Spiritual, Moral, Social and Cultural Development Policy (SMSC)

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School Values Statement

Our Vision – 'A lifelong love of learning...a love of life'

Our values
Belonging
Resilience
Achievement
Make discoveries
Be brave and ambitious
Enjoy learning
Respectful and responsible

Belonging

At Bramber, we foster a sense of belonging; from developing friendships and relationships within school, to finding our place in and contributing to the wider community. Everyone feels safe, accepted and included as proud ambassadors of our school. We aim to foster a sense of belonging to the school community by establishing an effective working partnership between the governing body, the school staff, our parents and pupils.

Resilience

Children will learn how to be resilient in learning and in their lives, knowing that if they persevere and have **courage,** they will be better learners. We value mistakes and learn how to cope with challenges, knowing that this is how deep learning happens.

Achievement

Children will endeavour to always improve and be the best they can be. They will do their best and put in a great level of effort to achieve as well as they can in their academic, social, emotional, artistic and physical development. Achievements will be celebrated.

Make discoveries

Children will build on previous learning. They will be curious and explore in all areas of learning and life. Taking opportunities that come their way or are presented to them. They will discover new ideas, skills, understanding and knowledge through a rich, broad and progressive curriculum that has been designed to meet the needs of our pupils.

Be brave and ambitious
At Bramber, everyone will be inspired by those around them to learn so that their aspirations can become a reality. In the spirit of endeavour, children will venture forth and aim high in their lives to become the people they want to be.

Enjoyment
We value enjoyment in learning at Bramber, where moments of happiness are frequent. This helps our children to develop joy in learning and in their lives.

Respect
Everyone at Bramber, will show care and understanding towards each other at all times, respecting and embracing difference. We will be thoughtful towards each other, treating all people with compassion and showing empathy in a range of situations. We will always be respectful in our words, actions and manner. This will result in high standards of behaviour. Our school is happy, stimulating, well ordered and calm and we make sure that this learning environment is respectfully looked after by everyone.

Responsibility
The whole school community will take responsibility for working hard in all areas, trying their best and aiming high. We will all be responsible for our actions and words. We will take responsibility for each other, our belongings, our environment and ourselves. Children will grow in independence.

Intent

At Bramber Primary School, 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 and an appreciation of the diversity and richness of the cultures.

All members of the school community are encouraged to develop into responsible citizens through the implementation of modern British Values. Modern British Values are shared through the thoughtful and wide-ranging promotion of the children's SMSC development, enabling them to thrive in a supportive, highly cohesive learning community.

Guidelines
All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

Christian spirituality and Christian values and principles will be explored in all curriculum areas, especially in RE/Collective Worship, but 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 unique and valuable individuals.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to reset is fundamental to the ethos of the school.

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

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and recognise acceptable behaviour and provide opportunities to celebrate pupils' learning 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 teacher's planning and purchasing decisions.

- 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 pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils 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 pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
- To ensure that British Values are frequently and purposefully promoted

Spiritual Development

Spiritual Development is the development of the non-material element of a human being, which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a **sense of identity, self-worth, personal insight, meaning and purpose.** It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's soul; others as the development of 'personality' or 'character'. (OFSTED 2004)

As a school, we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.

Moral Development

Moral Development – The essence of moral development is to build a framework of values, which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about the understanding that there are issues where there is disagreement and it is also about understanding that society's value change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views. (OFSTED 2004)

As a school, we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- 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.
- Be able to resolve disagreements.
- Show respect for the environment.
- Make informed and independent judgements.
- Morally reflect beyond their own immediate experience, to national and international issues.

Social Development

Social Development – 'Pupils who are socially aware adjust appropriately and sensitively to a range of social contexts. They relate well to others and work successfully as a member of a team. Older pupils share their views and opinions and work towards trying to reach a sensible solution. They show respect for people, living things, property and the environment.' (OFSTED 2003)

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- An awareness of moral issues as well as fostering a sense of responsibility and community values.
- Discuss and display expected standards of behaviour.
- Participate in enrichment and extension activities.
- Develop an international perspective through the school's active support of charitable organisations.

Cultural Development

Cultural Development is about pupils' understanding their own culture and other cultures in their town, region and country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world of culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism. (OFSTED 2004)

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Recognise different religions around the world and their cultural implications
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Be aware of, and celebrate cultural diversity.

Promoting British Values

Bramber Primary School actively promotes the fundamental British Values of:

- Democracy
- The Rule of Law.
- Individual Liberty
- Mutual Respect and Tolerance of those with different faiths and beliefs.

