



A Beacon Of Hope On The Hill; A Small School Making A Big Difference

## **DUNDRY CHURCH OF ENGLAND PRIMARY SCHOOL**

### **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY**

“The most significant lessons in school have nothing at all to do with numeracy or literacy, but rather occur when the children learn about themselves, who they are, and where they fit into the great scheme of things..... The spiritual dimension has everything to do with who and what our pupils are and who and what they will become. This is essentially a lifelong process that is not framed within normal attainment targets, nor can it be tested or measured at intervals.” (Alison Farnell – Opening Windows 2002)

#### **Rationale:**

At Dundry the spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children by governors, staff and parents and contributes significantly to our skills based and holistic approach to learning. It is taught through all subjects of the curriculum in particular RE, worship, PSHE and the Arts. It supports all areas of learning and can contribute to the child’s motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. In later years it can enrich the individual’s appreciation of life’s experiences and their relationships with others. We aim to provide all children with the opportunity to experience a feeling of spirituality – that sense of awe and wonder children feel when thinking about the world in which they live and grow.

As a church school, we expect our moral standards to be those of all communities trying to live a Christian life. Socially we would wish the children to establish friendship groups both within school and within Dundry and wider communities. We will endeavour to enrich their lives by developing a sense of pride in the rich and diverse culture of our country. We recognise that our children have a limited experience of socialising with adults and children from ethnic minority groups, therefore wherever possible we aim to maximise opportunities for raising awareness of multicultural diversity.

#### **SPIRITUAL DEVELOPMENT**

Spiritual development is a process of growth. An important part of this development is becoming aware of and reflecting on experiences, and interpreting them in a way that allows self-knowledge, personal views and insights to grow, and applying past experiences to life.



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### **In developing the spirituality of children, we help them to become aware of:**

- The human search for the meaning and purpose of life which may lead to an understanding and belief in God and establishes personal identity
- The joy of being alive
- The beauty of the natural world
- The mystery and wonder of existence
- The world of imagination and creativity
- The value of the non-material dimension of life
- The need to understand oneself and one's feelings
- The need to recognise the feelings and achievements of others

### **In this way, spiritual development encourages:**

- Self awareness
- Reflection
- Reasoning
- A sense of enduring identity
- Good relationships
- Co-operation and empathy
- The formation of long term ideals

### **The school will promote spiritual development through:**

- Fostering high self-esteem by encouraging children to take risks or face challenges in their learning within a secure and positive environment
- Demonstrating its appreciation for work of the child's imagination and provide opportunities for them to use their own creativity and imagination
- Offering opportunities for aesthetic experience in art, music, dance and literature
- Making time for stillness (in body and mind) and reflection (to sit and ponder) which may lead to children coming to the threshold of prayer
- Making use of the Sensory garden as a place of quiet reflection
- The allocation of time to be able to focus and concentrate on the present moment, to use the senses and to encourage alertness to the natural world and all its beauty
- Posing questions that encourage children to develop a spirit of enquiry, to consider issues of meaning and purpose
- Developing good listening skills in the children: these skills are reciprocal and actively promoted by adults within our school
- Showing that it is not always possible to provide an absolute answer and at such times it is a positive experience to value a variety of interpretations and responses
- Improving co-operation and understanding in relationships, providing opportunities such as group activities where children have constructive and enjoyable interaction with others
- Fostering emotional well-being by encouraging children to express their



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feelings using a range of medium and to have the ability to control their emotional behaviour.

- Developing the capacity for evaluative reasoning and critical thought by encouraging children to look beyond the surface to draw out meaning from stories, symbols, paintings, artefacts etc.

These opportunities appear across the whole curriculum as well as at less structures times when children have the opportunity to raise issues for discussion.

### **MORAL DEVELOPMENT**

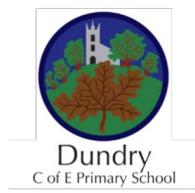
This relates to the child's developing understanding of what is "right", "wrong" and "fair". The school will try to build on the moral training within the home while accepting that there might be different approaches between home and school. The standards of behaviour expected at Dundry are those which reflect our values and are set out in the Behaviour Policy.

#### **Moral development is concerned with:**

- Developing the child's awareness and understanding of the moral code of the communities in which they live
- Helping the child to realise that to enjoy rights we have to accept responsibilities
- Developing the child's understanding of why rules are necessary
- Developing the child's self-discipline so that rules are observed as a point of principle and not out of the fear of sanctions
- Giving the child the knowledge and ability to question and to reason so that they are capable of deciding on the most appropriate action after considering the consequences of an action
- Develop the skills necessary to explain their own behaviour
- Value physical well-being, privacy, feelings, beliefs and rights of others

#### **The school will promote the moral development of the child by:**

- Having a consensus of values that are stated clearly and owned by everyone (Friendship, Hope, Trust, Compassion, Community and Creativity)
- Offering opportunities to understand and experience the moral dimension of the Christian faith
- Placing an emphasis on citizenship as a way of learning to live in harmony with their world
- Giving meaningful opportunities for collective and individual responsibilities within a framework of clearly defined boundaries
- Encouraging everyone within the school to behave in an acceptable way
- Training children in understanding the consequences of their actions
- Showing respect to all members of our community



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Opportunities to promote moral development will be provided during Circle Time, R.E. lessons, Acts of Worship and Assemblies.

At Dundry, our Moral Code is underpinned by our Behaviour Policy and those actions identified through our Golden Rules.

### **SOCIAL DEVELOPMENT**

In order to develop the social aspects of a child'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 society
- Communicate with others with increased effectiveness
- Engage in activities which benefit others
- Use appropriate language in a range of groups and contexts

Within the school, there are many groups and clubs where children have the chance to increase knowledge, have fun and form friendships. There are also opportunities which allow individuals to take on a wealth of social responsibilities.

### **CULTURAL DEVELOPMENT**

Development in this area allows the child to recognise that all cultural groups are distinctive. Culture is the embodiment of shared beliefs, knowledge, customs and values of that group. The child needs to appreciate the distinctive features of their own culture and those of others. This will help children to answer the questions "Who am I" and "Where do I fit in?" We need to be aware, that cultures are dynamic and are constantly being re-shaped.

#### **The school will promote cultural development through:**

- Exposing children to a wealth of stimuli from their own culture and those of others. This will be taught through the whole curriculum but in particular RE, English, Music, and Art. Visits out of school and visitors to the school will support this learning
- Encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with these
- Encouraging tolerance and appreciation of the beliefs, value and

customs of different cultures Opportunities to nurture the cultural development

of the child exist in all areas – PSHE, RE and Collective Worship