

High Wych C.E. Primary School

Spiritual, Moral, Social and Cultural Education Policy

At High Wych CE School, we believe that the planned promotion of the spiritual, moral, social and cultural development of our children is fundamental to our work as a school. These aspects are closely interconnected and this policy endeavours to identify the planned opportunities offered to our children.

Spiritual Development

Spiritual development is shown by an ability to be reflective about one's own beliefs, religious or otherwise, that inform one's perspective on life and their interest in and respect for different people's faith, feelings and values. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is also shown through the use of imagination and creativity in learning.

Children at High Wych who are developing spiritually, are likely to be showing some or all of the following characteristics:

- ☆ A sense of enjoyment and fascination in learning about themselves, others and the world around them.
- ☆ A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour.
- ☆ An awareness and understanding of their own and others' beliefs.
- ☆ A respect for themselves and for others.
- ☆ A sense of empathy with others.
- ☆ An increasing ability to reflect.
- ☆ An ability to show courage and persistence in defense of their aims, values, principles and beliefs.
- ☆ A readiness to challenge all that would constrain the human spirit, for example, poverty of aspiration, lack of self-confidence and belief, sexism, racism and other forms of discrimination.
- ☆ An appreciation of the intangible - for example, beauty, truth, love, goodness, order, as well as for mystery, paradox and ambiguity.
- ☆ An understanding of feelings and emotions and their likely impact.

In order to nurture this High Wych CE Primary School will provide:

- ☆ Opportunities for celebration showing that the school is vibrant and 'alive'
- ☆ A climate where pupils are developing resilience, are willing to take risks and see failure as a learning opportunity
- ☆ Opportunities for children to be reflective
- ☆ Collective worship which is highly valued, with opportunities to contribute
- ☆ A curriculum where children are encouraged to ask questions and teachers are confident to facilitate this
- ☆ An environment where every child is valued and accepted
- ☆ A sense of belonging to the school and the wider community
- ☆ Opportunities in the curriculum where a spiritual vocabulary is developed, e.g. use of symbolism, myth, religious language, music and dance.
- ☆ Opportunities for pupils to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values

Moral Development

Moral development is shown through the children's ability to distinguish between right and wrong, both on a personal level in their own lives and as a member of society. It is about understanding that their behaviour or actions can have an impact on others and therefore have consequences. It is also shown through the investigation of moral and ethical issues where children learn to support their views whilst showing appreciation for the views of others.

Children at High Wych who are developing morally are likely to be developing some, or all, of the following characteristics:

- ☆ An ability to distinguish right from wrong.
- ☆ A confidence to act consistently, showing awareness of rules and expectations.
- ☆ An ability to think about the consequences of their own and others actions.
- ☆ An empathy for the feelings of others.
- ☆ A willingness to express their views on ethical and personal values.
- ☆ An ability to make responsible and reasoned judgements on big questions concerning moral or ethical issues.
- ☆ A commitment to personal values.
- ☆ Showing consideration for others in the way they live and the choices they make.
- ☆ A respect for others needs, interests and feelings, as well as their own.
- ☆ A desire to explore their own and others' views.

In order to nurture this, High Wych C E Primary School will provide:

- ☆ An environment founded on Christian values.
- ☆ Clear rules and expectations based on Christian values that are compiled with, and agreed by the children.
- ☆ Support and guidance in understanding the consequences of behaviours or actions, both long and short term.
- ☆ Opportunities for children to be reflective.
- ☆ Guidance and support through collective worship which is rooted in Christian values and provide food for thought about matters of right and wrong.
- ☆ An environment of praise and thanksgiving.
- ☆ Role models who reflect Christian values – treating everyone with fairness and respect.
- ☆ An environment where different perspectives and beliefs are valued and empathy encouraged.
- ☆ Opportunities to explore big questions concerning morality and ethics through the curriculum.
- ☆ Visual displays to reinforce Christian values.
- ☆ A curriculum that promotes sharing, negotiating and empathy.

