



Churchill CEVC Primary School

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT POLICY

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

Written by	Headteacher
Ratified by	Curriculum and Standards Committee
Date last reviewed	November 2020
Date of next review	November 2023
Signed – Chair of Governors	<i>Sally Furniss</i>
Signed – Headteacher	<i>Lorraine Woolven</i>



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

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT POLICY

RATIONALE

The Education Act (1996) sets education within the context of the spiritual, moral, cultural, mental and physical development of pupils and society. These dimensions underpin the curriculum and the ethos of the school and are not limited to RE and Collective Worship but exist in all areas of school life. Spiritual development is a dimension of human experience which applies to all pupils and is not confined to the development of particular religious beliefs. This applies equally to moral, social and cultural development throughout the curriculum.

AIMS

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 we can be and we challenge our children to be the same.

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.

OBJECTIVES

We believe spirituality concerns a person's relationship with themselves, with others, with God (or the transcendent), and with nature and the environment. These four elements: self; others; transcendence and beauty form the basis of our work with children in developing a strong sense of spirituality.

Adults in school also see the need to develop their own spirituality for their own wellbeing and to be able to effectively support and help our children and each other.

We view the four elements as consisting of:

<p style="text-align: center;">Self</p> <ul style="list-style-type: none"> • Awareness of feelings; ability to reflect and express • Awareness of our uniqueness; happiness with who we are • Gratitude for the things we have and the person we are • Exploration of personal faith • Development of imagination and creativity 	<p style="text-align: center;">Others</p> <ul style="list-style-type: none"> • Empathy and understanding; respect, tolerance • To love and be loved (loving your neighbour) • Making a difference; duty
<p style="text-align: center;">Transcendence (Beyond)</p> <ul style="list-style-type: none"> • Encountering/experiencing God (having a sense of what lies beyond the material/physical) • Ability to formulate and discuss the 'Big Questions' (eg about life, death, suffering, nature of God) • Opportunities for prayer, connecting with God • Making sense of the world 	<p style="text-align: center;">Beauty</p> <ul style="list-style-type: none"> • Developing a sense of awe and wonder • Enjoying the miracles of everyday life • Taking time for what really matters • Appreciating beauty in art, music, nature

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

- listen, reflect and puzzle. Have regular time in the day for quiet and reflection. This might be listening to a story, lighting a candle in assembly, going for a walk;
- consider their own feelings, likes and dislikes;
- develop personal beliefs and values;
- show insights into deep questions about life, change and death;
- engage in activities which involve questioning, valuing, creating, envisioning, empathising, imagining;
- immerse themselves in constructive work, sacrificing immediate self-interest;
- enjoy exploring diversity and difference.
- Provide many opportunities for creativity and using the imagination
- Valuing play opportunities
- Singing often, especially with others.
- Ensuring regular time for prayer. This can take many forms, but should include being thankful, saying sorry. Allow children the opportunity to open themselves to God.
- Constantly reaffirm the importance of relationships. How we talk to and relate with each other is fundamental.
- Encourage each other to admit mistakes and to say sorry. Recognising and owning up to faults is an important healing and redemptive process.
- 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 school dog etc)
- Read often to children, and give them opportunities to discuss and reflect. This includes both secular and religious texts, in particular the Bible

Moral Development

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

- develop a sense of right and wrong;
- examine motives for action;
- explore links between beliefs and values;
- be aware of the needs of others;
- formulate and review their own values;
- reflect on moral principles.

Social Development

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

- show concern for those with SEND;
- work in a range of groups;
- come to terms with their own experience(s);
- explore aspects of citizenship;
- recognise the need to live harmoniously in a plural society;
- communicate with others with increased confidence;
- engage in activities which benefit others;
- consider issues from others' point of view;
- use language in a range of groups and contexts;
- write for a range of purposes and audiences;
- reflect on personal and social issues.

Cultural Development

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

- meet people from other cultures;
- learn from their own and other cultures;
- engage in discussions on different cultural practices and lifestyles;
- ask questions from within the security of their own cultural traditions and practices;

Principles of Teaching and Learning

Each subject area will ensure that it nurtures the principles and addresses a range of the key points above.

Curriculum Design

It will be the responsibility of individual teachers to demonstrate opportunities for SMSC development within their cross-curricular planning.

Assessment, Recording and Reporting

Rather than making formal assessments of pupils in this area, the focus will be on opportunities being provided through the different curriculum areas, Collective Worship and other cross- and extra-curricular activities.

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 _____ Date _____

Signed *Wendy Kumm*

(Chair of Curriculum and Standards Committee)

Date: November 2020