

Chipping Hill Primary School



Spiritual, Moral, Social, Cultural at Chipping Hill Primary

Head teacher: Mrs N. Robson
Chair of Governors: Ms K. Butler

Chipping Hill Primary School 2023

Spiritual, Moral, Social, Cultural Policy

Date of policy: 01/09/23

Date of review: 01/09/25

Senior staff member responsible: Mrs Natasha Robson (HT).

This policy was formulated through drafting by Headteacher then analysed discussed and agreed by the Chair of Governors and teachers.

Rational

We want our pupils to be successful learners who enjoy and achieve, confident individuals who are able to make good life-style choices and responsible citizens who care for others – locally, nationally and globally.

The academic and personal development and well-being of every child in our school is of paramount importance to us. This includes recognising the importance of providing a range of opportunities for our pupils to respond to, that supports their spiritual, moral, social and cultural development. Fundamental to our school's ethos is the belief that by educating the 'whole child' we are enhancing their life chances. We support our pupils to achieve their full potential both academically and personally. We are committed to empowering our pupils to be confident, healthy, happy, reflective and well informed people who are able to make informed choices and decisions.

Our school promise 'Every day I will try to be thoughtful, caring and kind' is embedded across the school and underpins our teaching within the school.

Spiritual Development

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.

Spiritual development is relevant to all children irrespective of their cultural or religious backgrounds or beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

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

- The human search for meaning and purpose of life
- 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

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:

- 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 quiet reflection
- 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.
- 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.

These opportunities appear across the curriculum although are explicit in RE lessons/activities, Collective Worship and PSHE lessons. As a school, we value opportunities presented within our creative curriculum .

Moral Development

This relates to the child's developing understanding of what is "right", "wrong" and "fair". Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions and consequences. From this basis pupils may develop the ability to make judgements and to become increasingly responsible for their own actions and behaviour.

Moral development is concerned with:

- Developing the child's awareness and understanding of the moral code of the communities in which they live; these may or may not be statutory.
- Helping the child to realise that to enjoy rights we have to accept responsibilities.
- Developing the child's understanding of why rules are necessary.
- 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 to all adults (both staff and visitors) in school
- 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.
- Building up the self- esteem of the child.
- Encouraging everyone within the school to behave in an acceptable way towards one another.
- Training children in understanding the consequences of their actions.

It is important that there is a consistency in the approach to this amongst the staff.

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

- Telling the truth
- Respecting the rights and property of others
- Being considerate to one another
- Caring for those who are less fortunate
- Accepting responsibility for one's own actions
- Self discipline
- Developing high expectations and a positive attitude
- Conforming to rules and regulations to promote order for the good of all

We will not accept:

- Bullying
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty
- Selfishness
- Violence
- Discrimination

Social Development

This enables children 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 or society along with the demands, obligations and co-operation such membership requires.

Social development is concerned with:

- forming positive relationships with others
- participating fully and taking responsibility in class and in school
- using appropriate behaviour across a range of situations
- working cooperatively with others
- using own initiative responsibly
- understanding one's place in our family, school and society

The School will promote the social development of the child by supporting them to:

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

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. This will be taught through the whole curriculum in particular RE, Literature, Art and Music.
- 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.

Opportunities to nurture the cultural development of the child exist in all creative areas - PHSE, RE and collective worship.

Assessment

Informal assessment is primarily through observation of pupil behaviour, the views pupils express and through discussion with pupils.

Related policies

- Religious Education
- Collective Worship
- Behaviour
- Anti-bullying
- PSHE
- Drugs Education
- Sex Education
- Race Equality
- Gender Equality
- Disability
- Equal Opportunities
- Admissions
- Special Educational Needs
- Academically More Able