
Spiritual, Moral, Social and Cultural Development Policy



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The March Church of England Primary School
Spiritual, Moral, Social and Cultural Development Policy

Introduction

As part of a broad and balanced curriculum, schools are required to promote the spiritual, moral, social and cultural development of pupils at the school and of society. Included in this is the expectation that schools will actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. This document sets out how The March C E Primary School meets these requirements guided by the principles in our Mission Statement.

Spiritual Development

At The March we believe spiritual development is a lifelong process, a journey rather than steps to be climbed. Therefore our aim is for pupils' spiritual development to be embedded in every aspect of the life and work of the school.

Through spiritual development, our objective is for pupils to be enabled:

- o to think about themselves, how they relate to other people, and to the wider world in which they live;
- o to reflect beyond and within themselves on God's creation and the precious nature of human existence;
- o to develop a greater self awareness and self esteem;
- o to encounter a sense of awe, wonder and mystery and,
- o to experience opportunities for creativity, freedom, imagination and response.

To achieve these aims and objectives, activities take place within the life and work of our church school which:

- o provide a safe and secure environment in which all pupils feel they are valued for the unique contribution each one of them can make;
- o encourage and promote participation in the life of the school in was that contribute to the well being of everyone;
- o ensure that pupils can express their beliefs, experiences, insights and feelings without a fear of ridicule, knowing that their ideas matter and are taken seriously;
- o respect the rights of pupils who do not wish to discuss personal or sensitive issues and enable pupils to share what they have in common and to celebrate their differences.

Spiritual Development across the curriculum:

It is important there is evidence of spiritual development across the curriculum and that there are opportunities which make spiritual development more explicit in the teaching and learning process.

For example:

- o develop the pupils' capacity for critical and independent thought
- o foster the emotional life of individual pupils, particularly with regard to the experience and expression of their own feelings
- o provide opportunities for the expression of imagination, inspiration, insight, empathy and understanding
- o promote opportunities for moments of stillness, silence and reflection
- o explore issues concerned with the value and nature of human life
- o provide opportunities when pupils can reflect upon the inspiring quality of the world and focus on the power of nature or the creative imagination of human beings

Moral Development

At The March we believe moral development as an educational process concerned with developing the pupils' ability to make judgements about how they should behave and act; learning to distinguish between 'right' and 'wrong' and helping them to understand the reasons for their behaviour and the consequences of their actions; developing a sense of personal identity; having an awareness of the moral traditions of others; and preparing our pupils for life as adults who will have to make choices and decisions in an ever changing world.

We aim to promote moral development through the promotion (and rejection) of the following moral values alongside our Christian values and the British value for the rule of law:

- o moral values we promote: telling the truth, keeping promises, respecting the rights and properties of others, helping those less fortunate and weaker than ourselves, taking personal responsibility for one's actions, self discipline
- o moral values we reject: bullying, cheating, deceitfulness, cruelty, irresponsibility, dishonesty, any form of racial, religious or gender discrimination

Our objective is for pupils to develop skills and qualities necessary to act on day to day situation such as being able to:

- o make decisions
- o reflect upon and change personal behaviour
- o resist peer pressure
- o show love, respect, caring and concern for self, others and the environment
- o challenge behaviour such as dishonesty, injustice, discrimination and the misuse of power

Moral Development across the curriculum

It is very important at the March that we explore the moral implications of the subject matter of the curriculum, encouraging pupils to develop a personal view on the ethical issues raised in lessons. Teachers must take a clear and consistent stand when dealing with questions of morality to promote a strong ethos and tone; great care must be taken when dealing with controversial issues to avoid the possibility of indoctrination.

Opportunities for moral development can be provided throughout the curriculum when people are:

- o treated positively and with respect
- o helped to know about and have opportunities to consider the core values which underpin the ethos of the school
- o encourage to develop skills of listening and decision making with regard to moral issues
- o make aware of moral dilemmas facing individuals and groups within society and the difficulties which may be encountered in the resolution of such dilemmas
- o helped to recognise the importance of taking personal responsibility for their actions and the consequences

Social Development

Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities - local, national and global - and an ability to relate to others, and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate.

Through social development our pupils will be enabled to relate to others and respect differing viewpoints and ideas; to participate fully and take responsibility in the classroom and around the school; to use appropriate behaviour in a range of situations; to engage successfully in partnership with others; to exercise personal responsibility and initiative; to understand that, as individuals, we depend on family, school, church and society.

