



## Codicote C of E Primary School

### Policy for Spiritual, Moral, Social and Cultural Education

This policy was written in July 2019 in consultation with School Staff.

#### “Everyone Shall Know Success”

**Psalm 20:4 May he grant you your heart's desire and fulfil all your plans!**

At Codicote C of E Primary School we are committed to ensuring that all children are given the opportunities they need to develop the academic, social and emotional skills they need to be successful today and for the future. We recognise that the development of pupils, spiritually, morally, socially and culturally plays a significant part in this and so provide an education, within a Christian context, which provides children with opportunities to explore and develop their own values and wider British values, whilst recognising that those of others may differ.

#### **Definitions:**

**Spiritual development** focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.

**Moral development** means exploring, understanding and recognising shared values and considering the issues of right and wrong.

**Social development** involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

**Cultural development** enables learner's to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

#### **Spiritual development**

##### **Aims**

To develop in each child:

- A sense of self-worth stemming from the recognition that they are created in the image of God.
- A sense of being in relationship with others and a growing understanding of what it means to belong to a community.
- An involvement with others in the wider world and an appreciation of difference and diversity.
- A response to the distinctive ethos of a Church school and the content, language and symbolism of the Christian faith as a way of understanding our meaning and purpose in life.

- A willingness to explore Christian beliefs and values through a knowledge of Bible stories and Christian teaching in order that these might become a firm foundation for life.
- The ability to reflect upon experiences of awe, compassion, beauty etc
- The ability to realize that experiences of disappointment, failure and loss can be occasions for spiritual growth and development
- A capacity to value the natural world and a commitment to care for creation
- A willingness to explore the ultimate questions and mysteries of life.

### **Approaches to developing these aims:**

We identify ways in which all areas of the curriculum can support the children's spiritual development and are aware of these when planning the curriculum.

- We seek to foster spiritual capacities, eg. imagination, insight and empathy.
- We allow children the opportunity to explore and express feelings and emotions.
- We provide opportunities for prayer including silence and stillness.
- We share feelings and experiences that foster hope and joy, reassurance and encouragement.
- We encourage children to develop relationships based on the Christian values of love, forgiveness and trust, in accordance with the school's core values.
- We support children in making the links between biblical values the life of the school and the wider community.
- We provide opportunities to reflect on, consider and celebrate the wonders and mysteries of life

## **Moral Development**

### **Aims**

- To be able to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- To understand the consequences of their actions
- To gain the confidence to cope with setbacks and learn from mistakes.
- To be interested in investigating, and offering reasoned views about, moral and ethical issues

### **Approaches to developing these aims:**

- We provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- We promote racial, religious and other forms of equality
- We give children 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
- We provide an open and safe learning environment in which children can express their views and practice moral decision making
- We reward expressions of moral insights and good behaviour
- We recognise and respect the codes and morals of the different cultures represented in the school and wider community
- We encourage children to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models

of moral virtue through the curriculum and in Collective Worship; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

## **Social Development**

### **Aims**

To be able to:

- use a range of social skills in different contexts, including working and socialising with children and adults from different religious, ethnic and socio-economic backgrounds and of different ages.
- adjust to a range of social contexts by appropriate and sensitive behaviour
- relate well to other people's personal qualities
- work successfully, as a member of a group or team, including sharing views and opinions with others
- resolve conflicts maturely and appropriately
- show respect for people, living things, property and the environment
- take responsibility
- understand how societies function and are organised in structures such as the family, the school
- understand the notion of interdependence in an increasingly complex society

### **Approaches to developing these aims:**

- 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 experiences to reinforce our values as a school community – for example, through Collective Worship, residential experiences, class assemblies
- 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 and an awareness of others' needs
- 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

## **Cultural Development**

### **Aims**

- To develop awareness of the diversity of other cultures both within modern Britain and throughout the world and to celebrate our cultural identity.
- To be able to reflect on important questions of meaning and identity
- To develop a curiosity in exploring the relationship between human beings and the environment

### **Approaches to developing these aims:**

- Extending children's knowledge and use of cultural imagery and language
- Encouraging children to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents
- Providing opportunities for children to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance through WOW days and working with partners in other schools
- Providing trips, visits and activities which build and develop a cultural reference point for all children
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration roles and responsibilities within the school.

### **Through our broader SMSC teaching**

All aspects of the school day, from Collective Worship, through playtimes and in social interaction around the school are recognised as opportunities for children to develop and practise the skills, knowledge and understanding we are promoting.

Curriculum areas contribute to a child's spiritual, moral, social and cultural development and opportunities are planned in each area of the curriculum. Belief values, principles and spirituality are explored across the curriculum. The integrity and spirituality of faith backgrounds are respected and discussed at a level appropriate for the age of the children.

Adults model and promote socially responsible behaviour, treating all as valuable individuals and showing respect for pupils and their families and stakeholders. Children learn to differentiate between right and wrong and the impact of their actions on others. They are encouraged to value themselves and others.

Through classroom activities and dialogue in the wider curriculum we give children opportunities to share their achievements and successes with others, talk about their personal experiences and feelings and speak about difficult events.

### **Links with the wider community**

- Partnership with St.Giles Church, the wider church and community
- Parents and families
- Partnership with other schools, the Hitchin Partnership and diocesan family of schools
- Community groups including local retirement homes

### **Monitoring and Evaluation**

This policy is reviewed every two years against the stated aims of the policy or sooner in the light of external guidance.