Policy for Spiritual, Moral, Social and Cultural Development

To be read in conjunction with the following policies:
Collective Worship, RE, PSHCE

Last Approved by Governing Body :

Date of next review :

Mission Statement

With God's love at our roots, we will nurture and guide every unique individual to grow in a caring and secure Christian environment."

Aims

At St Anne's, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements. We feel that it is important to draw upon our shared Christian Values and British Values to accept and learn from our differences and to have an understanding of our interdependence with all people.

Our school is a place where all people are respected and treated equally.

Our philosophy is simple: respect and value yourself, others and the world around you.

In our school we want to see :

- A hive of activity
- People glad to be there
- A sense of purpose and well-being
- Confident and respectful relationships
- A sense of openness.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility. The school will help the children to develop an inner discipline and will encourage pupils to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as during our collective worship and specific PSHE, RE and P4C activities.

Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen across the school and during Collective Worship. Children are given opportunities to reflect upon the meaning of spiritual experiences. There are spaces for children to explore quiet personal reflection and prayer across school: reflections areas in classrooms and the Peace Garden.

Examples of experiences commonly regarded as spiritual include:
- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness.

The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals. These can occur during any part of the school day, e.g. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, taking part in philosophical discussions etc.

Moral Development

At St Anne's, we believe that a morally aware pupil will develop a wide range of skills. These can include the following:
- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures.
- Develop an ability to think through the consequences of their own and others' actions.
- Have an ability to make responsible and reasoned judgements.
- Ensure a commitment to personal values.
- Have respect for others' needs, interests and feelings, as well as their own.
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience.

Our school develops pupil moral development by:
- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.
- Promoting racial, religious and other forms of equality.

- Giving pupils 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.
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making.
- Rewarding expressions of moral insights and good behavior;
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.
- Encouraging pupils 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 literature, humanities, sciences, arts, P4C sessions and assemblies.
- Reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided.

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

Social Development

At St Anne's, we recognise that pupils who are becoming socially aware are likely to be developing the ability to:
- Adjust to a range of social contexts by appropriate and sensitive behavior.
- Relate well to other people's social skills and personal qualities.
- Work successfully, as a member of a group or team.
- Share views and opinions with others.
- Resolve conflicts maturely and appropriately.
- Reflect on their own contribution to society.
- Show respect for people, living things, property and the environment;
- Exercise responsibility.
- Understand how societies function and are organised in structures such as the family and the school.
- Understand the notion of interdependence in an increasingly complex society.

Our school develops pupil social development by:
- 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 assemblies, team building activities, off site visits and school productions.
- 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.
- Monitoring in simple, pragmatic ways, the success of what is provided.

Cultural Development

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art, P4C and many other curriculum areas.

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:
- An ability to reflect on important questions of meaning and identity.
- An interest in exploring the relationship between human beings and the environment.

Our school develops pupils' cultural development by:
- Extending pupils' knowledge and use of cultural imagery and language.
- Encouraging them to think about special events in life and how they are celebrated.
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.
- Reinforcing the school's cultural links through displays, posters, etc, as well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits.
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum. Religious Education encourages an understanding and respect for those who hold different beliefs from their own. It gives pupils the opportunity to develop their own beliefs and values and allows them to respond to stories, artefacts and places of worship.

Collective Worship provides the opportunity to experience times of mental and physical stillness and the chance to regularly experience a time when they can be receptive to their inner world of thoughts, feelings and imaginings and to reflect upon them. Our pupils also consider the value of prayer and worship and experience a sense of community.

<u>The Ethos of our school</u>

This can be reflected in the following ways :

- The celebration of individual and collective success
- Ways in which the school helps pupils deal with conflicts, grief and difficulties
- The values and attitudes promoted
- The school culture
- The extent to which pupils believe they are listened to
- The staff`s attitude towards pupils and each other
- The pupil`s attitude towards staff
- The extent to which bullying is treated with the utmost seriousness
- The ways that pupils interact in the playground
- Attitudes towards visitors
- How pupils from different cultures integrate
- The management of pupil`s behaviour
- Systems for rewards and sanctions
- Home/School links.

<u>Teaching and Learning Strategies</u>

Spiritual, Moral, Social and Cultural Development can be promoted when there are opportunities for :

- Active learning
- Questions about meaning, purpose and value
- Consideration of ultimate questions
- A personal response to what is being said
- A chance to build pupils` self-esteem
- Pupils to communicate with staff formally and informally about their concerns
- Pupils to talk, question and debate with each other
- Times of stillness and quiet reflection
- The suspension of lessons to address matters of pressing concern e.g. a death, going to war etc.

Equal Opportunities

Provision is made for all children regardless of ability, disability, additional needs, medical conditions, gender, faith or ethnicity and reasonable adjustments are made in a range of ways. All children have a right to be treated equally and the school will take measures against those who do not abide by this ethos.

Monitoring and Evaluation

Policy and practice is monitored and evaluated on a regular basis. Monitoring may take the form of lesson observations, planning and book scrutiny, questionnaires, discussions with children or learning walks. Feedback will be given to all staff along with recommendations to inform future policy and planning.
The school leadership team have a responsibility to ensure the policy is embedded into the school provision and report to governors on the effectiveness of the policy.