

Naburn CE Primary School



Spiritual, Moral, Social & Cultural Policy

Date of Last Review: June 2018

Date of Next Review: Summer 2021

Date of TLC:

Date of FGB: 24th January 2019

Compassion

Trust

Perseverance

Reviewed June 2018

Rationale

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 of our school. It is evident through all subjects of the curriculum and in particular RE and PHSCE. 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 is recognised as enriching the individual's appreciation of life's experiences and their relationships with others.

School Ethos

The values and attitudes promoted by the staff influence the behaviour and attitudes within the school. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values.

Spiritual Development

Spiritual Development will be fostered through:

- **Feelings and Emotions:** modelling how we can be moved by a sense of beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings and how to learn to use such feelings as a source of growth.
- **Creativity:** Helping children express their innermost thoughts and feelings through, for example, art, music, literature and crafts; exercising the imagination, inspiration, intuition and insight.
- **Self-knowledge:** Promoting an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences; a growing understanding and acceptance of individual identity; the development of self-respect.
- **A sense of awe, wonder and mystery:** Inspiring children by the natural world, mystery or human achievement.
- **Search for meaning and purpose:** Asking "Why me?" at times of hardship or suffering; reflecting on the origins and purpose of life; responding to challenging experiences of life such as beauty, suffering and death.
- **Relationships:** Recognising and valuing the worth of each individual; developing a sense of community; the ability to build up relationships with others.
- **Beliefs:** The development of personal beliefs, including religious beliefs; an appreciation that people have individual and shared beliefs on which they base their lives; a developing understanding of how beliefs contribute to personal identity.
- **Experiencing feelings of transcendence:** Exploring feelings which 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.

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Moral Development

Moral development, involves several elements. Through the guidance and teaching of our pupils we will provide opportunities to:

- Develop a set of socially acceptable values and principles
- Recognise that values and attitudes change over time
- Make judgements on issues by applying moral principles, insights and reasoning
- Take responsibility for ones' own actions
- Understand the consequences of actions for self and others
- Behave consistently in accordance with principles
- Recognise the greater needs which extend beyond self-interest

Social Development

Through providing our pupils with meaningful opportunities for engagement our pupils will:

- Acquire an understanding of their rights of being members of families and communities (local, national and global) and have an ability to relate to others and to work with others both cooperatively and productively for the common good.
- Display a sense of belonging and an increasing willingness to participate.
- Develop the knowledge, skills, understanding, qualities and attitudes they will need to make an active contribution to the democratic process in each of their communities.
- Have an understanding of how individuals relate to each other
- Be able to adjust to a range of social contexts through demonstrating appropriate and sensitive behaviour
- Make a personal contribution to the well-being of groups
- Have the ability to exercise responsibility and initiative
- Understand how what is learnt in the curriculum relates to life in society
- Be able to take on the varying roles of team leader and team worker

Cultural Development

As a school we aim to promote opportunities through strengthening the cultural interests of pupils by exposing them to a breadth of stimuli in order to allow them to develop new interests thereby enabling pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Provide children with the opportunities to appreciate and respond to a variety of aesthetic experiences and develop a curiosity about the world around them
- Recognise Christianity as a world faith.
- Develop an understanding of their social and cultural environment including beliefs, values and customs to promote community cohesion.
- Develop an understanding of the knowledge of the nature and roots of cultural traditions at varying dimensions including, local, national, European, Commonwealth and global levels.

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- Develop the children's respect, knowledge, skills, understanding, qualities and attitudes they will need to understand, appreciate and contribute to culture.
- Help children to evaluate the quality and worth of cultural achievements whilst understanding the diversity of religious, social, aesthetic, ethnic and political traditions, practices and achievements.

Implementation

The promotion of Spiritual, Moral, Social and Cultural Development of each child is seen as the responsibility of all members of staff. Much of this development will be assimilated through the ethos of the school which is set out in the school aims. However, there are many opportunities within cross-curricular work to focus on all the elements of spirituality, morality, social and cultural aspects and the policy of the school is that all subjects can and should contribute to these aspects of the development of our pupils.

Some of the above statements will take place through a variety of means e.g. direct teaching, collective worship, interaction with visitors, extra curricular activities.

Children will be taught:

- To distinguish between right and wrong;
- To articulate their own attitudes and values;
- To take responsibility for their own actions;
- To recognise the moral dimension to situations;
- To understand the long and short-term consequences of their actions for themselves and others;
- To develop for themselves a set of socially acceptable values and principles,
- To set guidelines to govern their own behaviour;
- To recognise that their values and attitudes may have to change over time;
- To behave consistently in accordance with their principles.

Children will be provided with opportunities to:

- Listen and talk to each other about their personal experiences and feelings including difficult times
- Express and clarify their own beliefs and ideas
- Learn an awareness of treating everyone as equals
- Explore the variety of relationships they have and how to sustain them
- Agree and disagree whilst maintaining respect for each other
- Take turns and share
- Show empathy
- Work cooperatively and collaboratively
- Build their self-esteem
- Demonstrate sensitivity

Collective Worship

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Daily worship is vital in the promotion of spiritual, moral, social and cultural issues in school. Many of these issues highlighted in the curriculum aspects are equally valid when considering spiritual, social, moral and cultural aspects of collective worship. Naburn Church of England Primary School holds a collective gathering every day: three days involving acts of specific collective worship, one day which involves singing and one day when we celebrate the achievements of our school and the individuals within it.

Visitors are invited to attend and lead our collective worship as appropriate. These may sometimes take place in St. Matthew's or St. Helen's Church and includes parents and friends of our school.

A rota of weekly themes is published each term and these are used in planning by the individuals responsible for the particular Collective Worship. The themes are developed with the following guidelines and considerations in mind and through the National Society suggested themes:

- Stories about Jesus which demonstrate specific Christian values and beliefs
Traditional stories with moral standpoints
- Stories which are vital parts of our cultural heritage and which teach us lessons about ourselves and others
- Stories which pass on particular values or beliefs
- Stories which pass on religious belief, heritage and viewpoints
- Times for quiet reflection and thought
- Awareness of and valuing the beliefs of other cultures
- Sharing the 'togetherness' of the whole school or group
- Understanding the beliefs and values of our school community
- Appreciating the value of each individual within our school community and the outside world
- Appreciating the values and beliefs of other faiths
- Learning of our own cultural heritage through prayers, hymns and songs, individuals, events etc.
- Consideration of basic guidelines for life e.g. honesty, truth, love, concern for others, industry etc.
- Appreciating the important times of the year and the seasons and its cultural aspects e.g. Harvest, Easter, Christmas etc.
- Learning how to speak to God and learning respectful; behaviour during worship – bowing one's head, putting hands together etc – feeling the quietness of prayer and reflection

Equal opportunities

Refer to Equality policy.

Links with the Wider Community

Visitors are welcomed into school.

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Reverend Kirkman leads Collective Worship fortnightly in school

Links with the Church are fostered through links with the local churches and the Diocesan Board of Education.

The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.

Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

The TLC will be responsible for the monitoring of this policy.