



## CROSCOMBE C of E (VA) PRIMARY SCHOOL

# SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

Croscombe is a Church of England Primary School and this policy has been written with reference to its Christian foundation.

**CROSCOMBE  
A  
COMMUNITY  
OF  
LEARNERS  
THROUGH CHRISTIAN CARE, COLLABORATION, CURIOSITY and CONTRIBUTION**

The Governors, Headteacher and Staff at Croscombe C of E Primary School believe that spiritual, moral, social and cultural development should permeate the life and work of the school.

We strive to focus on this aspect of children's development through the planning and implementation of the curriculum and ensure that it is embedded in the daily life of the school.

We aim to provide opportunities to promote pupils' spiritual, moral, social and cultural development across the curriculum. Explicit opportunities to promote pupils' development in these areas are provided in

- Religious Education
- Personal, Social and Emotional Development PSED (Foundation Stage)
- Personal, Social and Health Education (PSHE) and Citizenship at key stages 1 and 2

A significant contribution is also made by our Christian distinctiveness, our caring school ethos, effective relationships, collective worship, and other enrichment activities.

### Our understanding is that Pupils':

**Spiritual development** is the growth of their sense of self, unique potential, understanding of strengths and weaknesses, and the will to achieve. As curiosity about themselves and their place in the world increases, they develop answers to some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their spiritual wellbeing.

**Moral development** is acquiring an understanding of the difference between right and wrong, a concern for others and to act on these core understandings. They develop skills to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

**Social development** is acquiring an understanding of the responsibilities and rights of being members of families and communities (school, local, national and global), and an ability to relate to others and to work for the common good. They develop a sense of belonging and an increasing willingness to participate, together with the knowledge, skills, understanding, qualities and attitudes needed to make an active contribution in each of their communities.

**Cultural development** is acquiring an understanding of different cultural traditions and ability to appreciate and respond to aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of thinking things and curiosity about differences.



They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

Children learn British Values and discuss their application in their own lives.

### **Rationale**

In our Church of England School the ethos is founded on Christian values and in particular on the unique capacity and worth of each individual. Spiritual, moral, social and cultural development is taught through all subjects of the curriculum. It supports all areas of learning and contributes 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.

### **Aim: To promote spiritual, moral, social and cultural development of our pupils in ways appropriate to their age and development**

#### **Spiritual Development**

In order to develop the spiritual aspects of a pupil's life the school will provide opportunities for pupils to:

- Develop a sense of wonder, awe, mystery and joy;
- Consider their own feelings, likes and dislikes;
- Develop personal beliefs and values and learn to respect the beliefs and values of others;
- Show insights into deep questions about life, change and death;
- Recognise, question and value spiritual feelings;
- Listen and reflect.

#### **Moral Development**

In order to develop the moral aspects of a pupil's life, the school will provide opportunities for pupils to:

- Understand and experience the moral dimension of the Christian faith;
- Develop a sense of right and wrong;
- Develop self esteem and take responsibility for one's own actions;
- Be aware of the needs of others;
- Reflect on moral principles.

#### **Social Development**

In order to develop the social aspects of a pupil's life, the school will provide opportunities for pupils to:

- Develop skills such as co-operation, collaboration, responsibility, teamwork and initiative;
- Understand and experience the rights and responsibilities of individuals within the social setting;
- Recognise the need to live harmoniously in society;
- Communicate effectively with others;
- Engage in activities which benefit others.

#### **Cultural Development**

In order to develop the cultural aspects of a pupil's life the school will provide opportunities for pupils to:

- Value their own cultural roots, interests and achievements;
- Learn from other cultures;
- Engage in discussions on different cultural practices and lifestyles;
- Communicate knowledge about their own culture and practices (including British Values).

#### **Principles of Teaching and Learning**

Spiritual, Moral, Social and Cultural development will be achieved through the whole curriculum which includes the subjects taught and the activities and experiences which make up the broader curriculum.

**Putting SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT into practice**

Ways in which we currently encourage growth in these areas include:

- Celebration assemblies
- Opportunities for partner, group and team work
- Promoting creativity within the curriculum
- Quiet times for thought and reflection, including stilling activities in class and at assembly time
- Encouraging response to stimuli through discussion and creativity
- Exploring feelings and emotions within class, at assemblies and in Circle Time
- Behaviour policy promoting responsibility and the acceptance of consequences but making provision for reparation of relationships
- Promotion of self-respect and respect for others through curricular themes and discussion;
- Provision of an environment where individual differences are accepted
- Fund raising for charities
- Valuing and displaying work by all
- Collective worship
- Visits to the church for worship and activities within the context of the Creative Curriculum
- Visits from clergy and lay members of the church and representatives from other faith groups
- Day and residential visits
- Community Learning Partnership (CLP) with shared activities
- Working with our Federation Partners and other schools

**The Building Blocks of SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

Ways in which we shall continue to develop growth in these areas:

**Religious Education:** developing children's inner life by participating in times of stillness and reflection when looking at religious texts, ideas, stories, religious beliefs

**Art:** reflecting on artists' work and investigating art from a variety of cultures

**Literacy:** use written text to develop understanding of the world, other people and themselves; reflect on texts and the feelings experienced as a response

**History:** develop a sense of empathy and enquiry when exploring studying past societies and events

**Geography:** stress that there should be equality of people in the world; understand the vastness of the world and its finite resources

**ICT:** understand the effect that technology has on the way communication takes place, and in particular the awareness of safeguarding principles when 'Cyber-communicating'

Signed:..... Chair of Govs

Signed:..... Headteacher

Date of adoption: 2018

Date of Review: 2020