In promoting children's spiritual, moral, social and cultural development, we are able to actively promote British Values in ways that are appropriate to primary school children.

Implementation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. SMSC links are made with class learning 'experiences'.

In the classroom, during assemblies and within wider school community activities, children will be given the opportunity to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, eg bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – eg empathy, respect, open mindedness, sensitivity, critical awareness, etc

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Links with the wider community

- Visitors are welcomed into school.
- Links with the local faith groups are fostered.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.
- Opportunities to take part in wider community and local events will be encouraged.

Impact

- Children are happy and value themselves and others as unique individuals.
- Children have the skills to collaborate critically, respectfully and creatively with each other and with a caring approach.
- Children are able to reflect upon their behaviour and others and can evaluate what makes for good behaviour.
- Children of all abilities achieve in all lessons. All children, including disadvantaged and children with SEND are given the knowledge and cultural capital they need to succeed in life.
- Because children have developed a good understanding of British Values, they make a positive contribution as responsible citizens.
- Children develop: *'A lifelong love of learning; a love of life'*

Monitoring and Evaluation

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

- Monitoring of lesson plans and teaching and learning, by SLT and Governors
- Regular discussion at staff and governors' meetings
- Audit of policies and Schemes of Work.
- Sharing of classroom work and practice.
- Audit of Collective Worship practice.
- Collation of evidence in pupil's work in school portfolio.
- Regular inclusion on the School Development Plan.
- Carrying out a regular self-review using an online self-assessment tool (The National SMSC Quality Mark)

To support with monitoring and evaluating the school's SMSC provision, a SMSC checklist is used.

Related Documents

RE Scheme of work and intent
E4S Scheme of work and intent
Relationships, Health and Sex Education Policy
Annual Assembly Planner
Off Site Learning and Residential Visits Policy
Equality and Diversity Policy
Equality Objectives

SMSC Checklist

SMSC Questions for Discussion	Yes/No	Evidence/Next Step
1. Do pupils feel free to express and explore their views openly and honestly and listen to the different opinions of others?		
2. Are the children developing their own values while learning to appreciate the beliefs and practices of others?		
3. Are imagination, inspiration and contemplation valued in the classroom?		
4. Are pupils encouraged to ask questions about meaning and purpose?		
5. Are the children given the time and space to experience awe and wonder as they examine our world?		
6. Do we promote an ethos, which helps to develop a clear understanding of right and wrong?		
7. Are the children gaining the knowledge and skills to develop their overall comprehension of spiritual, moral, social and cultural issues?		
8. Are we providing an environment for pupils to further their own beliefs, character and behavior?		
9. Are we helping pupils to approach challenges and problems rationally?		
10. Are there opportunities for pupils to develop wider interests, social skills and community awareness?		
11. Are the pupils involved in a variety of extra curricular activities?		
12. Are we involving all staff and parents in this area of education?		
13. How do pupils respond to activities and responsibilities outside the classroom, including the wider community?		

SMSC across the curriculum at Bramber

Our subject leaders considers SMSC in their curriculum areas and how we promote this across the school.

English

Spiritual development

At Bramber, spiritual development in English involves understanding and exploring the values and meanings of different books and texts. Children develop empathy with characters who face problems, as well as Children take part in drama or role play activities to encourage empathy.
Teachers carefully select texts across a range of curriculum areas that engage with an emotional journey, for example, when reading 'Wonder' in Year 5, children think about and discuss the relationships, friendships and responses of the different characters.
Through considered planning across the year in writing, children have opportunities for reflection on their personal lives through text types such as diaries and biographies, and to enhance their emotional understanding through the widening of their vocabulary.

Moral development

Moral development involves children analysing the dilemmas many characters face in the books and texts they read as well as searching for hidden messages or acquiring an understanding of the difference between right and wrong. In early years and KS1, we aim to teach and recognise morals such as the way we treat others by reading a range of books and understanding the message they are trying to teach us. For example, Reception look at friendships when reading the text, Lost and Found and Year 2 read 'The Dot' to understand varying perspectives, which also link to our Bramber values. In KS2, we aim to teach and recognise more complex moral dilemmas and ways to overcome or deal with them. We achieve this by giving them the opportunity to explore the motives of characters and certain issues both verbally and in their writing.

