



**BICKLEY PARK
SCHOOL**

Spiritual, Moral, Social and Cultural Policy

Policy Review & Update Process			
Member(s) of SLT responsible for update		Deputy Head Pastoral	
Sub-Committee responsible for review		Education	
ISBA template policy?		No	
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Bickley Park School (DfE number 305/6002) is a member of the Sevenoaks Family of Schools and legally part of Sevenoaks School, a company limited by guarantee (4908949) and a registered charity (1101358) with a registered office at Sevenoaks School, High Street, Sevenoaks, Kent TN13 1HU. Any reference to governors, the governing body or the chair of governors refers to the governing body of Sevenoaks School. Any reference to local governors refers to the non-executive members of the Bickley Park School Local Advisory Board.

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Introduction

'Learning together and having fun; there's room here for everyone.

We aim to deliver an education at Bickley Park School which develops children who can go on to their senior schools and into their adults lives as rounded individuals who have

- A sense of awe and wonder about the mysteries of the universe
- An appreciation of the amazingly diverse world in which they live
- A moral compass that will guide them through their lives
- An ability to relate well to a range of people in a range of circumstances
- A respect for the views, cultures and beliefs of others.

SPIRITUAL EDUCATION

Spiritual development is fundamental to the development of the individual. It is not confined to religious beliefs. It seeks to foster curiosity without which there would be no motivation to learn, self-understanding and relationships with other people without which we cannot function in society; a sense of awe, wonder and creativity and the search for the meaning and purpose in life.

Spiritual Education will be promoted in our school by developing:

A. An attitude to life based on:

- a development of personal beliefs including religious beliefs
- an appreciation that people have both individual and shared beliefs on which they base their lives
- a growing awareness of the way in which personal understanding contributes to personal identity
- an understanding that one's inner resources provide the ability to rise above everyday experiences.

B. A sense of awe, wonder and creativity inspired by;

- The natural world
- Mystery
- Human achievement with the arts and science

C. A search for meaning and purpose in life by:

- developing appropriate responses to the challenging experiences of life such as beauty, suffering and death
- being concerned by injustice and aggression and their effect on others
- a growing awareness of when it is important to control emotions and feelings and how to use such feelings as a source of growth and human experience.

D. Self-awareness and relationships by:

- developing self-respect
- fostering an appreciation of the individuality of others

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- recognising that every individual has worth
- building up relationships with others fostering a sense of community

MORAL EDUCATION

Moral education is concerned with developing a child's ability to distinguish right from wrong, to make appropriate choices and to act upon them from conviction. Personal morality combines the beliefs and value of the individual; those of the social, cultural and religious groups to which he/she belongs and the laws and customs of the wider society.

A. Moral education will be promoted by: Fostering positive school values which include:

- honesty
- reliability
- respecting the rights and property of others
- acting considerately and courteously towards others
- helping those less fortunate or weaker
- taking personal responsibility for one's actions
- self-discipline
- learning about what the world's religions and philosophies say about right and wrong.

B. Rejecting and reflecting upon negative attitudes which include:

- bullying
- dishonesty and cheating
- deceit
- cruelty
- irresponsibility

SOCIAL EDUCATION

Through social education we create opportunities for pupils to gain an understanding of the communities in which they function - the family, the school and the wider community. In this way we hope to lead them to an understanding of the structures and processes of society.

Social Education will be promoted by:

- grouping of children to give opportunities for paired, small group, large group and whole class involvement
- working alongside adults in a variety of groupings

In these differing contexts children will be encouraged to develop:

- co-operation

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- partnership
- leadership
- responsibility
- initiative

Bickley Park School seeks to develop and strengthen links with the wider society, the Governors and the Parents. During the year the children will:

- be involved in raising money to support a number of charities to help others less fortunate
- be involved in supporting community projects
- take part in school trips. These will include local walks, day trips etc.

CULTURAL EDUCATION

In addressing cultural education it is important to remember that it is closely linked to aspects of spiritual, moral and social education and that it is concerned both with aspects of its history which have shaped the present and how we are currently maintaining, interpreting and reshaping cultural traditions today.

Cultural Education will be promoted by:

- developing the cultural interests which the pupils already possess
- exposing the pupils to a range of stimuli to allow them to develop new interests
- including the history and beliefs of other cultures within the curriculum, for instance: through World Culture lessons
- valuing the contribution made to arts and science by other cultures
- encouraging participation in a range of cultural activities
- Developing a clear understanding of what it means to be British and the values that underpin society in the U.K.

This policy also broadly applies to the Early Years Department.