not merely tolerate difference and diversity, we actively celebrate the uniqueness of all individuals. Whilst</p>	<p><b>Forgiveness</b></p> <p><a href="#">1 John 1.9: But if we confess our sins to God, he can always be trusted to forgive us and take our sins away.</a>  <a href="#">Mark 11.25: If you hold anything against anyone, forgive them, so that your Father in heaven may forgive you.</a></p> <p><b>Spiritual</b></p> <p>Jesus came into the world to show us how much we are loved by God; by taking the sins of the whole world upon himself on the cross Jesus made forgiveness and a personal relationship with God possible. We strive to offer every member of our school community a life-giving encounter with the person of Jesus Christ.</p> <p><b>Moral</b></p> <p>Following Jesus' example, we always offer forgiveness and a fresh start to children and adults who have made mistakes. We teach that an individual's behaviour can have a positive or negative impact on others and that this consideration must be paramount in deciding whether behaviour is appropriate. When sanctions are deemed necessary because behaviour falls short of expectations, we endeavour to demonstrate justice with compassion.</p> <p><b>Social</b></p> <p>As a community whose life is founded upon Christian values we recognise that forgiveness, offered and received, will be at the heart of all our relationships. We</p>

<p>it may not always be possible to respect the opinions of every member (e.g. if they are sexist, homophobic or racist) we do respect the individual and their right to hold views that are different from our own.</p> <p><b>Cultural</b></p> <p>As a Church of England school, we strive to create a culture that is characterised by openness, empathy and respect. We try to foster humility and thankfulness in our relationships with one another and the natural world. We continually strive to improve our understanding of different faiths and cultural diversity, celebrating the richness of experience and beliefs represented in British society.</p>	<p>teach about how we can show we are sorry in practical ways and equip individuals with strategies to prevent them from repeating mistakes in the future. We believe that learning from the past and not holding grudges will help to develop character by making us more resilient.</p> <p><b>Cultural</b></p> <p>As a Church of England school, our behaviour policy is informed throughout by our Christian values. We try not to make assumptions about people or situations before knowing all the facts and circumstances. Decisions about sanctions are made carefully and after consultation. We teach children about the justice system in modern Britain and the emphasis on principles such as the presumption of innocence until proven guilty and the concept of restorative justice.</p>
<p><b>Trust</b></p> <p><a href="#">John 14. 1: Do not let your hearts be troubled. Trust in God, trust also in me.</a></p> <p><a href="#">1 Corinthians 13. 6-7: Love does not delight in evil, but rejoices in the truth, it always protects, always trusts, always hopes, always perseveres.</a></p> <p><b>Spiritual</b></p> <p>Jesus demonstrated his trust in God throughout his life. He also entrusted his ongoing work in the world to his special friends - the disciples, and ultimately to us. We explore together the Christian understanding of being the Body of Christ on earth.</p> <p><b>Moral</b></p> <p>We try to follow the example of Jesus and trust each person in our school will live by our core Christian values including truthfulness, respect and justice. We encourage children to reflect on why trust is so crucial in our relationships and what the consequences might be when it is broken. Our experience in school has been that this trust is rarely betrayed but we know that when it breaks down, forgiveness is needed and the capacity to offer a new start.</p> <p><b>Social</b></p> <p>As a community, trust is the glue that holds our relationships together. To develop character we give each individual important responsibilities (with appropriate support) and, in so doing, seek to encourage trustworthiness from the youngest age.</p> <p><b>Cultural</b></p> <p>We recognise that in the wider culture of our nation, citizens are trusted to live by the laws of our country. We trust that our leaders (children and grown-ups), in school and in the wider nation, will have the highest moral and ethical standards and will lead with integrity. We teach the skills required to respectfully hold to account those in authority.</p>	<p><b>Selflessness (Service)</b></p> <p><a href="#">Matthew 20.26: The Son of Man did not come to be served but to serve and give his life as a ransom for many.</a></p> <p><a href="#">John 13.12-15: After Jesus had washed his disciples' feet ... he said: "Do you understand what I have done? ..... And if your Lord and teacher has washed your feet, you should do the same for each other."</a></p> <p><b>Spiritual</b></p> <p>Jesus' gave us an example of servant leadership at the Last Supper when he took a towel and washed his disciples' feet, a job usually carried out by a servant; he then told his disciples to go and do likewise. As those values are rooted in the example and teaching of Jesus, we are inspired by this act of love for his friends.</p> <p><b>Moral</b></p> <p>Following Jesus' example, we value a model of servant leadership in our school. We encourage children to seek the common good in all that they do, striving to put the needs of others before our own.</p> <p><b>Social</b></p> <p>As a community, we believe that our gifts and talents are to be used in ways that will improve the lives of others. We provide opportunities in school for serving as monitors, peer mediators and to stand as elected members of the school council. We help children to develop skills that will allow them to participate fully and contribute positively to the social and cultural life of modern Britain.</p> <p><b>Cultural</b></p> <p>As a Church of England school we create a culture in which serving one another and the wider community is celebrated and seen as an important mark of character development. We regularly invite to our school others who are making a difference to society through their service and charitable works, to inform and inspire us and to present positive role models for us to follow</p>