Social development

Social development in English involves pupils developing their ability to learn as a team, valuing active listening and taking on a responsibility within a group. We read novels and short stories that offer perspectives on society and the community and how it impacts their lives. Whilst participating in group discussions, pupils are encouraged to communicate fairly and effectively with each other. This also develops their confidence and knowledge of language, which is an important aspect of individual and social identity. We enable children to understand and engage with the feelings and values embodied within poetry, fiction, drama, film and television. We allow pupils opportunities to share their opinions on texts and writing, through the use of pupil voice; peer assessment and purposefully planning activities in guided reading lessons that share opinions.

Cultural development

Cultural development involves engaging with texts from other cultures in order to expand pupils' exposure and awareness of other backgrounds. This can also be seen when we use literature and drama in our history and RE teaching. Through imaginative writing, poetry, imagery, drama, role play, myth and historical narrative, the children explore the viewpoints and attitudes of those from other cultures as well as their own. Pupils are given the opportunity to compare their own culture and

community with ones that are different, for example Year 1's study of Africa and their Handa stories. Year 3 study Britain and write a recipe based poem with the 'parts' of our school in a pot inspired by Benjamin Zephaniah's poem 'The British'. Children learn to be aware of, and sensitive to, different languages and cultures that make up our British community.

Maths

Spiritual Development

Children develop a sense of awe and wonder at the complexity and pattern in all area of the maths curriculum. They develop an understanding that numbers go on to infinity and they show resilience and use what they already know to guide their journey in maths.

Moral Development

Children discuss moral issues eg, number of children: adult ratios needed for trips; number of children allowed in an area for safety; percentages. Children learn about money and looking after resources and we prepare children for their next stage of learning and life – applying maths in a real life situation.

Social Development

We allow children to make decisions about how and whom they work with. They look at the way in which maths is used in everyday life by considering real life problems solving tasks. Children peer assess in maths and have opportunities to apply verbal reasoning. We teach enterprise activities, such as running the summer fair stalls.

Cultural Development

At Bramber, our curriculum intent is to instil in all children a love of maths and 'Everyone a Mathematician' is something we aspire to. This is not dependent on gender, socio-economic factors, ethnicity or culture. Through our history topics, we learn about the number systems of other cultures. In our languages lessons, we learn how to count in other languages and we learn about philosophers and mathematicians from other cultures and times, e.g. Aristotle.

Science and Technology

Spiritual Development

We demonstrate openness to the fact that some answers cannot be provided by Science. We create opportunities for pupils to ask questions about how living things rely on and contribute to their environment. Through our Earth and Space topic, we open up questions about the size of the universe and how it might have been formed We inspire awe and wonder through learning in our outside environment and learning about the world around us through exploration of the natural world.

Moral Development

We offer pupils the chance to consider the wonder of the natural world e.g. Year 2's study of Antarctica; Year 1's study of seasonal changes and the weather and Year 5's learning about space. We offer pupils the chance to learn about inventions, which have made the world a better place, e.g medicines and useful materials. We consider that not all developments have been good because they have caused harm to the environment and to people. Through our Year 4 topic on @inside Out' we learn about the importance of looking after our physical and emotional wellbeing. When looking at the work of scientists and scientific outcomes, children consider different perspectives and viewpoints

Social Development

By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable young person e.g. safety when using electricity (Year4), or changing materials (Year 5). By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes. By researching the work of different scientists including chemists, naturalists and behaviourists. By finding out about the work of different female scientists/mathematicians and working with local female scientists to challenge stereotypes in this field.

Cultural Development

By asking questions about the ways in which scientific and engineering discoveries from around the world have affected our lives. By finding out about the significant work of scientists and their discoveries e.g. the work of female scientists during Science Week. By taking children on visits to different habitats and areas within the local environment e.g. visits to Pulborough Brooks and Worthing beach.

Humanities and Languages

Spiritual development

When teaching geography, we also develop children's spiritual development through awe and wonder of the planet. Geography is about studying people, where they live and our relationship with the environment. This involves providing children with the opportunities to reflect on their own values and beliefs and those of others. Children explore what it would be like to live in a tribe in a threatened area of rainforest, or as a victim of an earthquake or other natural disaster, to living in Antarctica. Children have the opportunity to explore their own feelings about the people, culture, place and environments that they are learning about..
The study of History involves a sense of curiosity and the mystery of how and why events in the past happened. It also raises questions as to what could have happened if events resulted in different outcomes. Artefacts are used to give children a sense of the past and aid children in understanding the people who produced and used these objects. Children are encouraged to explore the role played by important historical individuals, for good or ill, in shaping the world we live in. It is important that we teach children reflect upon different interpretations of the past and how these interpretations have been arrived at.

