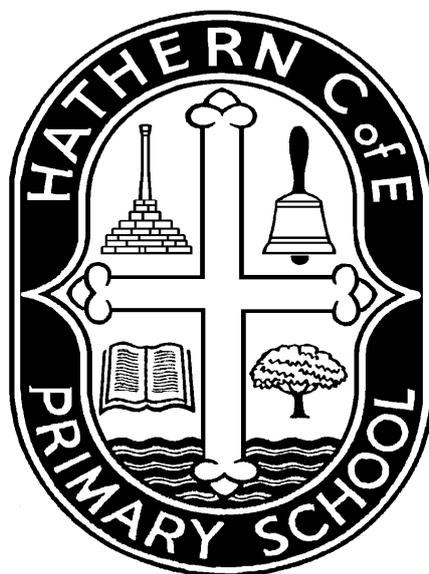


Hathern Church of England Primary School



Spiritual, Moral, Social and Cultural Development Policy

At Hathern Church of England Primary School, we believe in
‘Learning and Caring Together’

Policy for Spiritual, Moral, Social and Cultural Development

This policy outlines the purpose, nature and management of Spiritual, Moral, Social and Cultural Education within our school. This Policy is carried out within the context and spirit of the school's Mission Statement. It supports and reinforces the aims of Hathern Church of England School, valuing all children equally.

*Our school's Mission Statement is **Learning and Caring Together**.*

The ethos of the school, encompassing all that we stand for, is reflected in and expressed throughout; it derives from the Christian tradition and seeks to activate our beliefs and values which are set out, clearly, in the School Prospectus.

The implementation of this policy is the responsibility of the Headteacher and all staff.

Effective Spiritual, Moral, Social and Cultural Development enable us to build positive relationships with other people and, for believers, with God. It facilitates the search for individual identity and determines our responses to challenging experiences such as death, suffering, beauty and encounters with good and evil. It enables us to search for meaning and purpose in life and for values by which to live.

Aim

That all our pupils will develop a positive attitude towards themselves and others, show respect for the world they live in and deal with everyday life situations in a confident, considered and measured way.

Entitlement

The Education Reform Act refers to a dimension of human existence which is termed the 'Spiritual' and which applies to all pupils. We believe that the potential for Spiritual Development is open to everyone and is not confined to the development of religious beliefs or conversion to a particular faith.

Spiritual Development

Spiritual development may be viewed as eight distinct areas:

- **Feelings and Emotions:** The sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings and how to learn to use such feelings as a source of growth.
- **Creativity:** Expressing innermost thoughts and feelings through, for example, art, music, literature and crafts; exercising the imagination, inspiration, intuition and insight.
- **Self-knowledge:** An awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences; a growing understanding and acceptance of individual identity; the development of self-respect.
- **A sense of awe, wonder and mystery:** Being inspired by the natural world, mystery or human achievement.
- **Search for meaning and purpose:** Asking "Why me?" at times of hardship or suffering; reflecting on the origins and purpose of life; responding to challenging experiences of life such as beauty, suffering and death.

- Relationships: Recognising and valuing the worth of each individual; developing a sense of community; the ability to build up relationships with others.
- Beliefs: The development of personal beliefs, including religious beliefs; an appreciation that people have individual and shared beliefs on which they base their lives; a developing understanding of how beliefs contribute to personal identity.
- Experiencing feelings of transcendence: Feelings which may give rise to belief in the existence of a divine being, or the belief that one's inner resources provide the ability to rise above everyday experiences.

Moral Development

Moral development also cannot be defined by one simple statement and requires consideration of several elements.

- The will to behave morally as a point of principle. This attitude is fundamental to Moral Development.
- Knowledge of the codes and conventions of conduct agreed by society, both non-statutory and those prescribed by law.
- Knowledge and understanding of the criteria put forward as a basis for making responsible judgements on moral issues.
- The ability to make judgements on moral issues, as they arise by applying moral principles, insights and reasoning.

Social Development

- We want our pupils to acquire an understanding of the rights and responsibilities of being members of families and communities (local, national and global), along with the ability to relate to and to work with others for the common good.
- We want our pupils to understand what it means to belong to teams and family and to participate fully in the workings of those groups.
- We want them to develop the knowledge, skills, understanding, qualities and attitudes they will need to make an active contribution to the democratic process in each of their communities.

Cultural Development

- Our pupils should acquire an understanding of cultural traditions and develop the ability to appreciate and respond to a variety of aesthetic experiences.
- They should learn to respect their own culture and that of others, and learn to see difference as a positive thing.
- They should develop the knowledge, skills, understanding, qualities and attitudes they will need to understand, appreciate and contribute to creating a positive culture in the future culture.

Implementation

The promotion of Spiritual, Moral, Social and Cultural Development of each child is seen as the responsibility of all members of staff. Much of this will be evident to the children through the ethos our school has created and part of which they will become. However, there are many opportunities within cross-curricular work to focus on specific elements.

Children will be taught:

- To distinguish between right and wrong.
- To articulate their own attitudes and values.
- To take responsibilities for their own action.
- To recognise the moral dimension to situations.
- To understand the long and short-term consequences of their actions for themselves and others.
- To develop a set of socially acceptable values and moral framework to support them in making good life choices.
- To recognise that their values and attitudes may have to change with age and experience.
- To behave consistently in accordance with their principles.

All children, regardless of ability, gender or social background will receive the same teaching with each of their views being taken into account.

Contexts for Promoting Spiritual, Moral, Social and Cultural Developments in our School

It is possible to identify different contexts where suitable opportunities for promoting SMSC arise, in many areas of school life. These include:

- Religious Education
- Collective Worship
- National Curriculum subjects
- Other subjects and aspects e.g. PSHE, citizenship and environmental education
- Teachers and support staff as role models
- Discussing and negotiating the ethos and values of the school
- Visits, visitors, clubs, residentials and extra-curricular activities.

Assessment

An ongoing Assessment of the Spiritual and Moral development of a child will initially be the responsibility of the class teacher and thereafter by any member of staff who comes into regular contact with the child.

Monitoring and Evaluation

The Headteacher and staff will review this policy every three years. Any suggested amendments will be presented to the Governing Body at their first meeting following review.