



Baytree School

Collective Worship Policy

Mandatory/Non-Mandatory	Mandatory
Model Policy	
Annual/Bi-Annual	Annual
Date Ratified by FGB	16 th November 2022
Signed (Chair of Governing Board)	
Next Review Due	November 2023

Collective Worship/Spiritual, Moral, Social and Cultural Policy

1. Introduction

At Baytree School we recognise that the personal development of pupils, spiritually, morally, socially and culturally plays a significant part in their learning and development. The statutory requirement that schools should encourage pupils' SMSC development was first included in the Education Reform Act 1988. The Act began as follows:

'The curriculum for a maintained school (must be) a balanced and broadly based curriculum which:

- a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- b) prepares such pupils for the opportunities, responsibilities and experiences of adult life.'

The Act clearly recognised that there is more to life than achieving high standards in academic subjects. The task was described as:

'...the training of good human beings, purposeful and wise, themselves with a vision of what it is to be human and the kind of society that makes that possible'.

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. Ofsted continue to put SMSC 'at the heart' of school development. It requires schools to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide.

2. Definitions

In considering SMSC Development, we have adopted the following working definitions:

Spiritual Development

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 meaningful and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.
- Develop a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use imagination and creativity in their learning.

Moral Development

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.
- Show respect for the environment.
- Make informed and independent judgements.

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.
- Be able to use 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.

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 how these influence individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

3. Equal Opportunities

The staff at Baytree School seek to develop the abilities of all pupils without allowing their sex, race, or any other general characteristic to influence the quality of educational experiences provided. The staff seek to prepare all pupils who leave school to participate in and contribute to adult society, to form meaningful relationships with those around them and to care adequately for themselves and others, to the best of their ability.

It is important that boys and girls have equal access to all the benefits, facilities or services offered by the school. This means that girls and boys must have precisely the same access to the curriculum and also to any other benefit offered such as all extra-curricular and out of school activities organised by the school. Similarly, the "hidden curriculum" should not contain sex-stereotyped messages about the respective roles of boys and girls.

Schools have the opportunity to widen all pupils' views of the world by providing an environment without sex discrimination, and where traditional stereotypes are challenged. These principles will be reflected in the day-to-day organisation of school life, the broader social context in which education takes place and in the quality of relationships between pupils and staff.

Standards of behaviour, school rules and disciplinary methods should apply evenly to all pupils, regardless of their gender.

4. Multicultural Education

The staff at Baytree School will strive to provide all pupils with an equal opportunity to fulfil their educational potential and offer an environment for personal enrichment and development, irrespective of ability, gender, race or religious beliefs.

In a multicultural society, a prime objective of education must be to prepare all children to live harmoniously and constructively in their community and in the world at large. In doing so, we aim to develop children's awareness of cultural diversity and their ability to respect the value of their own culture and that of others.

Multicultural education should permeate all aspects of the curriculum. The variety of social and cultural groups should be evident in visual images, stories and information disseminated within the school e.g., displays in classrooms and corridors should include aspects which illustrate cultural plurality and dressing-up clothes and home corners should reflect multicultural diversity.

Pupils' cultural development consists both of a deepening understanding of their own cultural roots and of a broadening of their cultural horizons and aspirations. Ofsted proposes that pupils show evidence of cultural development if, at a level appropriate to their age and ability, they display:

- knowledge of the nature and roots of their own cultural traditions and practices, be these religious, social, aesthetic, ethnic or political, and also of the key features of other major cultural groups within their own society;
- understanding of the diversity of religious, social, aesthetic, ethnic and political traditions and practices– nationally and internationally;
- personal response and accomplishment in a range of cultural fields. These might include, as a minimum: literature, both prose and verse; music; technology, including information and communication technology; art and design; and physical movement, including dance and sport;
- capacity to relate what they learn, in school generally and in particular areas of the curriculum, to their appreciation of wider cultural aspects of society, and to evaluate the quality and worth of cultural achievements.

Where appropriate, staff should identify ways in which topics and themes can incorporate a reflection of the ethnic diversity of Britain and of the countries of the world. Teachers should ensure that children experience reading books in which people from different ethnic backgrounds appear in positive contexts.

Teaching should explore cultural similarities and unity of experience as well as differences, and the sensitive interpretation of information, the nature of prejudice and the causes of racism should be addressed, where appropriate. It follows that incidents involving verbal abuse, racial jokes, mimicry etc are totally unacceptable, and should be addressed by individual members of staff at the time the incident occurs.

A policy for multicultural education should reach beyond the school. Occasional 'events' should be planned e.g., "Cultural Enrichment Days" involving parents and the wider community where possible and appropriate. Parents are welcome to contribute their experience and skills as part of the multicultural policy. Occasionally, assemblies should

be taken by a minister or other official of a non-Christian belief, to reflect our respect for, and valuing of, other cultures.

At Baytree School, the staff will divest the school of resources which do not reflect the fact that pupils are living in a multicultural society, or which present negative images or stereotypes of ethnic minority groups. In addition, material which represents a biased view of social and economic relations in history and the contemporary world should be avoided.

Two main subject areas will be the focus of SMSC Development: Personal, Social and Health Education, and Religious Education.

5. Personal, Social and Health Education

Section 1 of the 1988 Education Reform Act places a statutory responsibility on schools to provide a broad and balanced curriculum. The value of personal, social and health education is that it allows pupils the opportunity to develop personal skills, values and self-knowledge necessary to exercise their rightful role as members of the community and become valued individuals with personal dignity. It is through this area of learning pupils are acquiring the necessary knowledge, skills and understanding to be able to exert influence over the environment. This area of learning can be subdivided into the four attainment targets of:

Personal Growth
Social Development
Spiritual Appreciation
Moral Understanding

In Personal and Social Development, we intend to promote learning through the following aims:

Personal Growth

Personal growth focuses on the understanding of the self and personal skills by:

- developing an awareness of self
- enhancing self-esteem and self-respect
- promoting self-advocacy
- encouraging decision making
- developing problem-solving skills
- increasing independence in personal care skills
- fostering a healthy lifestyle
- teaching basic sex education
- encouraging self-motivation and study skills
- developing knowledge of health and safety
- learning about environmental safety (road sense, wariness of strangers etc)
- coping with emotions

Social Development

Social development focuses on the pupils' ability to recognise individual's and their own interdependence in society by:

- developing an awareness of others
- emphasising cooperation and sharing
- developing relationships with people of all ages
- promoting family life
- nurturing responsible attitudes

- encouraging appropriate behaviour

Pupils show effective social development if, at a level appropriate to their age and ability, they display:

- knowledge of the ways in which societies function and are organised – from the family to the school and thence to wider groupings (local, national, international);
 - understanding of how individuals relate to each other and to the institutions, structures and processes of society, and of how what is learnt in the curriculum relates to life in society;
 - attitudes which show the capacity to adjust to a range of social contexts by appropriate and sensitive behaviour;
 - skills in taking on, as appropriate, the roles of leader and team-worker, exercising responsibility, initiative and cooperation;
 - ability to make a strong personal contribution to the well-being of social groups and to form effective relationships within them.

Spiritual Appreciation

Spiritual appreciation focuses on aspects of inner life and acquiring insights into the wonder of the world by:

- developing an awareness of feelings beyond understanding e.g., joy, sorrow, awe and wonder
- promoting an appreciation of the world around us
- nurturing their own attitudes, values and beliefs
- exploring the religions and cultures of ourselves and others
- promoting reflection on experiences

Pupils may display evidence of having benefited from provision intended to promote spiritual development if, at a level appropriate to their age and ability, they demonstrate such qualities as:

- knowledge of the central beliefs, ideas and practices of major world religions and philosophies;
- an understanding of how people have sought to explain the universe through various myths and stories, including religious, historical and scientific interpretations;
- beliefs which are held personally, and the ability to give some account of these and to derive values from them;
- behaviour and attitudes which derive from such knowledge and understanding and from personal conviction, and which show awareness of the relationship between belief and action;
- personal response to questions about the purpose of life, and to the experience of, e.g., beauty and love or pain and suffering.

Moral Understanding

Moral understanding focuses on pupils' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right or wrong by:

- developing an understanding of the prevailing moral code e.g. telling the truth, keeping promises etc.
- encouraging respect and care of self, others, other living things, environment and property (Citizenship).

School values reject: bullying, cheating, deceit, cruelty, irresponsibility, and dishonesty.

A basic proposition is that moral development is to do with understanding the principles lying behind actions and decisions and not just with behaviour itself. Therefore, consideration needs to be given to the leadership of the school, the values the school sets and exhibits through its structures and how the curriculum and the teaching seek to develop the knowledge as well as the skills of analysis and decision-making, which will support moral behaviour and understanding.

For more detailed subject content, please refer to the relevant Learning Maps and Schemes of Work.

6. Religious Education

The principal aim of Religious Education in schools is to “develop pupils’ knowledge, understanding and awareness of Christianity, as the predominant religion of Great Britain, and the other principal religions represented in the country, to encourage respect for those holding different beliefs, and to help promote pupils’ spiritual, moral, cultural and mental development” (Department for Education Circular 1.94 RE and Collective Worship).

Religious education should foster an attitude of fair-minded enquiry towards the whole range of religious and non-religious convictions. It should encourage a willingness to stand imaginatively in others people’s shoes.

RE has a particular part to play in pupils’ spiritual development. We see spiritual development in terms of pupils’ capacity to reflect upon fundamental aspects of life. This is not to be viewed too narrowly in terms of RE and collective worship; other subject areas should also contribute.

RE has a part to play in helping children to learn about the rich ethnic and cultural diversity found in this country and the wider world. RE is also a valuable means of exploring attitudes towards the roles of men and women.

At Baytree School we follow the Awareness, Mystery and Value syllabus. This is the locally agreed syllabus for North Somerset. We are using the compatible schemes of work produced by Discovery RE and have differentiated it to enable successful access for all of our learners.

Collective Worship

Collective worship reflects and reinforces many of the school’s aims.

The common strands are:

- Care and support;
- Respect and responsibility;
- Reflective self-development;
- Relationships.

WHY DO WE DO IT?

In keeping with these aims, collective worship at Baytree School is planned to:

- Contribute significantly to pupils’ spiritual, moral, social and cultural development;
- Provide a worthwhile educational experience which takes account of pupils’ ages, aptitudes and family backgrounds;
- Provide opportunities for staff, pupils and members of the wider community to contribute to the life of the school;

- Provide opportunities for worshipping God, reverence, celebration and reflection;
- Enable pupils to reflect on broadly Christian and other worthwhile values and beliefs;
- Provide a worship experience that does not offend the integrity of the non-religious or those of different faiths.

The positive educational outcomes of collective worship at Baytree School include opportunities for:

- The whole community to celebrate;
- Sharing and experiencing differences;
- Building a sense of group identity;
- Learning how to behave in a large social group;
- Encouraging a sense of personal and social responsibility;
- A break from the busyness of life/wellbeing (for stillness and quiet);
- Learning how to perform in front of an audience;
- Learning how to respond to a performance;
- Exploring feelings and emotions.

HOW DO WE DO IT?

An act of collective worship takes place every day in some form. Once a week there is a whole school assembly in the hall and is led by a member of the Leadership Team. This is on a Friday and the collective worship is contained within a 'Good Book' assembly to celebrate achievements and successes.

Once a week each department (Lower School, Middle School and Upper School) have a timetabled assembly slot that is led by one of the team's teachers. The content is flexible but is about identifying, affirming and celebrating the values and ideals that are of central importance to Baytree and contains a prayer and a song.

All classes have their own moments of reflection which normally take place within the classroom and is at the end of the school day.

Occasionally visitors from outside school are invited to lead this collective worship.

The school celebrates Harvest, Advent and Easter jointly with Herons' Moor Academy within school, with a separate Harvest session at Locking Castle church for Post-16 pupils, and a Christmas Service in Locking Castle Church for the whole school. There are other opportunities to visit Locking Castle Church in line with curriculum needs throughout the school year.

Teachers will seek to deliver some cross-curricular themes through the subject. RE has a particularly important part to play in themes such as Citizenship and Environmental Education.

For more detailed subject content, please refer to the North Somerset Agreed Syllabus and relevant Baytree School Key Stage Schemes of Work.

7. Cross-Curricular Links

There will be many natural links with other areas of learning. For instance, pupils' personal growth will be enhanced by the development of language, physical and mathematical skills. Spiritual appreciation will be developed through links with science, environmental

education, creative activities and religious education. Social development and moral understanding will permeate all learning experiences throughout school.

8. SMSC Planned Events – this is updated annually.

9. Policy Review Schedule

<u>Reviewed by FGB:</u> 18 th November 2020	<u>Reviewed by FGB:</u> 17 th November 2021	<u>Reviewed by FGB:</u> 16 th November 2022			
<u>Next Review due:</u> November 2021	<u>Next Review due:</u> November 2022	<u>Next Review due:</u> November 2023			

From QCDA document

Spiritual, moral, social and cultural development

Promoting spiritual, moral, social and cultural development

All National Curriculum subjects provide opportunities to promote pupils' spiritual, moral, social and cultural development. Explicit opportunities to promote pupils' development in these areas are provided in religious education and the non-statutory framework for personal, social and health education (PSHE) and citizenship at key stages 1 and 2. A significant contribution is also made by school ethos, effective relationships throughout the school, collective worship, and other curriculum activities.

Pupils' **spiritual development** involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing.

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.

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.

Pupils' **cultural development** involves pupils acquiring an understanding of cultural traditions and an 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.