Moral development

Most geographical issues provide opportunities for distinguishing a moral dimension; for example, should deforestation be allowed in a rainforest? Should we produce less waste by 'reduce, reuse and recycling'? Such issues are explored through discussions, where children understand the views held by society, and by various groups within society, and will develop their own attitudes and values in relation to these.

When learning about history, children are asked to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider acceptable today. Children will be encouraged to show compassion for people facing dilemmas, such as leaving your homeland and traveling on the Windrush to a new life, and to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice.

Social development

There are many opportunities for children to develop their social understanding of the world in geography lessons. Pupils learn about social responsibility and caring for the planet, such as the issue of plastics in the sea and green electricity production. This links into our Bramber Values of Respect and Responsibility. Geography also teaches an understanding of citizenship, where debates and discussions teach pupils about the planning process in a town or city; they learn about national and international trade links how this has an impact on people and places; and understand of the concept of sustainable development.
In history, children will explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world'. They will examine how other cultures have had a major impact on the development of 'British' culture. Children will be able to reflect on how their lives would have been very different in other time periods. The study of social issues is a common theme in history lessons.

Cultural development

An essential component of Geography is place knowledge. By understanding the features and characteristics their local area, children understand why it is like that, and can contrast where they live with more distant localities, in this country and abroad. This understanding ensures children are aware of the cultural traditions associated with the place they are studying, as well as our own multicultural society.
In history, children will study, and empathise with people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture, such as the Anglo Saxon and Roman invasions, and post-war immigration. Children develop a better understanding of our multicultural society through studying links between local, British, European and world History.
During French lessons, children learn about everyday French life from a native French teacher, helping children to understand the cultural differences in somewhere so close to us. Our teaching of French enhances the cultural capital of those children who may not ordinarily meet people from different backgrounds, exposing them to new things in learning a new language.

Art and Design

Spiritual Development

- Self-reflection and introspection: Encouraging students to use art as a means of self-reflection, exploring their inner thoughts, emotions, and spiritual experiences.
- Aesthetic appreciation: Nurturing students' ability to appreciate and find beauty, meaning, and inspiration in art, fostering a sense of wonder.
- Values and purpose: Encouraging students to explore their personal values, beliefs, and sense of purpose through artistic expression, promoting spiritual development and self-discovery.

Moral Development:

- Ethical decision-making: Encouraging students to consider the ethical implications of their artistic choices and actions, fostering moral reasoning and integrity, for example the effect of choices on the environment in architectural design.
- Values exploration: Providing a platform for students to explore and express their personal values and beliefs through art, facilitating ethical and moral reflection.
- Responsibility and accountability: Promoting a sense of responsibility and accountability for their artistic creations and for existing works of art locally and globally, encouraging students to consider the impact of their art on others and the broader society.

Social Development:

- Collaboration and teamwork: Encouraging students to work together, share ideas, and collaborate on art projects, promoting social interaction and the development of social skills. Encouraging peer and group feedback.
- Respect and empathy: Teaching students to respect and appreciate the diverse perspectives, experiences, and artistic expressions of their peers and artists they study, fostering empathy and inclusivity.
- Communication and expression: Providing opportunities for students to communicate their thoughts, feelings, and ideas through art, enabling them to express themselves and develop effective communication skills.
- Community engagement: Connecting art education with the local community including making use of their local museum/art gallery and identifying the contributions of local artists, encouraging students to explore and respond to social issues through their artwork and promoting a sense of civic responsibility.

Cultural Development:

- Cultural diversity: Exposing students to a wide range of artistic traditions, styles, and cultural expressions from various cultures and time periods, fostering cultural awareness and appreciation.
- Cultural representation: Encouraging students to explore and represent their own cultural heritage through art, promoting cultural identity and self-expression. To recognise Britain's contribution to the Arts.
- Cross-cultural understanding: Providing opportunities for students to learn about and engage with art forms and practices from different cultures, promoting cross-cultural understanding and respect. To engage in understanding about how cultures celebrate through artistic means.

Computing

Spiritual Development

We encourage the children to explore their own spirituality in Computing, always looking to understand their own interpretation of a given subject Our children understand that resilience and ambition are two of the key values in our school and these are necessary to achieve their greatest potential.

Moral Development

Our school values lend themselves to the development of a moral responsibility for their actions and this is evidenced in their work in all year groups. Respect for the feelings of others combined with a need for constructive and honest criticism when peer evaluating work which will enhance the development of individual work is an

area in which our children excel.

