



Churchill Church of England Primary School

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT POLICY

*To create a nurturing community in which we ignite curious minds,
encourage generous hearts and embrace a changing world so our
children can live life in all its fullness.*

Written by	Headteacher
Ratified by	Ethos Committee
Date last reviewed	March 2025
Date of next review	January 2028
Signed – Chair of Governors	<i>Sally Furniss</i>
Signed – Headteacher	<i>Lorraine Woolven</i>

Churchill Church of England Primary School

With kind hearts and determined minds, we inspire each other to be the best we can be.

This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School



SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT POLICY

All we do as a community at Churchill Primary School is supported by our vision, values and ethos. Our Christian vision is to create a nurturing community in which we ignite curious minds, encourage generous hearts and embrace a changing world so our children can live life in all its fullness. This vision, alongside our three core Christian values and biblical underpinning shapes all we do:

“Let all that you do be done in love.” (1 Corinthians 16:14)



OUR GUIDING PRINCIPLES

At Churchill Church of England Primary School, we are passionate about nurturing kind hearts and inspiring determined minds so that our children can live life in all its fullness. We are committed to being the best version of ourselves and we challenge our children to be the same.

Through nurture and care, we believe that from the day our children arrive at our school, they grow spiritually to be the very best versions of themselves. We, in partnership with their families and our church community, will enable them to grow into strong, mindful young people with an inner confidence, who have the courage and interest to support others and the world around them.

We see children as incredible and powerful learners. Our team provide exciting experiences and challenges which feed our children’s curiosity of the world and embrace their inquisitive nature. We see learning as a lifelong journey and take seriously our responsibility to inspire a love of learning and foster a passion to grow as a person. We open doors to new ideas, challenge stereotypes and embrace creativity and innovative thought. We have high aspirations for all children and place no limits on what we believe they can achieve.

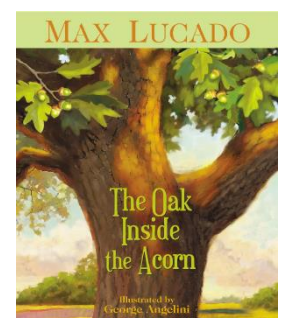
Our school book, *The Oak Inside the Acorn*, is shared by all the children in our community, at least once during the year, offering the chance to explore its meaning to them and how it plays out in day-to-day life at Churchill Primary School.

As well as this Christian ethos and vision, our curriculum is underpinned by four golden threads of our curriculum intent. Across all life and learning at Churchill Primary School we seek to develop and explore knowledge and understanding of these four concepts:

- Respect – linked to diversity
- Resilience – linked to courage
- Responsibility – linked to service and courageous advocacy
- Ready – linked to forgiveness and compassion

These are by their very nature intertwined with the spiritual, moral, social and emotional aspects of learning and development, as well as learning about British Values and our approaches to behaviour and emotional development using our nurture approach in our school.

Our school prides itself in creating an environment within which all children can grow and flourish, respect others and be respected whilst developing self-understanding and appreciation; accommodating difference and respecting the integrity of individuals.



AIMS

Spiritual Development

Spirituality at Churchill Primary School encompasses all we do to offer children ways to grow outside of the academic and concrete elements of learning and development.

We see spirituality as being about 'Life in all its fullness'. (John 10:10). It supports us in recognising that having a positive relationship with ourselves, with others, with God (or the transcendent) and with nature and the environment, is foundational for a complete and fulfilled life. This quote summarises well what spiritual development means to us.

Through our approach to spiritual development, we support our pupils to be reflective about their own and others' religious or nonreligious beliefs, having an interest in and respect for different people's feelings, values and faiths. We aim to encourage a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.

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Spiritual development is the development of an awareness that there is "something more to life than meets the eye, something more than the material, something more than the obvious, something to wonder at, something to respond to." (Terence Copley)

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To help our children structure our ideas and thinking, and provide us with a common language, we have adopted a model based on the works of Andrew Ricketts. Our model uses the terms: self, others, world (nature and beauty) and beyond. Relationships bind each of the four aspects together, connected by love.



Concept of **self** – the inner person and the way that this shapes an individual's perception of themselves as a unique human being. Spiritual learners reflect on the relationship that they have with their sense of being a unique person.

Concept of **others** – a growing empathy, concern and compassion for how to treat others. Spiritual learners reflect on how their values and principles affect their relationships with others.

Concept of **physical and creative world** – a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity. Spiritual learners explore their understanding beauty and the affect this has on their perception of and relationship with the world.

Concept of the **beyond** – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. Spiritual learners search for meaning in their very existence and their place in the greater scheme of things.

