

Shurdington CofE Primary

Be the **BEST** we can be!

Believe Enjoy Succeed Together

'Love God and love your neighbour as you love yourself.'

Matthew 22, verses 37 and 39.

Spiritual, Moral, Social, and Cultural Development Policy January 2023

Church of England policies are written in the spirit of Christian values.

Rationale:

In this Church of England School our ethos is founded on Christian values and beliefs and in particular on the unique capacity and worth of each individual.

Spiritual development

Spiritual development needs to be viewed as something fundamental to the human condition which is not necessarily experienced through the physical sense and/or expressed through everyday language. It has to do with relationships, with God for those who believe, and with other people. It has to do with the universal search for individual identity and with our responses to challenging experiences, the search for meaning and purpose in life and for values by which to live.

At Shurdington, we define spirituality as “the golden glue which fills the gaps caused by the ‘ows,’ ‘wows’ and even ‘nows’ of life.” The ‘wows’ are our awe and wonder moments, ‘ows’ are the blows life can bring and the ‘nows’ are every day ordinary times.

The Spiritual development of children is shown by their:

- *Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.*
- *Sense of enjoyment and fascination in learning about themselves, others and the world around them.*
- *Use of imagination and creativity in their learning*
- *Willingness to reflect on their experiences.*

In order to develop the spiritual aspects of a pupil's life, we will provide opportunities for pupils to:

- *Experience the spiritual claims of the Christian faith;*
- *Develop a sense of wonder, awe, mystery and joy;*
- *Listen, reflect and puzzle;*
- *Consider their own feelings, likes and dislikes;*
- *Develop personal beliefs and values and learn to respect the beliefs and values of others;*
- *Show insights into deep questions about life, change and death;*
- *Engage in activities which involve questioning, valuing, envisioning, empathising, imagining.*

Moral development

Moral development is principally about the pupils' progressive acquisition of the competences and qualities needed to play a full part in society.

The Moral development of children is shown by their:

- Ability to recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

In order to develop the moral aspects of a pupil's life, the school will provide opportunities for pupils to:

- Understand and experience the moral dimension of the Christian faith;
- Develop a sense of right and wrong within a supportive environment;
- Develop self-esteem and take responsibility for one's own actions;
- Be aware of the needs of others;
- Reflect on moral principles.

Social development

Social development is about the use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds

The Social development of children is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain

In order to develop the social aspects of a pupil's life, the school will provide opportunities for pupils to:

- Develop skills such as co-operation, collaboration, responsibility, teamwork and initiative;
- Understand and experience the rights and responsibilities of individuals within the social setting;
- Recognise the need to live harmoniously in a plural society;

- Communicate with others with increased effectiveness;
- Engage in activities which benefit others;
- Use language in a range of groups and contexts;
- Write for a range of purposes and audiences.

Cultural development

Cultural development is principally about pupils' understanding of those beliefs, values, customs, knowledge and skills which taken together, form the basis of identity and cohesions in societies and groups.

The Cultural development of children is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

In order to develop the cultural aspects of a pupil's life we will provide opportunities for pupils to:

- Value their own cultural roots, interests and achievements;
- Learn from other cultures;
- Engage in discussions on different cultural practices and lifestyles;
- Demonstrate knowledge about their own culture and its practises.

Personal development is given high priority in our school and spiritual, moral, social and cultural aspects of development are equally important as academic development.

Principles of Teaching and Learning

Spiritual, Moral, Social and Cultural development will be achieved through the whole curriculum which includes the subjects taught and the activities and experiences which make up the broader curriculum. The Appendices illustrate some of the examples of how we promote this development. It is important to note that this is not necessarily a linear process but the following steps illustrate a possible path of progression:

- *Recognising the existence of others as independent from oneself;*
- *Becoming aware of and reflecting on experience;*
- *Questioning and exploring the meaning of experience;*
- *Understanding and evaluating a range of possible responses and interpretations;*
- *Developing personal views and insights;*
- *Applying insights gained with increasing degrees of perception to one's own life.*

Signed:

Signed:

Headteacher:

Chair of Governors:

Date:

Date:

Appendix A

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Ways in which we currently encourage growth in these areas:

- Celebration assemblies
- Acts of Worship led by our children.
- Opportunities for paired, group and team work within the curriculum;
- Promoting creativity within the curriculum
- Quiet times for thought and reflection within the class and at assembly time;
- The provision of “Kath’s Garden” in the playground
- Remembrance day and World War reflection projects.
- Encouraging response to material – paintings, music, prayers, stories;
- Exploring feelings and emotions within class, at assemblies and in Circle Time;
- Behaviour policy promotes responsibility and the acceptance of consequences but makes provision for reparation of relationships;
- Promotion of self respect and respect for others through curricular themes and discussion;
- Provision of an environment where individual differences are accepted;
- Fund raising for charities;
- Displaying work of high quality and from all pupils
- Collective worship
- Voting for House Captains and School Councillors.
- Visits to the Church for specific occasions;
- Visits from members of the local Clergy
- Residential visits
- High participation in sports clubs.
- Pupils voice section in newsletter and on website.
- Community clean up clubs and other opportunities to serve our community.

Examples of subject specific areas:

Religious Education: developing children’s inner life by participating in times of stillness and reflection when looking at religious texts, ideas, stories, religious beliefs.

Art: reflecting on artists’ work, conveying feelings about the paintings and the artists’ intentions; investigating art from other cultures – why was it made? Why those particular pictures/patterns, what was its purpose?

Literacy: use literature, especially poetry, to develop understanding of the world, other people and themselves; reflect on different texts and the feelings they experience when listening/reading.

History: develop a sense of wonder when studying the achievements of past individuals, groups and societies.

Geography: stress the equality of all people in the world and understand the vastness of the world.

ICT: understand how the INTERNET and other technologies have altered the way in which we communicate, and the degree to which accessibility to information has changed.