



# Hurstbourne Tarrant Church of England Primary School



Our School Christian Values = REACH

R=espect   E=ffort   A=im High   C=are and love   H=onesty

## SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

Date Agreed:	November 2022
Review Date:	November 2024
Signed:	
	Headteacher and Chair of Governors

## **Ethos**

**At Hurstbourne Tarrant Church of England Primary School, we aim to strike a balance between high expectations, high standards and individual need. In this way children will recognise their own worth and that of others.**

We recognise that the values and attitudes promoted by the staff influence the behaviour and attitudes within the school and the quality of relationships and the atmosphere within our school reflect an appreciation of our shared Christian values. The School's values seek to underpin the Christian belief that we are all God's people and that we all matter. We endeavour to nurture excellence in all that we do; both in our learning and through our citizenship. As a Church School, we aim to provide children with thoughtful and wide ranging opportunities to explore and promote children's spiritual, moral, social and cultural development. Through this work, our Christian values of Respect, Honesty, Care and Love are explored and developed.

## **Rationale**

Therefore, 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 all subjects of the curriculum and in particular RE and PHSE and our work around Philosophy for Children (P4C). It supports all areas of learning and we believe, 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. In later years, we hope it will enrich the individual's appreciation of life's experiences and their relationships with others.

## **Spiritual Development**

Spiritual development is relevant to all children not only those who come from Christian homes.

*If the spiritual 'is properly and fully addressed, the moral, social and cultural will fall into place more easily' - Alan Brown formally of The National Society.*

In developing the spirituality of children, we help them to become aware of:

- The human search for meaning and purpose of life which may lead to an understanding and belief of God
- The joy of being alive
- The beauty of the natural world
- The mystery and wonder of existence
- The world of imagination and creativity
- The value of the non-material dimension of life
- The need to understand oneself and one's feelings
- The need to value oneself and one's feelings.
- The need to recognise the feelings and achievements of others
- The importance of relationships in our lives – with self and others as well as the world around us and possibly our relationship with God – things that transcend the world around us and are intangible.

### **In this way, spiritual development encourages**

- Self-awareness
- Reflection
- Reasoning
- A sense of enduring identity
- Good relationships
- Co-operation and empathy
- The formation of long term ideals

### **The school will promote spiritual development through:**

- Providing moments of reflection based on 4 spiritual concepts; self, others, beauty and beyond
- Fostering high self-esteem by encouraging children to take risks or face challenges in their learning within a secure and positive environment
- Demonstrating its appreciation for work of the child's imagination and provide opportunities for them to use their own creativity and imagination
- Offering opportunities for aesthetic experience in art, music, dance, and literature.
- Making time for stillness and reflection which may lead to children coming to the threshold of prayer
- Posing questions that encourage children to consider issues of meaning and purpose
- Developing good listening skills in the children; the School will show that it is listening to the children through its response to issues raised, by them, via the School Council
- Showing that it is not always possible to provide an absolute answer and at such times it is a positive experience to value a variety of interpretations and responses
- Improving co-operation and understanding in relationships, providing opportunities such as group activities where children have constructive and enjoyable interaction with others; it is important that they sometimes work with those children who they would not normally choose as partners. This builds on our Learning Gems work which teaches children skills of co-operation and collaboration
- Fostering emotional well-being by encouraging children to express their feelings and to have the ability to control their emotional behaviour
- Developing the capacity for evaluative reasoning and critical thought by encouraging children to look beyond the surface
- Supporting children in their own spiritual journey through opportunities such as use of a spiritual garden and reflection and prayer spaces

These opportunities appear across the curriculum and in all forms of Collective Worship.

### **Moral Development**

This relates to the child's developing understanding of what is "right", "wrong" and "fair".

### **Moral development is concerned with:**

- Developing the child's awareness and understanding of the moral code of the communities in which they live;
- Helping the child to realise that we all have rights
- Developing the child's understanding of why rules are necessary and our responsibilities in society

- Developing the child's self-discipline so that rules are observed as a point of principle and not out of the fear of sanctions
- Giving the child the knowledge and ability to question and to reason so that they are capable of deciding on the most appropriate action after considering the consequences of an action
- Develop the skills necessary to explain their own behaviour
- Value physical well-being, privacy, feelings, beliefs and rights of others

**The School will promote the moral development of the child by;**

- Showing respect, awareness of the rights of others and accepting responsibilities
- Having a consensus of values that are stated clearly and owned by everyone, especially the children and involving the child in the evaluation of these (e.g. Class Charter).
- Building up the self- esteem of the child
- Encouraging everyone within the school to behave in a caring way towards one another

**At our school our Moral Code is underpinned by belief in:**

- Telling the truth, being honest – one of our core Christian Values
- Keeping promises
- Respecting the rights and property of others – one of our core Christian Values
- Being considerate to one another – one of our core Christian Values
- Caring for those around us – one of our core Christian Values
- Recognising that others need our care and compassion
- Accepting responsibility for one's own actions
- Self-discipline
- Treating those around us as we want to be treated

**We will not accept:**

Bullying

**Social Development**

Development in this area will allow children to use and develop a range of social skills in different contexts, including working with different pupils across the school and with pupils from other schools during sport/curriculum based days. Through our work in the area, we aim to promote:

- Willingness to participate in a variety of activities involving a diverse range of people
- Engagement and adherence to the fundamental British values of tolerance, democracy, individual liberty and mutual respect for those from different socio-economic backgrounds, faiths and beliefs; our pupils develop and demonstrate the skills and attitudes that allow them to participate fully in and contribute positively to life in modern Britain

**The School will promote social development through:**

- Providing children with robust programmes of support for children with additional needs to allow them to participate fully in school life – for example, all children are welcomed to afterschool clubs and provision is met to enable all children to participate and succeed
- Emotional Literacy support helps individual pupils as well as developing social skills for groups of children
- Participation in a range of fundraising activities throughout the year
- Engagement with local events

- School Council having a high profile across the school is enabled to engage with all pupils to canvas their views and ideas on improving school life further
- House Captains roles
- The process of elections for School Council and House Captains
- Monitor roles across the school

### **Cultural Development**

Development in this area allows the child to recognise that all cultural groups are distinctive. Culture is the embodiment of shared beliefs, knowledge, customs and values of that group. The child needs to appreciate the distinctive features of their own culture and those of others. This will help children to answer the questions “Who am I?” and “Where do I fit in?” We need to remember that cultures are dynamic and are constantly being re-shaped.

### **The School will promote cultural development through:**

- Exposing children to a wealth of stimuli from their own culture and those of others. Visits out of school and visitors to the school will support this teaching
- Encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with these
- Encouraging tolerance and appreciation of the beliefs, value and customs of different cultures
- Encouraging a celebration and sharing of children’s and families cultural heritage

### **Collective Worship**

The promotion and understanding of Christianity and its values is a key part of Collective Worship. In Collective Worship children will be given the opportunity to:

- Be part of a community
- Think about the needs of others
- Explore and share beliefs
- Have time to reflect and think about ‘big questions’
- Develop a sense of self in relation to the world around us

See Collective Worship Policy

See RE Policy

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