Social Development
The social responsibility we have to each other is clearly demonstrated in our computing lessons as children are often working in groups and have to communicate in order to design and plan their work together. The children are actively encouraged to celebrate others' achievements.

Cultural Development
Computing is an area in which the children are able to use aspects of other cultures as inspiration. This leads to a greater understanding of different ways of life and a respect for those cultures which may be very different from their own.

Physical Education
Spiritual Development
Develop the idea of 'endurance' when exploring the body's capabilities and to be grateful for how amazing the body is. Through dance and other sport, pupils can be creative and express feelings and emotions. We allow pupils time for reflection to evaluate their experiences. We aim to build a positive mind-set to sport.

Moral Development
We promote a healthy lifestyle and encourage right and wrong through fair play in sporting events. Through competitive situations, children understand how to respond when they feel injustice. They learn to abide by rules so that there is parity and equity.

Social Development
PE helps pupils develop a sense of independence, as well as developing positive relations with those around them to help achieve a common goal as they work as a team. The build skills to work in teams and pairs, understanding that co-operation is the key to success. Pupils have different roles - leaders, coaches, umpires - this can develop communication skills. We allow time to reflect upon feelings of enjoyment, determination and disappointment.

Cultural Development
Pupils learn dances from different cultures and traditions such as Indian inspired dance and the Lindy Hop.

Music
Spiritual Development
- Develop a sense of awe and wonder at the world through music.
- Help develop an appreciation of the ARTs and all they represent
- Listen and respond to music, including expressing feelings.
- Be imaginative and creative through music.

- Learn about spiritual celebrations, including religions
- Offer opportunities for meditative practice.

Moral Development

- Discuss and explore moral issues represent through music.
- Respond to music, expressing preference – likes and dislikes.
- Learn about the history of music
- Offer opportunities for critical discussion of music – their own work and that of others.

Social Development

- Collaboratively work to preform and compose
- Think independently and make cross-curricular links
- Use peer assessment to respond to others' work
- Visit and support local music events. EG Worthing orchestra visits and performing at The Venue with local schools.

Cultural Development

- Be exposed to musicians and performers from a range of cultures and traditions.
- Children learn musical instruments from other countries and cultures. Eg djembe drums, ukulele and samba
- To celebrate and learn about Britain's contribution to music.

Religious Education

Spiritual Development

Our Religious Education curriculum enables pupils to develop spiritually with ample opportunities of being respectful to each other and our feelings. Pupils broaden their imagination and creativity alongside understanding other people's beliefs and values. They learn about different religions and the beliefs of others, while being provided with opportunities to learn from their experiences, to reflect on and interpret spirituality and their own lives and discuss and reflect on 'big' questions about the world. Our pupils experience wonder and joy through learning from stories, celebrations, rituals and different expressions of religion and world views. The children ask and respond to questions about religion and life, and they explore personal spiritual practices such as worship, prayer and reflection.

Moral development

Pupils at Bramber are encouraged to recognise the difference between right and wrong, as well as understanding that negative actions have consequences. This has an overarching theme of discussing issues such as people's responsibility towards the world and future generations. They also spend time investigating ethical issues through the sequenced curriculum, enabling our pupils develop an understanding of moral issues.

Through carefully planned lessons and questions, children can make a personal response to moral issues as well as consider other peoples' responses. In early years and KS1, children explore stories to understand morals and teachings. Further on in the curriculum, children learn about rules, teachings and commands form different religions. By exploring religious perspectives and responses, children develop a better understanding of religion in the world, UK and our community.

Social Development

Our pupils are given the opportunity to develop socially through debate, speaking and listening, group work and using a variety of media sources. We learn about similarities and differences between faiths and cultures as well as engage with text, artefacts and other sources from different cultures and religious backgrounds. By giving pupils an opportunity to learn what it means to belong, children develop confidence in themselves and are able to respond positively to similarities and differences in our multi-faith and changing society. In Year 6, for example, children consider the challenges faced by the Islamic communities in our country and work hard to compare their experiences with children living in other areas of the UK.

Cultural Development

Within Religious Education, we look at how religious beliefs affect the culture we live in. We show the importance and the influence of culture and religion throughout the world. Our pupils are inspired to respect and celebrate diversity. They learn to appreciate difference and develop their understanding of different cultures and appreciation of not only their cultural heritage but of that further afield. Our RE teaching promotes the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence. This is reflected in their relations with others in the classroom and their ability to work together co-operatively.