Social Development

Social development is about helping young people to work effectively with each other and to participate successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a diverse and multicultural society. It also involves the development of the interpersonal skills necessary for building successful relationships.

Children at High Wych who are becoming socially aware are likely to be developing the ability to:

- ☆ Adjust to a range of social contexts by appropriate and sensitive behaviour.
- ☆ Understand and appreciate other people's social skills and personal qualities.
- ☆ Work successfully as a member of a group.
- ☆ Share views and opinions with others.
- ☆ Resolve conflicts successfully and thoughtfully.
- ☆ Reflect on their own contribution to different group within school and the wider community.
- ☆ Show respect to all living things, property and the environment.
- ☆ Be willing to listen to advice.
- ☆ Exercise responsibility.
- ☆ Appreciate rights and responsibilities of themselves and others.
- ☆ Understand how societies function and are organised.

In order to nurture this, High Wych C E Primary School will provide:

- ☆ A clear understanding of the place of the church school within the wider Christian community.
- ☆ A relationship between the school and the parish which is positive and reflects Christian values.
- ☆ A sense of community and inclusion rooted in Christian values.
- ☆ An environment where everyone can learn and flourish, regardless of their background.
- ☆ A curriculum that supports and reflects social development and social skills.
- ☆ An environment where children are encouraged to express themselves openly, honestly and respectfully.
- ☆ A curriculum that explores rights and responsibilities in a sensitive and inclusive way.
- ☆ Clear rules and expectations based on Christian values that are compiled with, and agreed by the children.
- ☆ Collective worship which provides opportunities to explore and reflect on social situations.
- ☆ Opportunities to participate in a variety of clubs both within and outside of the school day.
- ☆ Opportunities to celebrate team activities, school productions and individual success.
- ☆ Opportunities to participate in school outings, both residential and day trips, to support social interaction.

Cultural development is shown by an understanding and appreciation of a wide range of cultural influences that have shaped the environment around us. It is about understanding and appreciating the different cultures reflected within the school and wider community. It is also about gaining a better understanding of the country we live in and its values. Promoting pupils' cultural development is closely linked with the schools' attempts to value cultural diversity and prevent racism or bullying.

Children at High Wych, who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- ☆ An ability to recognise and understand their own culture and share this with others.
- ☆ An ability to appreciate the culture of others, showing respect for other people's values and beliefs, thereby questioning racism and intolerance of others.
- ☆ Openness to new ideas and a willingness to adapt cultural values in the light of experience.
- ☆ A willingness to participate in, and respond positively to, artistic, sporting and cultural opportunity.
- ☆ An interest in exploring, improving their understanding of and showing respect for different faiths and cultures.

In order to nurture this, High Wych C E Primary School will provide:

- ☆ Opportunities for pupils to explore the Christian culture through visits to local churches.
- ☆ Displays to celebrate both Christian and non-Christian faiths.
- ☆ Explore Christianity through RE, collective worship and events in the school.
- ☆ Opportunities to discuss and explore issues of prejudice and discrimination.
- ☆ Opportunities to celebrate the gifts and interests of all pupils both within and outside of school.
- ☆ Explore different cultures through the curriculum.
- ☆ An environment of openness and willingness to learn from one another.
- ☆ An environment where openness and respect shine through every interaction within and beyond the school community.

This policy will be implemented through:

- ☆ A planned programme of RE which includes festivals from a range of cultures;
- ☆ Taking time for reflection and encouraging a sense of awe and wonder when opportunities arise;
- ☆ Take opportunities in PSHE and the curriculum and extended curriculum to reflect and praise examples of children's work or good deeds;
- ☆ Planned opportunities to visit and use the school grounds and the village for purposeful study and reflection on the beauty of nature;
- ☆ Children writing and receiving letters or emails from children in a partner school;
- ☆ The use of ICT in planned opportunities to use appropriate web sites or CD ROMS to access information about festivals / aspects of other cultures;
- ☆ Displays of works of art and multicultural resources, particularly Eastern Arts alongside more traditional and abstract;
- ☆ Planned visits from authors, artists, musicians, religious leaders.

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