

Deerhurst and Apperley C of E Primary School



Spiritual, social, moral and cultural development policy

Reviewed June 2014

Deerhurst & Apperley C of E Primary School

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

Rationale:

The potential for spiritual, moral, social and cultural development is open to everyone, and it is not confined to the development of religious beliefs or conversion to a particular faith. It is rather to do with the search for meaning and purpose in life, and for values by which to live. The fact that it is difficult to define does not mean that spiritual development should be left to chance.

At Deerhurst & Apperley C of E School, we aim to provide a stimulating, exciting, happy, caring and safe environment in which all children can develop their full potential. Through our teaching, we aim to promote the spiritual, social, moral, physical and academic development of each child, appropriate to his or her age and ability. We want each child's time with us to be a happy and fulfilling one, full of rich and rewarding experiences.

Aims:

- To develop natural curiosity which causes a child to explore and search for meaning in our world.
- To develop a sense of awe, wonder and mystery.
- To provide an ethos which promotes empathy and values imagination, inspiration and contemplation, and causes children to question such issues as purpose and worth.
- To enable children to experience the spiritual claims of the Christian faith and so develop their own spiritual beliefs.
- To recognise and respect cultural and religious diversity.
- To develop an understanding of their own feelings, likes and dislikes.
- To know the difference between right and wrong.
- To take responsibility for their own actions.
- To be aware of our duty to love, forgive and show compassion.

Definitions

- Deerhurst & Apperley C of E Primary School seeks to promote growth in the **spiritual development** of pupils in Religious Education lessons, collective worship and across the curriculum. Religious Education lessons seek to offer pupils insights into creation and revelation, and to promote values and religious beliefs that enable pupils to reflect on experience and develop self-knowledge and spiritual awareness. Such experiences will arise daily in many lessons across the curriculum and in the individual pupil's world.

Examples of attitude and behaviour which promote spiritual development:

Listening and reflecting; developing an understanding of their own beliefs and values; developing an understanding of their own feelings, likes and dislikes; participating in prayer and worship.

- **Moral development** is concerned with how pupils are taught to live in the community, in school, parish and the wider world. One of the key objectives of the school is to help pupils tell right from wrong by reflecting on Christian values.

Examples of attitude and behaviour which promote moral development:

Showing respect for others and their property; showing self discipline; recognising right and wrong; awareness of the needs of others; taking responsibility for their own actions; coping well with difficulties; showing an understanding of their rights and responsibilities and those of others.

- **Social development** rests on pupils accepting group rules and the ability to set themselves in a wider context. Pupils are encouraged to relate effectively to others, take responsibility for their own actions, participate fully in the parish and wider community and develop an understanding of citizenship.

Examples of attitude and behaviour which promote social development:

Sharing; caring; showing tolerance; showing forgiveness; helping others; listening; valuing others; taking turns; competing fairly; participating in community events; responding to rules; taking responsibility for their own actions; respect for others and the environment; working collaboratively; taking on responsibility.

- The school promotes **cultural development** across the curriculum by teaching pupils to appreciate and develop their own cultural traditions and to appreciate the diversity and richness of other cultures. In Religious Education lessons pupils are taught (a) how Christians across the ages and in other countries have celebrated their faith, and (b) how other believers worship and live according to their beliefs. Such insights promote tolerance and respect.

Examples of attitude and behaviour which promote **cultural development**:

Appreciating others' points of view; showing empathy for others; treating others with respect; showing an understanding of their rights and responsibilities and those of others; recognising and respecting similarities and differences; ability to recognise stereotypes and generalisations; respect for others' cultures, beliefs, traditions and values.

