



St Anne's C of E (A) Primary School Spiritual, Moral, Social and Cultural Development Policy

'Let all that you do be done in Love' 1 Corinthians 16:14

St Anne's strives to *'develop the whole child, spiritually, mentally and physically* by helping pupils to:

Love God

Love learning and

Love themselves and others

in a caring, Christian environment through close links to the Church and community.

Approved by	Head Teacher Signature	Approval date	Review date
FGB		2019	2024-15
SDC		February 2025	January 2028

ST ANNE'S C of E (A) PRIMARY SCHOOL

A STATEMENT OF POLICY FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

THE AIM OF SPIRITUAL DEVELOPMENT

For the children to:

- Be helped to gain insight into their personal existence
- Experience opportunities for reflection
- To be helped to acquire personal beliefs and values
- Be helped to respect the personal beliefs and values of others
- Be helped to make sense of life experiences
- Be helped to acquire belief and values within the context of the Christian Faith

OUR APPROACH TO SPIRITUAL DEVELOPMENT AT ST ANNE'S

It is understood that spiritual development is not another name for religious education, personal and social education or moral development but all are part of it.

The spiritual development of the children is provided through:

- Religious education lessons
- Personal and social education activities
- Elements within acts of collective worship and other assemblies e.g. Worship songs, prayer, time for reflection
- The Christian ethos of the school
- Planned opportunities e.g. services at church, visits to other churches.
- Outdoor education
- Christian values celebrated as half termly themes.

THE AIMS OF MORAL DEVELOPMENT

For the children to:

- Ultimately acquire the moral awareness to enable them to become responsible members of society
- Acquire knowledge, understanding, attitudes and behaviour to distinguish between what is right and what is wrong.
- Have opportunities to explore the place of reason in ethical matters
- Be provided with a moral framework within which to judge their own behaviour, understandings and responses
- acquire value systems of their own

OUR APPROACH TO MORAL DEVELOPMENT AT ST ANNE'S

It is understood that the word moral is concerned with fundamental judgements and precepts about how we should behave and act and the reasons for such behaviour. We also help them to understand the expectations of society's shared and agreed values, including democracy, justice and rule of the law and how these change over time. We recognise the need to help our pupils to balance their right to an opinion and to freedom of speech, with their respect and tolerance of others' values and beliefs.

The moral development of the children is provided through:

- the Christian ethos of the school
- providing opportunities for reflection and the development of their own opinions
- helping them to recognise and resolve the moral issues and dilemmas implicit in the given context.
- Enabling them to make and act upon informed choices, taking right and wrong into account.
- Understanding that there are issues where there is disagreement or conflict and respecting others' views.
- the practical application of the Behaviour policy
- the practical application of the policy for Personal and Social Education
- personal and social education activities
- health education activities
- associated themes in collective worship and other assemblies
- religious education lessons
- encouraging them to take pride in themselves and their work
- developing the personal skills and qualities necessary to manage situations, such as being able to: make decisions, reflect on and change personal behaviour, resist peer pressure, show respect and compassion for themselves, others and the environment, challenge behaviour which does not reflect this code, such as dishonesty, injustice, discrimination and the misuse of power.

THE AIMS OF SOCIAL DEVELOPMENT

For the children to:

- ultimately acquire the social skills and qualities needed to play a responsible part in society
- develop an understanding of society's institutions, structures and characteristics, including democracy and the rule of the law.
- relate in a socially acceptable manner and with confidence to other children and familiar adults in the context of the school
- behave in a socially acceptable manner and with confidence to other children and unfamiliar but safe adults out of school
- relate appropriately to one another within the classroom and around the school
- behave safely and responsibly in relation to themselves and others make and sustain friendships
- have self-respect and respect for others whatever their gender, age, abilities and ethnic origin
- make effective and safe use of leisure time
- have a sense of pride in their community.

OUR APPROACH TO SOCIAL DEVELOPMENT AT ST ANNES'S

It is understood that social development is concerned with the skill and personal qualities necessary for individuals to live and function effectively in society. It also involves growth in knowledge and understanding of society in all its aspects, its institutions, structures and characteristics, organisations and principles and life as a member of the community. Social development is also closely related to the development of moral principles.

