



# **Spiritual, Moral, Social and Cultural Development Policy**

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## Version Control

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## Vision and Aims

Our school vision is expressed in the following statement:

We know the extraordinary worth of all our children. Our vision is to grow children believing in their own value, their academic successes and their place in the wider family of school and community. We are all created in the image of God.

An intrinsic part of securing this vision for our pupils is to support their developing sense of self and of their connections to others and their world in order that they 'live life in all its fullness.' (The Church of England Vision for Education). This policy seeks to outline how we will implement our vision through our approach to pupil's spiritual, moral, social and cultural development.

## Core Values

We have chosen to focus on 8 core values that are closely connected to 12 learning behaviours that reflect our aspirations for our pupils. These are woven throughout our policies, our restorative approach as a nurturing school, curriculum and collective worship and are an integral part of our spiritual, moral, social and cultural offer. These are:

Learning behaviour	Christian Values
<b>Positive:</b> Encouraging others, Happy, self belief (not moaning) even when things are tough, celebrating the good in things makes other people smile	<b>Hope</b> – believing that good things will happen
<b>Motivated:</b> Have get up and go, Enthusiastic, try your best, want to learn, thirst for learning, want to be better	<b>Hope</b> – believing that good things will happen <b>Compassion</b> is caring so much that we have to take action
<b>Confident:</b> Not too shy or arrogant, believing they can succeed or do well	Humility <b>Trust</b> is believing that we can rely on something or someone
<b>Curious:</b> Interested, asks questions inquisitive, tries things out	<b>Wisdom</b> – using what we know to make good decisions <b>Justice</b> – is being fair. It can mean personal justice (treating each other fairly) Social Justice (treating different groups of people fairly or Global Justice (treating people from all parts of the world fairly)
<b>Independent:</b> Can do things on my own knows what to do next thinks for themselves can make decisions	<b>Trust</b> is believing that we can rely on something or someone <b>Service</b> – doing things for other people <b>Interdependence</b>
<b>Risk-taker:</b> Tries new things, pushes limits, goes one step further. Not afraid to have a go, adventurous doing things that you don't know if you can do	<b>Endurance</b> is the strength to keep going even when things are hard Creation
<b>Problem Solving:</b> Know what the end goal is, can break tasks down into manageable parts, can make decisions	<b>Endurance</b> is the strength to keep going even when things are hard <b>Compassion</b> is caring so much that we have to take action
<b>Creative:</b> Resourceful, imaginative, thinking outside the box, suggesting ideas, making connections, inventive, trying things out	Creation Joy
<b>Reflective:</b> Thinks about what they are doing, suggest how to change things, evaluate, thinks about consequences, ask 'why?	<b>Justice</b> is being fair. It can mean personal justice (treating each other fairly) Social Justice (treating different groups of people fairly or Global Justice (treating people from all parts of the world fairly) Peace
<b>Honest:</b> Doing the right thing admitting when mistakes are made, trustworthy tells the truth, accepting responsibility	<b>Humility</b> <b>Justice</b> is being fair. It can mean personal justice (treating each other fairly) Social Justice (treating different groups of people fairly or Global Justice (treating people from all parts of the world fairly) <b>Trust</b>
<b>Resilient:</b>	<b>Wisdom</b> using what we know to make good decisions



Determined, stickability, Doesn't give up, has another go, tries again, thinks I can, doesn't mind making mistakes, knows mistakes are needed to get better	Thankfulness
<b>Kind and Caring:</b> Awareness of others, speaking nicely, gentle, Thoughtful, tolerant and accepting of differences. Desire to not sit by but take positive action to help others.	<b>Friendship</b> is feeling connected to the people around us <b>Compassion</b> is caring so much that we have to take action

## Entitlement

The education Reform Act refers to a dimension of human existence which is termed 'Spiritual' and applies to all pupils. Spiritual development is open to all pupils and is not confined to the development of religious beliefs or a particular faith.

## Spirituality

Christina Puchalski, MD, director of the George Washington Institute for Spirituality and Health describes spirituality as 'the aspect of humanity that refers to the way individuals seek and express meaning and purpose and the way they experience their connectedness to the moment, to self, to others, to nature and to the significant or sacred.'

### To encourage pupils' spiritual development, we will foster the following:

- opportunities to explore values and beliefs, including religious beliefs, and the way in which they impact on their own and others' lives.
- the ability to respect themselves and others and explore what animates each.
- the development of an ethos within which all can grow and develop through mutual respect, empathy and understanding.
- the accommodation of differences, respect for the integrity of individuals and the challenge of anything that might constrain the human spirit
- an appreciation of the intangible – beauty, truth, love goodness, order ... and a sense of mystery, paradox, ambiguity and "otherness"
- an ability to think in terms of the "whole" – harmony, interdependence, perspective.
- opportunities for reflection, stillness and quiet times

### To encourage pupils' moral development we will foster the following:

- a clear moral code as a basis for behaviour, including the ability to distinguish **right** from **wrong**.
- Opportunities to explore their own and others beliefs and viewpoint through circle time and restorative practices.
- racial, religious and other forms of equality



- opportunities to develop moral concepts and values – personal rights, justice, equal opportunities, etc.
- recognition and respect for the codes and mores of other cultures and respect for others' needs, interests and feelings.
- an ability to think through the consequences of and take responsibility for their own actions; for example, respect for property, care of the environment.

**To encourage pupils' social development, we will foster the following:**

- understanding of the key values and principles on which school and community life is based: thoughtfulness, honesty, independence, interdependence, self-respect, respect for difference, etc.
- Opportunities to explore their own and others beliefs and viewpoint through circle time and restorative practices.
- recognition of the concepts of *rights* and *responsibilities*.
- racial, religious and other forms of equality and equity.
- cooperative working
- recognition of and respect for social differences and similarities
- opportunities to engage in the democratic process (e.g. School Council)
- the exercise of leadership and responsibility

**To encourage pupils' cultural development, we will work on the following:**

- Developing cultural capital. This is defined as: "the essential knowledge that children need to be educated citizens" (p31 **Ofsted** EY Inspection Handbook). It goes on to say: **Cultural capital** is the essential knowledge that children need to prepare them for their future success.
- understanding of our own cultural assumptions
- recognition/appreciation of the diversity and interdependence of cultures
- openness to new ideas and a willingness to modify our cultural values in the light of experience.
- willingness to participate in and respond to artistic and cultural opportunities through literature, drama, music, arts and crafts and other cultural events.
- a regard for human achievement in all cultures and societies
- links with outside agencies and individuals to extend pupils' cultural awareness through visits and partnerships.



## **Leadership and management**

### **The success of this policy is reliant on:**

- The school's shared vision and values which foster relationships and support children in dealing with conflict, loss, grief, etc.
- Working together to achieve shared goals
- A community where all are valued and relationships are supportive – staff, pupils, parents, community
- The fostering of academic excellence and high achievement

### **Cross curricular links**

Our curriculum is designed to create cultural capital and our core values and vision are interwoven throughout our approach. Please see our effective teaching and learning policy which outlines the intent and structure of our curriculum.