



# Spiritual, Moral, Social and Cultural Policy

## The Diocese of Chelmsford Vine Schools Trust



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Bulphan C of E Academy, Fen Lane, Upminster, Essex, RM14 3RL  
The Diocese of Chelmsford Vine Schools Trust is a company limited by guarantee.  
Registered in England No 8709542. Registered Office 53, New Street Chelmsford CM1 1AT

*'God's word is a lamp to guide my feet and a light for our path.'* Inspired by Psalms  
119.105

## **Bulphan C of E Academy**

### **SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT (S.M.S.C.) POLICY**

**At Bulphan we celebrate the uniqueness of every child of God in our Christian community and encourage them to flourish and shine in all they do preparing them for life's journey.**

**'God's word is a lamp to guide our feet and a light for our path'**

**Inspired by Psalm 119:105**

Bulphan C of E Academy is a church school and all work is underpinned by our school Christian values; love, wisdom, friendship, respect and perseverance.

At Bulphan C of E Academy we recognise that the personal development of pupils; spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop:

- their own values and beliefs,
- spiritual awareness,
- high standards of personal behaviour,
- a positive, caring attitude towards other people,
- an understanding of their social and cultural traditions,
- an appreciation of the diversity and richness of their cultures.

The National Curriculum has two aims relating to the school curriculum:

- The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.
- The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and expectations of life.

These two aims reinforce each other. SMSC plays a significant part in ability to learn and to achieve. All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development. Christian values, principles and spirituality will be explored throughout the curriculum. The integrity and spirituality of other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families, visitors and other members of staff working within the school. Children should learn to

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differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Children should understand the need for rules and the need to abide by rules for the good of everyone. Each class decides on their class rules to follow through the school year, as well as following the main rules which govern the school which reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupil's work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teacher's planning and learning resources.

## 2. Aims of S.M.S.C. at Bulphan.

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a child's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that children know what is expected of them and why.
- To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable children to develop an understanding of their individual and group identity.
- To enable children to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility

## 3. Learning and Teaching

Spiritual Development – As a Church of England School we seek to anchor our spiritual development in the Christian faith, as expressed by our school vision statement.

- Sustain their self-esteem in their learning experience
- We ensure that through our vision, values, rules, curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles.
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection for example in the weekly Celebration Assemblies, church services and within the classroom.
- Discuss their beliefs, opinions, feelings, values and respond to

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- personal experiences
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

Children are given the opportunity to develop their spirituality through class teaching, debates, class trips to visit places of interest and curiosity throughout London and the surrounding area and whole school events.

Moral Development – as a school we aim to provide learning opportunities that will enable children to:

- Recognise the unique value of each individual.
- Recognise the challenge of religious teaching particularly that of Jesus.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong
- Show respect for the environment
- Make informed and independent judgments

Social Development – as a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community
- Begin to understand the need for social justice and a concern for the disadvantaged.

Cultural Development – as a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain and in London and how these influence individuals and society.
- To develop tolerance and respect for those who have different cultural values from ours.
- Recognise Christianity as a worldwide faith.
- Develop an understanding of their social and cultural environment.

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

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Personal, Social, Health & Citizenship Education. 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 etc.

Throughout the curriculum children are supported and encouraged 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 and learn how to resolve problems and conflicts
- Experiencing good role models
- Take turns and share equipment

Work co-operatively and collaboratively Practical activities within the daily school routine in St. Stephen's to develop SMSC include:

- children being given the opportunity to work together in different groupings and situations in sporting, social and academic contexts.
- Encouraging the children to behave appropriately at meal times.
- Taking responsibility e.g. class monitors, lunch monitors, register monitors, assembly monitors, cloakroom monitors, Buddy Reading System, working Houses, delivering messages and looking after younger children.
- Encouraging teamwork and good sportsmanship in PE and games
- Appreciation of and respect for the work and performance of other children regardless of ability.

