

Linton CE Infants where happiness and achievement go hand in hand

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Linton CE Infant School

Policy for:

**Spiritual, Moral, Social and Cultural
Development**

Agreed by: TTV (date)

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The staff and governors at Linton C.E. Infant school provide an environment where children and all school members can be happy, healthy and safe and achieve their full social and intellectual potential.

We do this by:

- creating a caring, Christian environment,
- creating happy, stimulating and exciting opportunities for learning,
- developing positive relationships based on respect of self and others,
- supporting a creative approach to personal development and growth.

We work in partnership with parents and our community to fully equip children for their future

Definition

Spiritual, Moral, Social and Cultural development occurs through the growth of a value system based on affirmative relationships, which enables choices to be made within a framework that recognises the unique importance of every person and the responsibilities we all have towards others. It also occurs through reflection, finding meaning through our experiences, valuing a non-material dimension to life and finding a purpose and meaning of life itself. Our philosophy about the personal characteristics children need to develop as effective learners, and as contributing members of a Christian community that embraces everyone, is enshrined in our core values.

Principles

The values and principles which underpin the life of our school must be made clear and agreed with staff, children, parents and governors, because we all influence the spiritual, moral, social and cultural climate of our school.

Our basic values take several forms

- Whole school values – unity, forgiveness, friendship, respect, joy, love, trust, hope, understanding, resilience and courage
- **British Values- democracy, individual liberty, rule of law, respect and tolerance**
- Communal relationships – respect for the needs of all and ability to interact with each other
- Fundamental ideals – recognising the value of individuals, celebrating diversity and differences
- Educational values – the pursuit of truth, developing everyone's potential
- Good working practices – co-operation, care of property
- Organisational – punctuality, good communications

Spiritual, Moral, Social and Cultural Development is crucial for individual pupils and it is crucial for society as a whole. We believe it is the heart of what education is all about - helping pupils grow and develop as people, including what it means to be British.

It is an expectation at our school that all staff, in all subjects, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the taught curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle time etc.

The importance of relationships between all school staff, parents and governors is crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all pupils.

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General Aims for Spiritual, Moral, Social and Cultural Development

We aim:

- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- To prepare pupils for the opportunities, responsibilities and experiences of adult life
- To promote respect and consideration for differences in gender, race, religion
- To help each pupil achieve their full potential across all areas of the curriculum
- To develop the individual strengths of all pupils and to help and provide support in areas for development
- To inspire and stimulate the pupils in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills
- To help our pupils towards independent learning and to equip them with the necessary life skills in order for them to take their place in a fast changing society
- To ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum
- To develop respect for religious and moral values and understanding of other races, religions and ways of life
- To help the pupils understand the world in which they live **including what it means to be British**
- To develop a sense of responsibility, consideration for others, self respect and self confidence
- To promote good relationships between home, school and the local and wider communities

Spiritual Development

A definition of spiritual development

Spirituality refers to a highly personal exploration of experience in terms of how we construct our sense of identity and place in the world. This is sought through reflection and searching for explanations. Spiritual development involves an awareness that there is something more to life than meets the eye, more than the material, more than the obvious; something which induces awe and wonder. Within the context of our church school we include within this the discovery of God the Creator, of an "inmost being" and of the wonder of the environment, awareness of self, others and the world.

Aims

We aim to provide opportunities to enhance spiritual development across the curriculum which:

- Develop the ability to use all one's senses;
- Promote an awareness and enjoyment in using imaginative potential;
- Develop individual self-confidence and awareness through the expression of inner thought in a variety of ways;
- Allow pupils to appreciate the role of stillness and silence in different faith traditions;
- Encourage pupils to recognise the value of relationships and that every person is an individual of worth;
- Develop an acknowledgement and awareness of the principles and values by which we live;
- Provide opportunities for the expression of imagination, insight, empathy and understanding;
- Promote opportunities for stillness, silence and reflection;
- Foster the development of emotional intelligence;
- To encourage the search for meaning, the quest for learning and the joy of life.

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In order to achieve these aims the following aspects of spiritual development will be explored in religious and humanistic contexts:

