



## **Bunny C of E Primary**

# **Moral, Social and Cultural Policy**

Policy reviewed – Summer 2021, Summer 2023, Summer 2025  
Adopted by Staff and Governors in Summer 2021  
Date for Review – Summer 2023, Summer 2025, Summer 2027

## **Bunny CE Primary School**

### **Policy for Moral, Social and Cultural Development**

*This policy is based upon a template provided for church schools by Southwell Diocese Education Department. The school policy for Spiritual Development is a separate document. Both documents should be read together, along with the school's value statements, to provide a picture of the school's vision for SMSC development in children as they learn and grow. An explanation of the school's What If? Curriculum illustrates how these values are practised through our teaching and learning practice. This is explained in more detail in the school's curriculum intent documents.*

#### **Moral Development**

Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, 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.

The important challenge is to develop in children a deep, abiding commitment to moral values. The issue isn't cultivating moral literacy; it's cultivating moral identity. It's making these values integral to the self, so that doing what's right becomes a reflex, and so children are strongly motivated to do what's right even when it conflicts with other needs and wants. The chosen values need to be consistently promoted throughout the whole life of the school.

Moral development in a Church School should allow pupils opportunities to explore issues from a wide range of viewpoints but underpinning all investigation, discussion, reflection and evaluation are the teachings of Jesus Christ, offering pupils a foundation stone on which to build their lives. The voice of Christianity should be heard clearly throughout.

*"Since you are my rock and my fortress, for the sake of your name lead and guide me" Psalm 31:2-4*

Opportunities for moral development may be encountered in these ways in the life of the church school.

This may be seen through:

- developing a sense of right and wrong based on Christian teaching
- aligning behaviour and attitudes in the light of Christian teaching
- considering the values we live by and the ways they are based on the Bible e.g. forgiveness, truth, justice, compassion
- listening and responding appropriately to the views of others
- gaining the confidence to cope with setbacks and to learn from mistakes
- taking the initiative and acting responsibly with consideration for others

- being able to recognise expectations
- considering the individuals rights and responsibilities which will include justice and fairness for themselves and others
- showing respect for the environment
- asking questions such as: What motivates me? Who do I want to please by the choices I make?

### **Social Development**

Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (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 democratic process in each of their communities.

Social development in a Church School should develop children's understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice:

*"May the Lord make your love increase and overflow for each other and for everyone else" 1 Thessalonians 3: 11-12*

Opportunities for social development may be encountered in these ways in the life of the church school.

This may be seen through:

- understanding and valuing self and others
- developing an understanding of their individual and group identity
- being aware of own and others' emotions and feelings and how to respond to different emotions
- building relationships between different communities e.g. within school, parish, local, global etc
- understanding and acceptance of difference
- talking to, listening with and cooperating with others
- consideration of own and others rights, responsibilities and aspirations
- appreciation of appropriate behaviours and social conventions

### **Cultural Development**

Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and the ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, 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 and contribute to culture.

Cultural development in a Church School provides opportunities to develop an understanding of Christianity as a worldwide multi-cultural faith and appreciation of the diversity of beliefs and cultures across the world.

*"There is neither Jew nor Greek, slave nor free, male nor female for you are all one in Christ Jesus" Galatians 3:28*

Opportunities for cultural development may be encountered in these ways in the life of the church school.

- learning about others, accepting and valuing other traditions and celebrations
- developing an awareness of one's own culture and transition and change in it
- exploring the diversity of cultures within Britain
- understanding the contexts in which people express their beliefs and identity
- openness to other beliefs and cultural differences
- promoting an understanding of Christianity from a global perspective which may include encounters with people, literature, the creative and expressive arts and resources from differing culture
- being part of a link with a school in another part of the world

### **Opportunities for SMSC Development**

Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to Religious Education, Collective Worship and PSHE (SCARF).

Within all curricular activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Through classroom discussions we will give the children opportunities to:

- talk about personal experiences and feelings
- express and clarify their own ideas and beliefs
- speak about difficult events, e.g. bullying, death etc.
- share thoughts and feelings with other people
- explore relationships with friends/family/others
- consider the needs and behaviour of others
- show empathy
- develop self-esteem and a respect for others
- develop a sense of belonging
- develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-

mindedness, sensitivity, critical awareness, democracy, tolerance, understanding of liberty and the rule of law

Many curriculum areas provide opportunities to:

- listen and talk to each other
- learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties
- agree and disagree
- experience good role models
- take turns and share equipment
- work co-operatively and collaboratively

Practical activities to develop SMSC will include:

- working together in different groupings and situations
- encouraging the children to behave appropriately at meal times
- taking responsibility e.g. class monitors, lunchtime servers, register monitors, collective worship set up, pupil leaders of collective worship, House captains, Pupil Parliament etc.
- encouraging teamwork in PE and games
- appreciation of and respect for the work and performance of other children regardless of ability
- hearing music from different composers, cultures and genres
- encouraging children to take a responsible attitude towards making financial decisions and developing an awareness of the value of money (financial literacy)
- meeting people from different cultures and countries
- participating in a variety of different educational visits
- participation in live performances
- use of worship themes to explore important aspects of our heritage and other cultures e.g. festival days, global events
- studying literature and art from different cultures
- opportunities for the children to hear and see live performances by professional actors, dancers and musicians
- opportunities to make and evaluate food from other countries
- opportunities in music to learn songs from different cultures and play a range of instruments
- studying the contributions to society that certain famous people have made

### **Links with the wider community**

- Visitors are welcomed into our school.
- Parents support the children and staff in school life.
- Links with the local church are fostered: Father Tom from St Mary's Church leads collective worship weekly, Mr Kerr (Foundation Governor)

also leads collective worship, the school visits St Mary's Church for special festival worships and whole school events are held in church on a regular basis e.g. end of year production, leavers assembly etc.

- PTA meetings.
- Annual visits to Southwell Minster to take part in 'Time Travelling' are arranged to support the understanding of a wider Christian community.
- The school supports the work of a variety of charities.
- The development of strong home-school links is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.
- Children will be taught to appreciate and take responsibility for their local environment.
- Membership of the RMSA (Rushcliffe Maintained Schools Alliance) to develop opportunities for staff and children.
- Leaders from other faiths are invited to attend R.E lessons and places of worship (other than Christian) are visited.

Policy reviewed: June 2023, June 2025

Policy next to be reviewed: June 2027