The social development of the children is provided through:

- the organisation of the classroom e.g. seating and the grouping of the children
- the organisation of working arrangements in the classroom e.g. Co-operative activities
- the ethos of the school and the practice of the Behaviour policy
- the practice of the policy for Personal and Social Education and PSHE curriculum - Jigsaw
- the practice of the Equal Opportunities policy
- extra- curricular activities
- health education
- encouraging team-based activities and taking part in inter school events
- off site visits in the local and wider community

- school social events
- taking part in acts of collective worship, assemblies, church services and productions
- lunchtime arrangements
- playtimes and time of play in the classroom,
- specific targets for children based on structured conversations
- the encouragement of adults, other than teachers into the school into the school to support and work with the children.
- the outdoor opportunities
- opportunities for pupil voice
- extra-curricular visits
- PE curriculum
- Links with the local community – Church, residential homes, family of schools, charity days

THE AIMS OF CULTURAL DEVELOPMENT

For the children to:

- experience, respond to, and value specific aspects of culture as reflected in music, art, drama, poetry, science, technology and physical education
- gain understanding of and knowledge about past cultures
- develop an awareness of their local cultural heritage
- develop multicultural awareness and respect for the cultures of different people

It is understood that cultural development refers to the children's increasing understand and command of those beliefs, values, customs, knowledge and skills which, taken together, form the basis of identity and cohesion in societies and groups. Cultural development is closely related to and may incorporate aspects of spiritual moral and social development.

OUR APPROACH TO CULTURAL DEVELOPMENT AT ST ANNE'S

The cultural development of the children is provided through:

- helping pupils to understand and feel comfortable in a variety of cultures and be able to operate in the emerging world culture of shared experiences provided by television, travel and the internet.
- specific aspects of the curriculum; English, Art, Music, Science, History, Geography and Religious Education

- helping pupils to understand that cultures are always evolving and coping with change
- extra -curricular activities
- developing the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture in the form of music, art, drama, dance, literature and faith
- providing pupils with the knowledge of and appreciation of the key features of their own cultural traditions and practices and of other major cultural groups within their own community and the wider world.
- Encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with different communities.

Evidence can be seen in a variety of ways:

Spiritual Development	Moral	Social
<ul style="list-style-type: none"> • RE Scheme of Work • Visiting Clergy and Children’s worker • Visiting our own church and other places of worship • Whole school worship and celebrations of Christian values • Star of the Week/ Achievement celebrations • Outdoor learning • Residential visits • Key Christian festivals • Nurture groups • Time to reflect upon learning and experiences • Writing of prayers and sharing of thoughts – pupil’s questions are valued, they are encouraged to ask Why, how, where, what? • Christian music used to create 	<ul style="list-style-type: none"> • Regular reviews of behaviour • Nurture groups as required • Celebration of children’s achievements • Anti-bullying, playground peacemakers • Esafety teaching – shared with all stakeholders • Whole school worship and explicit discussion of Christian values. • Circle times • School Council, Y6 leadership roles, Sports ambassadors • Fundraising and charitable giving. • Choir – community/ local groups and nursing homes. • Children are listened to – they have their say, self, expression. • Care/respect for environment and 	<ul style="list-style-type: none"> • Pupil groups • Residential visits • Educational visits • Lunch time clubs and after school clubs • Music tuition • Participation in Music events • Transition Visits • Big Buddies • Participation in charity events • Participation in sporting events. • Sex and relationships education within a Christian context • DAart

<p>calm as well as celebration</p> <ul style="list-style-type: none"> • Links with Southwell – Time travelling • Sharing and discussing stories and beliefs from other major religions. • Similarities/links with differences acknowledged and respected. • Opportunities to explore what excites and moves us. • Celebration of richness and diversity of our world. • Awareness of interdependence of people on each other and the inter-connectiveness of life. • Encouragement to carry through tasks with enthusiasm and vigour even if they seem to be a struggle. 	<p>living things – green guardians</p> <ul style="list-style-type: none"> • Promotion of honesty and respect. 	
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