We recognise that there are many opportunities in school to promote spiritual development - with Collective Worship providing an obvious focal point. However, many other opportunities to consider the following aspects of spiritual development will occur across the curriculum:

- **Beliefs** - development of personal beliefs, including religious beliefs; an appreciation that people have individual and shared beliefs on which they base their lives.
- **Sense of awe, wonder and mystery** - being inspired by the natural world, mystery or human achievement.
- **Experiencing feelings of transcendence** - **feelings** that may give rise to belief in the existence of a divine being, or the belief that one's inner resources provide the ability to rise above everyday experiences.
- **Search for meaning and purpose** - asking 'why me?' at times of hardship and suffering; reflecting on the origin and purpose of life; responding to challenging experiences of life such as beauty, suffering and death.
- **Self-knowledge** - an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences; a growing understanding and acceptance of individual identity; development of self respect.
- **Relationships** - **recognising** and valuing the worth of each individual; developing a sense of community; ability to build up relationships.

- **Creativity** - **expressing** innermost thoughts and feelings through, for example, art, music, literature and crafts.
- **Feelings and emotions** - **the** sense of being moved by beauty or kindness; hurt by injustice; a growing sense of when it is important to control emotions and feelings, and how to learn to use such feelings as a source of growth.

Guidelines:

- The spiritual, moral, social and cultural development of children should be recognised as a whole school issue with cross-curricular implications: examples of cross-curricular links are given in the appendix. Provision should be made for children to develop knowledge and insight into values and beliefs which will enable them to reflect on their experiences in order to develop their spiritual and moral awareness and self knowledge.
- Opportunities should be planned and provided for children to experience and respond to beauty, e.g. in art, music, science or literature. This will be reflected in our planning documents and schemes of work.
- Opportunities should be provided for pupils to show an understanding of their rights and responsibilities and those of others.
- Creative experiences, which can contribute to an awakening of spiritual realities for some individuals.

We want all children to be able to:

- develop the skill of being physically still, yet alert.
- develop the skill of being mentally still, and to be able to concentrate on the present moment.
- develop the ability to use each sense.
- promote an awareness of and enjoyment in using one's imaginative potential.
- encourage quiet reflection during a lesson.
- develop individual self-confidence in expressing inner thoughts in a variety of ways.
- appreciate that silence can be a means of communication, and that we arrive at some of our deepest insights through stillness and silence and find an inner peace.

Conclusion:

Spiritual, moral, social and cultural development at Deerhurst & Apperley C of E Primary School should focus clearly on those beliefs and values which interpret our statement of ethos and our vision statement, and recognise the unique capacity and potential of each individual, and the value and contribution of other faiths and beliefs.

Review

This written policy was drawn up by the Headteacher , after consultation with all staff, and will be formally reviewed on a regular basis in accordance with the school development plan.

The written policy will be formally approved by staff at a meeting in June 14 and by Governors at a meeting in July 9th 2014.

Reviewed for approval by Governors.

Chair of Governors:

Mrs Cate Morris Date:

Headteacher:

Pauline McEvoy Date:

Reviewed June 2014

Appendix - Examples of cross curricular links: -

English:

Literature can be used to portray such values as honesty, empathy, respect, goodness etc.

Poetry can require a response not only in its content but also to its form.

Science:

Such topics as "All about me" raise the awareness of the wonder of the human body. The seasons, space, or light take a child beyond the physical, material world as they contemplate Creation. Enjoyment of diversity and difference.

Maths:

Children are encouraged to explore patterns with number and search for answers.

"Shape" calls for a response and can lead children to be creative as they explore such issues as symmetry or tessellations.

History:

Insight and empathy can be created as children explore the feelings and actions of people in history.

Geography:

Physical geography provides opportunities for expressing awe and wonder. Issues such as conservation and pollution will challenge children to form opinions of their own.

Music:

Composing, performing and responding to music all take the child beyond the material world.

Art:

Learning to appreciate beauty, colour, line and form as an inspiration. To express their own emotions and understanding through creative activities.

PSHE - Circle Time:

Moral dilemmas and decisions.

Design Technology:

Responding to materials. Questioning the reason for technology and its impact on the world. Reflecting on different designs. Discussions of feelings experienced through testing and evaluating.

Physical Education:

Learning to be part of a team working together. To compete fairly and to respond appropriately to the outcome of a game or match.

ICT:

Used as a research tool to find out about and explore the world around them.