- **Self-awareness**
All humans need to be aware of, and acknowledge, their inner life of thoughts, feelings and emotions. What does it mean to be human? This is an important part of developing self-respect, a sense of identity and self-worth. In turn, this enables us to value and respect others.
- **Forming relationships**
An important part of personal growth is being able to develop relationships with others, recognising them as people of worth and value. This includes developing a sense of community and social relationships.
- **Asking ultimate questions**
This is the search for meaning and purpose of life. It involves asking questions such as "Why me?" in times of suffering, or "What happens when we die?" The youngest children often ask the most profound questions of this type, and deserve to be taken seriously when they do so. It is important that this area of reflection and challenge is encouraged, not stifled.
- **Uncertainty, awe and wonder**
In historical and spatial terms each individual is significant. An awareness of one's place in the world enables a person to live with natural doubt and uncertainty and encourages the search for meaning of life. When faced with eternity and infinity, or the wonders of the natural world and human achievements, feelings of awe and wonder are also a natural response. This may include experiencing feelings of transcendence, which give rise to belief in the existence of a divine being. It may also encourage a belief in ideals and possibilities of transcending one's present experience of the world (e.g. by adopting and supporting specific causes).
- **Beliefs and values**
This is the search for and development of personal beliefs and values, which may or may not be shared with other members of the community. This, naturally, may include development of a faith commitment.
- **Creativity**
This is the exercising of the imagination or intuition and insight so as to express one's innermost thoughts and feelings, often through the creative arts.
- **Feelings and emotions**
The sense of being moved by kindness or beauty or being hurt by hatred and injustice, should bring a growing awareness of when it is important to control feelings and emotions.

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith, however within our school this will be steeped in the Christian Faith, and spiritual development is therefore accessible to everyone.

What are the outward signs of a "spiritually developed" person?

We might observe (Inner life);

- Engaging in activities which involve listening, reflecting, puzzling or searching for the truth;
- Developing an understanding of their own feelings, likes and dislikes;
- Developing personal beliefs and values;
- Showing insights into deep questions about life, change and death;
- Engaging in prayer or worship.

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We may also observe (Outward expression)

- Engaging in activities which involve questioning, valuing, creating, envisioning, empathising and imagining;
- Immersing themselves in constructive work, sacrificing immediate self interest;
- Developing an understanding of their relationships with those near and far;
- Enjoying exploring diversity and difference;
- Being involved in a faith community.

Moral Development

Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. At Linton CE Infant School we work towards an understanding of what is right and wrong. From this basis pupils may develop the ability to make judgements and to become increasingly responsible for their own actions or and behaviour. In the context of our church school we include the teachings of Jesus, moral codes, a foundation stone on which pupils can make decisions and build their lives.

Aims for Moral Development

- To understand the principles lying behind decisions and actions
- To be able to distinguish between right and wrong
- To be able to make decisions, accepting and understanding consequences of their actions
- To move gradually through a 'taught morality' to taking responsibility for their own moral decisions

Objectives for Moral Development

- To tell the truth
- To respect the rights and property of others
- To help others less fortunate than themselves
- To be considerate to others
- To take responsibility of own actions
- To exercise self discipline
- To develop high expectations and a positive attitude
- To conform to rules and regulations to promote order for the good of all

What are the outward signs of a "morally developed" person?

Such a person may be observed:

- Coping well with difficulties- practical and emotional;
- Expressing their moral values;
- Showing an understanding of their rights and responsibilities and those of others;
- Showing an understanding of the principles of equality of opportunity;
- Helping others;
- Taking note of others' needs;
- Recognising what may be done for others.

Social Development

This enables pupils to become conscientious participants in their family, class, school, the local and wider community. Within this there should be a balance of the positive, satisfying elements of belonging to a group

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or society along with the demands, obligations and cooperation such membership requires. At Linton CE Infant school we include this to mean an understanding of what it means to live in a Christian community.

Aims for Social Development

- To relate positively to others
- To participate fully and take responsibility in class and school
- To use appropriate behaviour across a range of situations
- To work cooperatively with others
- To use own initiative responsibly
- To understand our place in our family, school and society

Objectives for Social Development

- To share emotions such as love, joy, hope, anguish, fear and reverence
- To be sensitive to the needs and feelings of others
- To work as part of a group
- To interact positively across a range of situations, e.g. clubs, sports activities, visits, church services, music festivals etc.
- To develop an understanding of citizenship and to experience being a part of a caring community
- To show care and consideration for others e.g. sharing and turn taking
- To realise that every individual can do something well and have something to offer

What are the outward signs of a "socially developed" person?

Such a person may be observed:

- Asking appropriate questions;
- Sharing;
- Taking turns;
- Showing tolerance;
- Helping others;
- Listening;
- Showing forgiveness;
- Showing an interest in and valuing others;
- Competing fairly;
- Responding positively to learning opportunities;
- Communicating constructively with others;
- Working together collaboratively and co-operatively;
- Taking on responsibility;
- Showing respect for their environment;
- Showing decision making skills;
- Showing initiative;
- Participating in community events.

Cultural Development

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others. This includes an understanding of Christianity as a worldwide, multi-cultural faith; as well as an understanding of other faiths and cultures.

Aims for Cultural Development

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- To develop a sense of belonging to pupils' own culture and being proud of their cultural background
- To respond to cultural events
- To share different cultural experiences
- To respect different cultural traditions
- To understand codes of behaviour, fitting to cultural tradition
- To develop a balanced approach to retaining the traditions of our Christian society, whilst perceiving in a positive light the contribution of other cultures, past and present

Objectives for Cultural Development

- To develop an awareness, recognition and appreciation of the Arts, i.e. Music, Art, Drama, Literature etc.
- To develop a love for learning
- To develop an understanding of different cultures and beliefs, including Christianity
- To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond
- To develop the ability to value these independently

What are the outward signs of a "culturally developed" person?

