Spiritual, Moral, Social and Cultural Development Policy

The March Church of England Primary School
Spiritual, Moral, Social and Cultural Development Policy

Introduction
As part of a broad and balanced curriculum, schools are required to promote the spiritual, moral, social and cultural development of pupils at the school and of society. Included in this is the expectation that schools will actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. This document sets out how The March C E Primary School meets these requirements guided by the principles in our Mission Statement.

Spiritual Development

Definition

Pupils' spiritual development 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. (September 2015)

At the March School we recognise spiritual development is a lifelong process, which is a journey of discovery, therefore our aim is for pupils' spiritual development to be embedded in every aspect of the life and work of the schools throughout their time at this school.

Through spiritual development, our objective is for pupils to be enabled:

- to think about themselves, how they relate to other people, to the wider world in which they live and to God

- to reflect beyond and within themselves on God's creation and the precious nature of human existence

- to develop greater self awareness and self esteem

- to encounter a sense of awe, wonder and mystery

- to experience opportunities for creativity, curiosity, freedom, imagination and response

To achieve these aims and objects, activities at The March take place within the life and work of our church schools which:

- provide a safe and secure environment which all pupils feel they are valued for the unique contribution each one of them can make

- encourage and promote participation in the life of the school in ways that contribute to the well being of everyone

- ensure that pupils can express their beliefs, experiences, insights and feelings without a fear of ridicule, knowing that their ideas matter and are taken seriously

- respect the rights of pupils who do not wish to discuss personal or sensitive issues and enable pupils to share what they have in common and to celebrate their differences

At the March School we recognise that pupils who are developing spirituality are likely to develop the following characteristics; a set of values, principles and beliefs, which inform their perspective on life and their patterns of behaviour:

- an awareness and understanding of their own and others' beliefs; a respect for themselves and others

- a sense of empathy with others, concern and compassion;

- an ability to show courage in defence of their beliefs;

- a readiness to challenge all that would constrain the human spirit, for example, poverty of aspirations, lack of self confidence and belief, moral neutrality or indifference, force fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism racism and other forms of discrimination;

- an appreciation of the intangible – for example, beauty, truth, love, goodness, order, as well as for mystery, paradox and ambiguity;

- a respect for insight as well as knowledge and reason; on expressive and/or creative impulse;

- or ability to think in terms of the 'whole' for example, concepts such as harmony, interdependence, scale, perspective; and on understanding of feelings and emotions and their likely impact.

Our School aims to encourage spiritual development by:

- giving pupils the opportunity to explore values and beliefs, including religious beliefs, and   the way in which they impact on peoples' lives;
- encouraging pupils to explore and develop what animates themselves and others;
- giving pupils the opportunity to understand human feelings and emotions! The way they impact on people and how an understanding of them can be helpful;

- developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting he integrity of individuals;
- promoting teaching styles which;
    - value pupils' questions and give them space for their own thoughts, ideas and concerns;
    - enable pupils to make connections between aspects of their learning;
    - encourage pupils to relate their learning to a wider frame of reference – for example, asking 'why', 'how' and 'where' as well as 'what'; and monitoring in simple, pragmatic ways, the success of what is provided.

Spritual Development across the curriculum

To encourange spiritual development all staff are expected to be someone who:
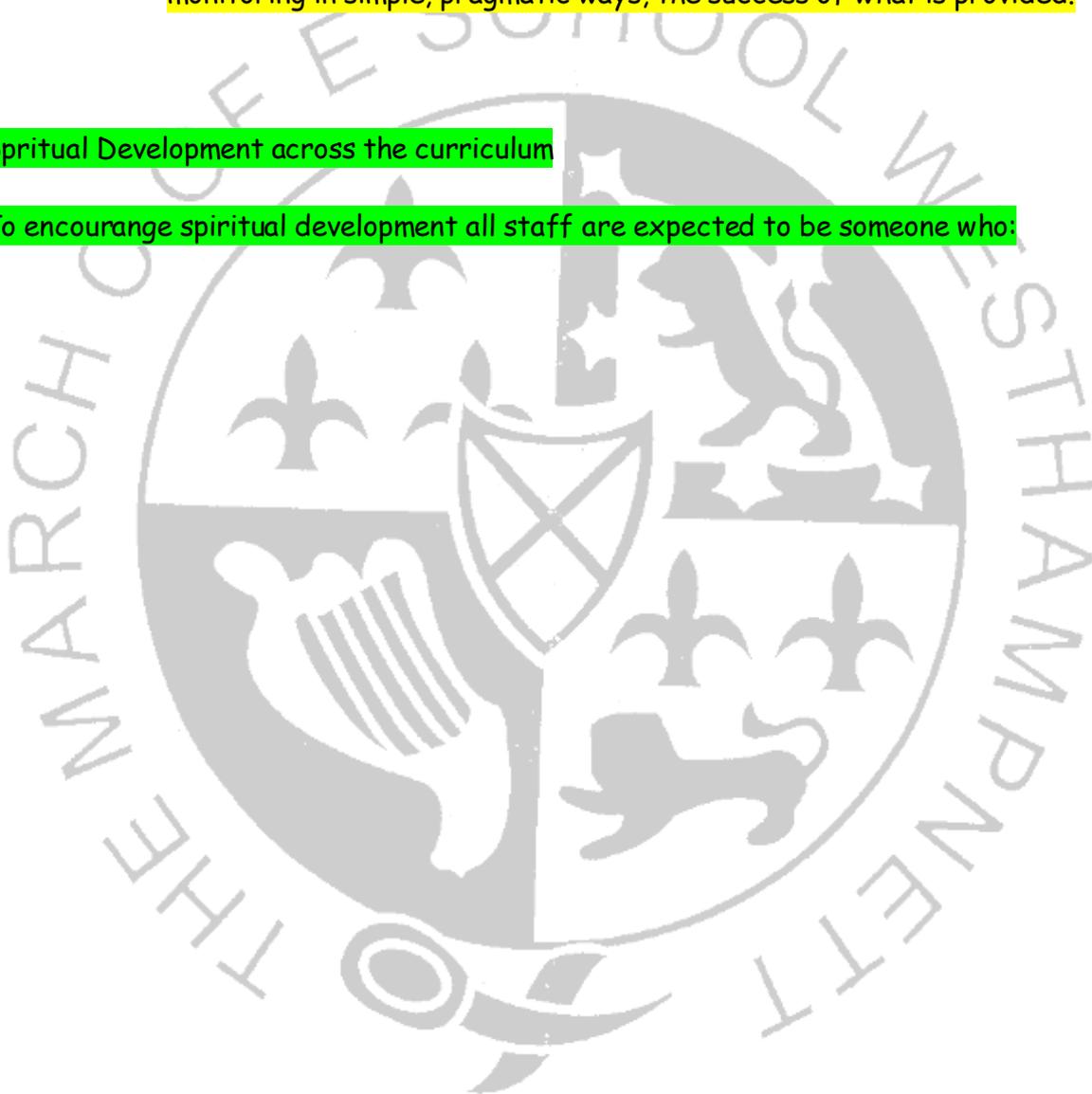
<u>Moral Development</u>