We aim for our children and community to develop an understanding of the way in which spiritual development can support their physical and mental health, and well-being. We seek to do this by offering opportunities to:

- be still, to look and to wonder;
- recognise and nurture inquisitive minds;
- be spontaneous and to wonder about and explore God's creation;
- embrace and encourage a love of nature;
- encourage self-awareness and reflection;
- constantly reaffirm the importance of relationships. How we talk to and relate with each other is fundamental;
- encourage children to ask big questions and strive to gain a deeper understanding.

Through this, and other opportunities, we look for our children to:

- develop personal beliefs and values;
- engage in activities which involve questioning, valuing, creating, envisioning, empathising, imagining;
- enjoy exploring diversity and difference.
- be creative and use their imagination
- encourage children to show kindness, caring and compassion, and to express these in practical ways. (eg: how we treat each other every day; charitable works; looking after our school dog etc)
- be self-aware and empathise with the experience of others in school and within the wider-community;
- love themselves, care for themselves, believe in their potential to achieve, and find inner strength and resilience when facing challenges;
- exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder;
- be intrigued by mystery and be open to what might be beyond;
- see rather than only look, listen rather than simply hear, feel rather than just touch;
- be ready to say sorry when mistakes are made and to forgive themselves and forgive others;
- demonstrate curiosity and open-mindedness when exploring life's big questions;
- appreciate and be thankful for what is good in life and show generosity towards others;
- trust God to help them cope in life's ups and downs.

Our provision spiritual development includes:

Whole school ethos and core Christian values	Religious Education curriculum
PSHE and personal development curriculum	Collective worship, including opportunities for quiet reflection

Moral Development

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

- develop the ability to recognise the difference between right and wrong, and show readiness to apply this understanding in their own lives;
- understand the impact of their behaviour choices and have an ability to hold restorative conversations, take responsibility for their actions and be forgiving towards others;
- develop knowledge of the different types and representations of bullying and what can be done to stop it;
- develop an interest in investigating, and offering reasoned views about, moral and ethical issues. Be able to accept, respect and appreciate that others may have a different viewpoint as explored and taught in the British Value of 'tolerance and respect'

Our provision for moral development includes:

School rules & core Christian Values	School behaviour policy and restorative approach
Religious Education curriculum, including exploring moral and ethical issues	PSHE and personal development curriculum
Pupil Voice – school council	Planned opportunities for courageous advocacy; charitable and community-based projects
E-safety curriculum and E-safety day, annually	Anti-bullying week and ongoing anti-bullying curriculum
Celebration of positive behaviour, through celebration services, Golden Table, Citizen of the Week	Providing models of moral virtue through literature, humanities, sciences, arts and assemblies
Reinforcing the school's values through images, posters, classroom displays etc	Young Leaders programme

Social Development

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

- use of a range of social skills in different contexts, with pupils of all ages and backgrounds;
- show willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively;
- show willingness to volunteer and a demonstration of courageous advocacy in local and global settings;

- engagement in and understanding of democratic systems and processes, as shown in the British Values curriculum;
- explore aspects of citizenship;
- consider issues from others' point of view.

Our provision for social development includes:

School rules & core Christian Values	School behaviour policy and restorative approach
Foundation Stage curriculum built on the principles of learning through planned purposeful play	Opportunities to work as a member of a group or team
Encouraging pupils to recognise and respect social differences and similarities, across the curriculum, particularly in PE, RE and PSHE	Working closely with families, including learning mentor role
Varied and positive social experiences – residential and day visits, Sports Day, clubs and social events	Engagement with democratic processes and pupil voice and school council
Positive and effective links with the world of work and employment through our personal development curriculum	

Cultural Development

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

- understand and appreciate the wide range of cultural influences that may have shaped their own heritage and that of others;
- to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities;
- understand and appreciate the different cultures within school, in the local area and further afield as an essential element of their preparation for life in modern Britain;
- develop an interest in exploring, understanding and respecting cultural diversity;

Our provision for cultural development includes:

School rules & core Christian Values	School behaviour policy and restorative approach
PSHE and personal development curriculum	RE curriculum, including visits to places of worship and visitors from a range of religious and non-religious beliefs
Collective worship	Meeting authors
School visits to museums, farms, historic buildings	Art, music and design and technology days
Opportunities for individual instrumental lessons, choir, wind band and music concerts, as well as whole class instrumental learning.	Learning opportunities across the curriculum exploring the relationship between human beings and the environment
Recognising and nurturing particular gifts and talents eg. Public speaking. Cooking, art, writing, musical and dance performances as well as competitive sporting events	

This policy is to be read in conjunction with:

Anti-Bullying Policy
 Behaviour for learning Policy
 E-safety Policy
 PSHE Policy
 Safeguarding Policy
 Single Equality Scheme

Signed *Sally Furniss* (Chair of Local Governing Body)

Date: March 2025