

# SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

## Ethos

St Peter's is a Church of England, Voluntary Aided Infants' School where the ethos is founded on Christian values and beliefs and in particular on the unique capacity and worth of each individual. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values.

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 taught through and supports all subjects of the curriculum and in particular Religious Education (RE) and Personal, Health and Social Education (PHSE). 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 can enrich the individual's appreciation of life's experiences and their relationships with others.

## SPIRITUAL DEVELOPMENT

### Definition

Spiritual development relates to that aspect of inner life through which pupils acquire insights into their personal experience which are of enduring worth. It is about our response to issues like the beauty of the natural world, death and suffering and our encounters with good and evil. 'Spiritual' is not synonymous with 'religious', all areas of the curriculum may contribute to pupils' spiritual development.

### Aims

- to encourage the development of insights, principles, beliefs, attitudes and values which guide and motivate us
- to develop an understanding of feelings and emotions which causes us to reflect and to learn
- to give an opportunity for all pupils to develop a recognition that their insights, principles, beliefs, attitudes and values influence and inspire them in life

### The School promotes Spiritual Development through:

- offering opportunities to discuss matters of personal concern such as love, friendship, emotions, growing up, and major concerns of life, death and resurrection
- encouraging children to learn to listen and to respect each other
- providing quiet moments for thinking and reflection
- providing a stimulating and challenging environment which encourages enquiry and appreciation of the natural world, the creative man-made world and of human endeavour and achievement
- offering opportunities to appreciate stories, poems and visual arts and to experiment in expressing themselves through drama, dance and song
- building self-confidence through positive experience, encouragement and praise
- encouragement to explore the environmental issues and to care for the environment

## MORAL DEVELOPMENT

### Definition

Moral development is about the codes and boundaries that society sets and about the way in which each individual begins to frame and advance their own standards, attitudes, judgements, values and behaviour. We develop a framework of moral values which regulate personal behaviour through teaching and example.

## **Aims**

- to extend pupils' knowledge and understanding of the range of accepted values in society
- to develop relevant skills and attitudes, such as decision-making, self-control, consideration of others, having the confidence to act in accordance with one's principles and thinking through the consequences of actions

## **The School promotes Moral Development through:**

- encouraging respect of other people and their property
- expectations of the standard of behaviour in the classroom and playground and encouragement to develop self-control and discipline
- offering opportunities to discuss moral issues, such as right and wrong, fairness and bullying
- discussing unacceptable actions with the child/ren concerned in order to create an understanding and tolerance
- providing a space and forum to make reasoned and responsible judgements about how we should share school life
- encouraging children to question, reason and listen in order to establish their own understanding and boundaries. This is approached through Personal, Health and Social Education, assemblies and circle time.

The partnership between home and school is considered important in working towards a consistent approach to all moral issues.

## **SOCIAL DEVELOPMENT**

### **Definition**

Social development is about the quality of our relationships and how that defines the kind of people we are. To be able to participate effectively in social life is vital to our well being and that of the communities we belong to. These communities are not only defined by the spaces we live in but also by the prevailing ideals and values and by the codes and structures for living together.

### **Aims**

- to encourage pupils to act responsibly
- to encourage pupils to show initiative
- to develop an understanding of living in a community

## **The School promotes Social Development through:**

- offering experiences of community on various scales including families, units in which they live, locally, nationally and globally.
- creating a social community that offers a model for living and working together and providing opportunities to belong to a larger group.
- providing opportunities to exercise responsibilities through school council, 'buddies' etc, both in the classroom and in the playground
- the grouping of children in the classroom to give them opportunities to work co-operatively and responsibly and to develop leadership qualities
- encouraging the development of skills and personal qualities needed for living effectively in a multi-racial and multi-cultural society

## **CULTURAL DEVELOPMENT**

### **Definition**

Cultural development is giving the opportunity for pupils to recognise, explore and understand their own cultural assumptions and values. It enables them to understand cultural diversity by bringing them into contact with attitudes, values and traditions of other cultures. Cultural development gives pupils an understanding of their own culture and a sense of identity.

### **Aims**

- to enable pupils to recognise, explore and understand their own cultural assumptions and values
- to enable pupils to embrace and understand cultural diversity
- to encourage a historical perspective by relating contemporary values to the processes and events that shaped them

### **The School promotes Cultural Development through:**

- providing opportunities for pupils to explore their own cultural assumptions and values
- recognising and nurturing particular gifts and talents
- providing opportunities for pupils to participate in literature, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- developing partnerships with outside agencies and individuals to extend pupils' cultural awareness such as French, visits to museums, curriculum topics such as Rainforests
- reinforcing the schools cultural values through displays

*Approved: 22 November 2012*

*Next Review: Summer 2014*