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- Hearing music from different composers, cultures and genres e.g. in music for reflection time at the start of collective worship.
- Meeting people from different cultures and countries during focus days such as Black History Week, International Day and Arts Week. Visitors, parents and carers are actively encouraged to come into the classroom to talk to the children about current topic work they are learning about, including religious festivals such as Diwali.
- Participating in a variety of different educational visits
- Participation in live performances
- Use of assembly themes to explore important aspects of our heritage, British Values and other cultures e.g. festival days, the patron saints and global events.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians. Arts Week provides the whole school with numerous opportunities to experience/ work with the above.
- Opportunities to make and evaluate food from other countries. International Day sees each classroom transformed into a different country with children visiting each country and learning about different cultures.
- Opportunities in music to learn, listen and respond to songs from different cultures and play a range of instruments.
- Studying the contributions to society that certain famous people have made

#### 4. Links with the wider community

Visitors are welcomed into our school .

- Links with the local church are fostered.
- Members of the church ministry group take worship once a week, there are regular visits to the church, whole school services in church each term.
- 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.
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#### 5. Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

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- Monitoring of teaching and learning and work scrutiny by RE and Healthy Schools co-ordinator/ /head of school /governors.
- Regular discussions at staff and governors' meetings
- Audit of policies
- RE and Healthy Schools development and, when relevant, inclusion in the SDP.
- Sharing of classroom work and practice

## 6. Inclusion

The aims of our school, enabling each child to reach their full potential reflects our ethos of valuing individuality. We are committed to equality of opportunity regardless of race, cultural background, ability or any physical or sensory disability. We believe that all pupils have a right to experience a real environment in which they can learn that people are not all the same. We believe that inclusion is about the school fitting in around the child.

## 7. Implementation of Policy

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff. The co-ordinator for SMSC is Ellie Taylor. The governor responsible for SMSC is Joyce Sweeney.

## 8. Related Policies

Our Spiritual, Moral, Social and Cultural Development Policy aims to prepare all pupils for the opportunities, responsibilities and expectations of life.

The Single Equality Scheme states that inclusion for all pupils will be achieved by ensuring the learning environment, resources and activities are appropriate to each child. All staff are committed to inclusion and plan lessons that dispel stereotypical attitudes and discrimination.

The Health and Safety Policy is adhered to in everything we do. The learning environment, resources and activities are planned by staff to take account of this. Children are encouraged to be safety conscious and contribute to the risk assessment process themselves.

The Special Educational Needs Policy stipulates that pupils will be assessed and provided or as an integral part of every lesson. Staff are experienced in effective differentiation and provide opportunities for children to work on their Individual Education Plan targets in all areas of the curriculum.

Internet Acceptable Use Policy - In common with most technologies, Internet use presents risks as well as benefits. Pupils could be placed in inappropriate and even dangerous situations without mediated Internet access. The head of school and Computing leader will pass on current information and recommendations by CEOP, the Child Exploitation and On-line Protection

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Centre to staff and parents. Teachers will use CEOP's "ThinkUKnow" website with children to ensure they understand the dangers of some internet use and are able to make the right choices themselves. Parents will be encouraged to access these materials at home with their children to embed these important safeguarding principles.

## Whole School Safeguarding and Child Protection Policy

### 1. Purpose

The purpose of Bulphan C of E Academy's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to;

- Protect our children / young people from maltreatment
- Prevent impairment of our children's / young people's health or development
- Ensure that our children / young people grow up in circumstances consistent with the provision of safe and effective care
- Undertake that role so as to enable our children/young people to have optimum life chances and enter adulthood successfully.

### Behaviour Policy

At Bulphan C of E Academy we believe that helping children develop attitudes that will enable them to become kind, responsible, hardworking citizens is our most far-reaching role. We create overt opportunities for development of their self-esteem and work with parents to ensure children grow up with a positive sense of self-worth, aware of their rights and responsibilities in a community.

### Anti-Bullying Policy

Bulphan C of E Academy will not tolerate any form of bullying. We believe that pupils and staff have the right to learn in an affirming and safe environment which promotes positive personal growth and self-esteem for all.

### Anti-Bullying Policy

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

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- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups)

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

Schools' teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

### **Statutory duty of schools**

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

### **Implementation**

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the head teacher
- The head of school will interview all concerned and will record the incident
- Teacher's will be kept informed and if it persists the teacher will advise the appropriate staff
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation will all parties concerned

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a teacher or member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change

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- Informing parents or guardians to help change the attitude of the pupil

The following disciplinary steps can be taken:

- Official warnings to cease offending
- Exclusion from certain areas of school premises
- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, form tutorial time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

### **Monitoring, evaluation and review**

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.