



Broadbottom Church of England (VC) Primary School

Mission Statement

At Broadbottom CE (VC) Primary, we are extremely proud of our Christian Community School. We welcome everyone, embrace individuality and nurture and empower our pupils. We do this through an engaging curriculum that promotes faith, understanding and skills, and is underpinned by Christian and British Values.

We offer all pupils the opportunity to:

- ✓ Love God and to follow His teachings
- ✓ Flourish and thrive and follow individual interests
- ✓ Be creative in thinking, outlook and approach
- ✓ Learn how to be forgiving in the eyes of God
- ✓ Develop well-being and healthy minds
- ✓ Become a beacon of light, sharing God's given talents
- ✓ Believe in themselves and nurture a love of learning
- ✓ Develop their spirituality and to find inner calm

Our mission is to:

- ✓ Cherish our pupils and act as their champions.
- ✓ Provide safe, challenging opportunities to learn, blossom and grow.
- ✓ Surround pupils with fun, laughter, positivity and happiness, creating a place where memories are made.
- ✓ Trust each other to act with integrity and to forgive when we make mistakes.

School Vision

Broadbottom CE Primary School promises to provide a happy, safe, Christian learning environment for all pupils to flourish and thrive, developing talents, interests, excellent learning attitudes and behaviours.

Our Christian vision is rooted in the teachings of Jesus Christ, promoting love, compassion, forgiveness, and justice. We offer an environment that reflects these values, fostering an atmosphere of kindness, empathy, and understanding.

We aim to develop life skills, tolerance and resilience, in a school environment that cherishes individuality and positively encourages pupils. As a church school, pupils are taught to have a good moral compass with many models of exceptional behaviour which point to God and exemplify beacons of light.

"Let your light shine," Matthew 5:16

With Christianity at the heart of our intentions, we aim to:

- Strengthen the spirituality of staff and pupils, whilst creating a culture of high expectations, that is mindful of health and wellbeing
- Provide high quality teaching and learning, that develops individual potential and enriches pupil's lives
- Engage in partnerships that support and serve the school community
- Continue to review and challenge the curriculum for our pupils, to ensure it is relevant for their future workforce needs
- Continually improve performance through evaluation of practice
- Equip children and families with the knowledge, skills, independence and resilience to face future challenges
- Instil traditional values of hard work, courtesy, respect and good behaviour
- Nurture an understanding of how special and unique we are in the eyes of God
- Broaden our knowledge and understanding of world issues and develop courageous advocates who will be brave enough to challenge and become agents for change
- Link our heritage with overseas charities to support others, as our local community has been supported in the past

Introduction

As a Church of England primary school, Broadbottom CE (VC) Primary School promotes the spiritual, moral, social and cultural (SMSC) development of pupils, including British Values.

Church of England schools have a distinctive identity and ethos, popular with parents and families, where the development of social, spiritual and emotional intelligence is as important as academic achievement. (www.churchofengland.org/education).

At Broadbottom Primary School, we follow the Church of England Vision for Education principles of expressing 'life in all its fullness' by educating the whole person. We have purposely chosen Dimensions Curriculum for the foundation subjects which delivers a golden thread of Communication, Conflict, Conservation and Culture, alongside Church Heartsmart to deliver PSHE, to ensure that spiritual, moral, social and cultural development plays a significant part in the education of our pupils.

It is our vision that pupils are taught to have a good moral compass. We aim to develop life skills, tolerance, resilience and an understanding of their world in order to become models of good behaviour which point to God and exemplify beacons of light.

"Let your light shine," Matthew 5:16

Spirituality is:

how people connect deeply to each other

a deep connection to the world

about finding meaning and purpose

an inner sense that you are a small part of a bigger picture

finding peace and inner understanding.

'If the spiritual is properly and fully addressed, the moral, social and cultural will fall into place more easily,' Alan Brown.

Spiritual, moral, social and cultural development

The spiritual development of pupils 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

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

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.

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 those 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, 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, 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.

Principles

Spiritual, Moral, Social and Cultural Development is crucial for individual pupils and important for society as a whole. It is the heart of what education is all about – helping pupils grow and develop as people and effective participants in modern Britain. In a church it is a core desire that this area of learning is considered as important as physical and intellectual development.

"Schools are signs of fullness of life for all, as they educate pupils for wisdom, knowledge and skills, for hope and aspirations, for community and living well together; and for dignity and respect." Church of England Vision for education: Deeply Christian, Serving the Common Good.

Spiritual, Moral, Social and Cultural Development is cross curricular and promotes the aims and principles of the policies for, Religious Education, Collective Worship, PSHE, Sex and Relationships Education, and Equal Opportunities These policies all underpin the Curriculum model, putting the pupil at the centre of all we do.

It is an expectation that all staff, in all subjects, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle time and also through their own conduct.

The importance of relationships between all school staff, parents and governors is vital. These relationships will be characterised by mutual respect, positive attitudes, the willingness to listen and be listened to and the valuing of all pupils.

Aims

We aim to:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society
- Prepare pupils for the opportunities, responsibilities and experiences of adult life
- Enable pupils to distinguish right from wrong, to respect the civil and criminal law of England and to appreciate the rule of law is essential for well-being and safety
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in Britain and to respect and support participation in the democratic process
- Promote respect and consideration for differences in gender, race, religion
- Help each pupil achieve their full potential across all areas of the curriculum
- Develop the individual strengths of all pupils and to help and provide support in areas for development
- Inspire and stimulate the pupils in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills
- Help our pupils towards independent learning and to equip them with all life skills in order for them to take their place in an evolving society.
- Ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum
- Develop respect for religious and moral values and understanding of other races, religions and ways of life while challenging opinions, stereotyping or behaviours in school that are contrary to British values

- Help the pupils understand and respect the world in which they live and God created for us
- Develop a sense of responsibility, consideration for others, self-respect and self confidence
- Promote good relationships between home, school and the local and wider communities

Spiritual Development

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

Pupils are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- Curiosity and questions
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

Our school supports pupil's spiritual development by:

- Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives
- Encouraging pupils to explore and develop their own interests and those of others
- Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful
- Developing a climate or ethos within which all pupils can thrive and flourish, enjoying individual liberty and mutual respect
- Accommodating difference and respecting the integrity of individuals, including tolerance of those with different faiths and beliefs
- Promoting learning opportunities which value pupils' questions, encourage deeper questions and give them space for their own thoughts, ideas and concerns

Moral Development

Pupils are encouraged to understand the need for a common code based on 'Be Ready, Be Respectful, Be Safe'. At Broadbottom CE (VC) Primary School we work towards an understanding of what is right and wrong. Pupils develop the ability to make judgements and to become increasingly responsible for their own actions or and behaviour.

Our school supports pupils' moral development by:

- Providing a clear moral code supported by the vision of 'Let your Light Shine' as a basis for behaviour which is promoted consistently through all aspects of school life
- Promoting racial, religious and other forms of equality
- Challenging stereotyping
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values –for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practise moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and restorative justice and forgiveness

Social Development

This enables pupils to become conscientious participants in their family, class, school, the local and wider community and make a positive contribution to the lives of others in society. Within this there should be a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community

Cultural Development

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

Our school develops cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc.
- Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits