

THE BRITISH SCHOOL OF BAHRAIN



Spiritual, Moral, Social and Cultural Policy (SMSC) - First Aid Policy

DOCUMENT CONTROL	
Policy Reference	Spiritual, Moral, Social and Cultural Policy (SMSC)
Date Adopted	May 2021
Review Date	May 2021
Next Scheduled Revision (annually)	May 2022

Table of Contents

1. Spiritual Development
2. Moral Development
3. Social Development
4. Cultural Development
5. Aims
6. Planning
7. Spiritual Development
8. Moral Development
9. Social Development
10. Cultural Development
11. Student Voice

Spiritual, Moral, Social and Cultural Policy (SMSC)

1.0 Spiritual Development

Students' spiritual development is shown by their:

- 1.1 Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- 1.2 Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- 1.3 Use of imagination and creativity in their learning
- 1.4 Willingness to reflect on their experiences

2.0 Moral Development

Students' moral development is shown by their:

- 2.1 Ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- 2.2 Understanding of the consequences of their actions
- 2.3 Interest in investigating, and offering reasoned views about, moral and ethical issues

3.0 Social Development

Students' social development is shown by their:

- 3.1 Use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds
- 3.2 Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- 3.3 Interest in, and understanding of, the way communities and societies function at a variety of levels

4.0 Cultural Development

Students' cultural development is shown by their:

- 4.1 Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- 4.2 Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- 4.3 Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

5.0 Aims

5.1 At the British School of Bahrain, the students and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements. The ethos of our school is such that all people who come into our school, whether students, staff, parents or visitors, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

5.2 BSB will help the students to develop an inner discipline and will encourage students to not just 'follow the crowd' – they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

6.0 Planning

6.1 In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PSHCE activities.

7.0 Spiritual Development

7.1 Planned opportunities for spiritual development in all subjects can be seen across the School. Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- 7.1.1 Curiosity and mystery
- 7.1.2 Awe and wonder
- 7.1.3 Connection and belonging
- 7.1.4 Heightened self-awareness
- 7.1.5 Prayer and worship
- 7.1.6 Deep feelings of what is felt to be ultimately important
- 7.1.7 A sense of security, well-being, worth and purposefulness

7.2 BSB will develop a climate or ethos within which all students can grow and flourish, respect others and be respected, accommodating differences and respecting the integrity of individuals.

8.0 Moral Development

8.1 At the British School of Bahrain we believe that a morally aware student will develop a wide range of skills. These can include the following:

- 8.1.1 Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- 8.1.2 Develop an ability to think through the consequences of their own and others' actions
- 8.1.3 Have an ability to make responsible and reasoned judgements
- 8.1.4 Ensure a commitment to personal values
- 8.1.5 Have respect for others' needs, interests and feelings, as well as their own
- 8.1.6 Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

8.2 BSB develops students' moral development by:

- 8.2.1 Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- 8.2.2 Promoting racial, religious and other forms of equality
- 8.2.3 Giving students 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
- 8.2.4 Developing an open and safe learning environment in which students can express their views and practice moral decision making
- 8.2.5 Rewarding expressions of moral insights and good behaviour
- 8.2.6 Recognising and respecting the codes and morals of the different cultures represented in the School and wider community
- 8.2.7 Encouraging students to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

8.3 Teachers always discuss with their form/classes expected student conduct based on the values held by the school. We teach students to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

9.0 Social Development

9.1 At the British School of Bahrain we recognise that students who are becoming socially aware are likely to be developing the ability to:

- 9.1.1 Adjust to a range of social contexts by appropriate and sensitive behaviour
- 9.1.2 Relate well to other people's social skills and personal qualities
- 9.1.3 Work successfully, as a member of a group or team
- 9.1.4 Share views and opinions with others
- 9.1.5 Resolve conflicts maturely and appropriately
- 9.1.6 Reflect on their own contribution to society
- 9.1.7 Show respect for people, living things, property and the environment
- 9.1.8 Exercise responsibility
- 9.1.9 Understand how societies function and are organised in structures such as the family, the school
- 9.1.10 Understand the notion of interdependence in an increasingly complex society

9.2 BSB develops students' social development by:

- 9.2.1 Identifying key values and principles on which school and community life is based
- 9.2.2 Fostering a sense of community, with common, inclusive values
- 9.2.3 Promoting racial, religious and other forms of equality
- 9.2.4 Encouraging students to work cooperatively
- 9.2.5 Encouraging students to recognise and respect social differences and similarities
- 9.2.6 Providing positive experiences to reinforce our values as a school community – for example, through assemblies.
- 9.2.7 Helping students develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- 9.2.8 Providing opportunities for participating in community life
- 9.2.9 Providing opportunities for students to exercise leadership and responsibility
- 9.2.10 Providing positive and effective links with the world of work and the wider community

10.0 Cultural Development

10.1 BSB Students should be made aware of the diversity of other cultures both within modern Britain, The Kingdom of Bahrain and throughout the world.

10.2 Students who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- 10.2.1 An ability to reflect on important questions of meaning and identity

10.2.2 An interest in exploring the relationship between human beings and the environment

10.3 BSB develops students' cultural development by:

10.3.1 Extending students' knowledge and use of cultural imagery and language

10.3.2 Encouraging them to think about special events in life and how they are celebrated

10.3.3 Recognising and nurturing particular gifts and talents; providing opportunities for students to participate in literature, drama, music, art, crafts and other cultural events and encouraging students to reflect on their significance

10.3.4 Reinforcing the school's cultural links through displays and posters as well as developing partnerships with outside agencies and individuals to extend students' cultural awareness, for example, theatre, museum and gallery visits

11.0 Student Voice

11.1 The term 'Student Voice' describes how students give their input to what happens within the school and classroom. Our desire is for students to know that their expertise, opinions and ideas are valued in all aspects of school life. Student Voice permeates all levels of our work, from students participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school through the School Councils.