Such a person may be observed:

- Showing empathy for others;
- Recognising similarities and differences;
- Treating others as they would like to be treated;
- Appreciating others' points of view;
- Showing positive self identity and self- esteem;
- Stepping out of their comfort zone;
- Recognising stereotypes and generalisations;
- Being able to compare ideas, methods and approaches used in different traditions;
- Enjoying exploring cultural diversity.

SMSC within our Curriculum

At Linton CE we strongly believe that children learn through connections so many of the subjects are taught through a cross curricular approach. Our teaching and learning policy identifies that the key principles of PSHE, RE and SEAL should run like a core through all our learning. Therefore our creative curriculum enables the exploration of deeper issues, such as, is stealing wrong? Is it okay to always win? Or should we go on an adventure and take a risk or stay on and be safe? It contextualises deeper issues for children, giving opportunities to reflect, explore and develop their ideas and beliefs. It also allows them to contribute and develop ideas as a group.

It is the responsibility of every curriculum leader to indicate how s/he understands the term "spiritual development" in terms of teaching content and classroom strategies. One might expect Religious Education and collective worship to lead the way, but it cannot be emphasised too strongly that if spiritual development of pupils is seen as integral to the whole curriculum then some contribution should be possible within every area of pupils' learning.

In Appendix 1 and 2 some key ideas are shared to support planning in a cross curricular way how subjects can lend itself to spiritual and moral development.

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Assessment

Informal assessment is primarily through observation of pupil behaviour, the views that pupils express, and through discussion amongst staff and from the parent questionnaires. Teachers will consider the outward signs highlighted in this policy and react to their findings in planning opportunities to support any further learning that is necessary.

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Appendix 1- Spirituality within the curriculum

It is the responsibility of every curriculum leader to indicate how s/he understands the term “spiritual development” in terms of teaching content and classroom strategies. One might expect Religious Education and collective worship to lead the way, but it cannot be emphasised too strongly that if spiritual development of pupils is seen as integral to the whole curriculum then some contribution should be possible within every area of pupils’ learning.

- RE and collective worship provide numerous opportunities for spiritual development. These are detailed in our RE and collective worship policies;
- Music, art, drama and English give opportunities for personal creative expression, focusing on the spiritual dimension;
- The careful selection of literature will encourage discussion of spiritual matters, often leading to heightened awe and wonder;
- Science raises questions about the world, environmental issues, natural wonders and an appreciation of living things;
- History and Geography give the opportunity to empathise with others of different times and cultures;
- PE helps people to explore pupils’ own capabilities, develop positive attitudes towards others and experience co-operation and teamwork. Pupils have the opportunity to deal with both success and failure.
- Staff set time aside to actively listen and value individuals;
- Feelings are discussed during Circle Time and PSHE sessions;
- The school ensures that samples of work from all children are represented and valued through display;
- Time is available for stillness and reflection, for instance, music in assembly, silent reflection and prayer as part of collective worship;
- Children are involved in decision making and taking responsibility so that they can see they are of value to the community, e.g., class/school rules, School Council, Special Helpers;

Although the above list recognises some of the ways spirituality is encouraged, more importantly, the manner in which *all* subjects are taught and the positive relationships between *all* members of the school community should inspire pupils to a sense of awe and wonder at learning, life and the world – a quintessential element of their spiritual development.

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Appendix 2-

Moral Education within the Curriculum

Moral questions and challenges can arise in almost any curriculum area:

- RE and Collective Worship make a major contribution to pupils' understanding of the relationships between beliefs and behaviour, and the values and priorities of believers of different faiths;
- Collective worship is an important vehicle for delivering moral messages and reinforcing the ethos of the school community;
- Staff talk to children on topics such as relationships as part of the PSHE curriculum and when specific situations arise. Self-esteem, bullying, conflict management etc., are part of the PSHE programme;
- Moral issues can be brought to the School Council and Philosophy for children session;
- English raises moral issues in many different ways, allowing the pupils to empathise with others and approach issues from different points of view. Speaking and listening exercises are the opportunity to listen to and evaluate the views of others;
- Drama and music can develop collaboration or encourage pupils to explore complexities in human relationships in a safe environment;
- History and Geography raise questions about alternative structures and systems of society or encourage the evaluation of historical figures and their actions. They may raise questions of prejudice and discrimination;
- Science - Moral issues will arise through the study of the environment, the use of material resources, health education and safety issues;
- The Personal, Social and Emotional strand of the Early Learning Goals addresses pupils' moral development and is integral to their learning in the Foundation Stage;
- Small group work is carried out by Teaching Assistants when a need arises whereby more specific tasks and activities are required by some pupils to develop a moral understanding (social skills groups).