Definition

Pupils' moral development is shown by their: ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries 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 ability to understand and appreciate the viewpoints of others on these issues.

At the March School we recognise that pupils who are morally aware are likely to develop the following characteristics:

- an ability to distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures;
- confidence to act consistently in accordance with their own principles;
- an ability to think through the consequences of their own and others' actions;
- a willingness to express their views on ethical issues and personal values;
- an ability to make responsible and reasoned judgements on moral dilemmas;
- a commitment to personal values in areas which are considered right by some and wrong by others,
- a considerate style of life
- a respect for others' needs, interests and feelings, as well as their own
- a desire to explore their own and others' views; and an understanding of the need to review and re-assess their values, codes and principles in the light of experience.

Our school aims to encourage pupils' moral development by:

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school;
- promoting racial, religious and other forms of equality
- giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong;
- developing an open and safe learning environment in which pupils can express their views and practice moral decision making;
- rewarding expressions of moral insights and good behaviour;
- making an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the internet as well as school;
- modelling, through the quality of relationships and interactions the principles which they wish to promote – for example fairness, integrity, respect for persons, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts;

- recognising and respecting the codes and mores of the different cultures represented in the school and wider community;
- encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing morals of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship; reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions, etc. and monitoring in simple, pragmatic ways, the success of what is provided.

SOCIAL DEVELOPMENT

> Definition
> Pupils' social development is shown by their; use of a range of social skills in different contexts, for example working and socialising with other pupils, including those 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 value sof democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

At the March School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- adjust to a range of social contexts by appropriate and sensitive behaviour;
- relate well to other people social skills and personal qualities;
- work successfully, as a member of a group or team;
- share views and opinions with others, and work towards consensus;
- resolve conflicts and counter farces which militate against inclusion and unity;
- reflect on their own contribution to society and to the world of work;
- show respect for people, living things, property and the environment;
- benefit from advice offered by those in authority or counselling roles;
- exercise responsibility;
- appreciate the rights and responsibilities of individuals within the wider social setting;
- understand how societies function and are organised in structures such as the family, the school and local and wider communities;
- participate in activities relevant to the community ; and
- understand the notion of interdependence in an increasingly complex society.

Our school aims to encourage pupils' social development by:

- identifying key values and principles on which school and community life is based;
- fostering a sense of community, with common, inclusive values;
- promoting racial, religious and other forms of equality;
- encouraging pupils to work co-operatively;
- encouraging pupils to recognise and respect social differences and similarities;
- providing positive corporate experiences – for example, through assemblies, team activities, residential experiences, school productions;
- helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect;

- helping pupils resolve tensions between their own aspirations and those of the group or wider society;
- providing conceptual and linguistic framework within which to understand and debate social issues;
- providing opportunities for engaging in the democratic process and participating in community life;
- providing opportunities for pupils to exercise leadership and responsibility;
- providing positive and effective links with the world of work and the wider community; and
- monitoring in simple, pragmatic ways, the success of what is provided.

CULTURAL DEVELOPMENT

> **Definition**
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> Pupils' cultural development is shown by their: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those 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, musical, 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.

At the March School pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- an ability to recognise and understand their own cultural assumptions and values;
- presenting authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality;
- extending pupils' knowledge and use of cultural imagery and language;
- recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance; developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges;
- reinforcing the school's cultural "clues through displays, posters, exhibitions, etc.;
- auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum;
- and monitoring in simple, pragmatic ways, the success of what is provided.