To achieve our aim, activities take place within the life of The March which allows the pupils to:

- o share emotions - love, joy, anguish, fear, reverence, etc
- o show sensitivity to the need and feelings of others
- o work as part of a group
- o interact with others in contacts outside of school - sporting events, visits, church services
- o develop an understanding of Citizenship and to experience being part of a whole caring community including school, town/village and church
- o show care and concern for others by sharing and taking turns
- o realise that there are things that each person can do well

- o celebrate success and give support when things are not going so well
- o be able to cope with failure

Social Development across the curriculum and beyond:

Social development offers opportunities within the curriculum, within RE, Worship and PSHCE and beyond the formal curriculum. For example:

- o Curriculum - listening to the viewpoints and ideas of others, taking responsibility within the classroom, school and/or grounds as a monitor or helper, becoming a buddy to a new arrival, a less popular child or with younger pupils and contributing fully and positively to performances, sporting activities, educational and residential visits, church services
- o RE, Worship, PSHCE - identifying and supporting opportunities for fund raising and charity work, becoming a school councillor or class representative such as on the faith council, taking responsibility within RE and Worship - as participant, monitor or helper
- o Beyond the formal curriculum - welcoming or giving thanks to visitors when making a visit or when making a visit, becoming a playground leader, supporting and enhancing the play of other or being available to those who are lonely or hurt

Cultural Development

The cultural development of children and young people is primarily concerned with the exploration of worldwide landscape which engenders an understanding and tolerance of different cultural perspectives and enriches the meaning and purpose of life. It relates to the development of attitudes, beliefs, feelings and emotions which enable pupils to share what they have in common and to celebrate their differences in a culturally diverse world.

In church schools, the cultural development of children and young people should be promoted within the context of the Christian ethos of The March School. It should be evident in acts of worship, in RE and across the whole of the curriculum.

Through cultural development we aim for pupils to be enabled:

- o to think about themselves, how they relate to other people and the wider world in which they live
- o to gain a knowledge and understanding of their own culture and traditions
- o to experience opportunities for exploring beyond their own cultural traditions and broadening their cultural horizons and aspirations
- o to reflect beyond and within themselves on God's creation and the diverse nature of humanity
- o to recognise the importance of love and understanding in the Christian faith and of the developing attitudes which challenge intolerance, prejudice and injustice

Cultural Development across the curriculum

There are many ways in which teachers can promote the cultural development of their pupils in the classroom. For example: looking at festivals and celebrations, customs, clothes, food, religious beliefs, special books, worship, ceremonies, buildings, life styles, music, stories, dance and expectations.

Teachers can use contemporary experiences in the lives of the pupils; the school and the community together with the teaching of world faiths and the lives of individuals, to provide opportunities for:

- o exploring cultural responses to human questions - including questions of identity, meaning, value, ethics and destiny such as: Who am I? Where have I come from? Where do I belong?
- o understanding cultural influences on the individual - including religious, social, aesthetic, ethnic and political dimension
- o expressing meaning - including the use of symbols, artefacts, the arts and community
- o building community - this will include the community of friends, or of the school or of the wider community
- o developing respect and appreciation of diversity - in terms of culture, this will include the development of sensitivity to their own and others' feelings, history, symbols and forms of expression, the awareness of the varied needs and the interests of people and a commitment to challenging prejudice, discrimination and intolerance

Links with the wider community

The March has close links to the communities of Westhampnett and Oving village and close ties to the Church and Diocese, and has a tradition of participation in the life of the local and wider community. These links foster an attitude of care and concern in pupils, who commit themselves readily to such activities as fund raising for the school's nominated charities, supporting the Friends fundraising events and collecting harvest gifts for those in need. The March is closely linked to St Peter's Parish, clergy and members of the church community are in school weekly to lead and share in collective worship, annual celebrations and regular church services.

A wide range of both volunteers and professionals are welcomed into the school from parent helpers and readers, through members of the emergency services and leaders of other faiths.

The school chooses to allow the local community to use its facilities outside of school hours, provides wrap around child care, facilitates sporting and provides a place for Sunday School for the community church.

Resources

The school provides a range of resources expressing the diversity of cultures in our school and wider community. Literacy texts, art, music, religious artefacts and the use of a foreign language reflect the school's aims of giving access to cultural diversity in

the teaching of the curriculum. Residential trips, special focus days, educational visits and specialist visitors offer particular opportunities for the aims of SMSC aims to be pursued.

Monitoring and Evaluation

The provision of Spiritual, Moral, Social and Cultural Development at The March C of E Primary School is monitored by the SMSC subject leader in liaison with the Headteacher and Governing Body.

This policy will be reviewed at least every three years.

Signed:

Date:

