



Spiritual, Moral, Social and Cultural Development Policy

School Vision

SEEKING ↘

Seek first the Kingdom of God, and His righteousness. Matthew 6:33

SERVING ↘

Use your gifts to serve one another as good stewards of the varied grace of God. 1 Peter 4:10

SOARING ↘

Those who hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary. Isaiah 40:31

Aims for the pupils

We want our children to work for excellence in all they do. We aim to do this by teaching them to the highest standards and in ways which closely match their needs, regardless of gender, race or disability. We want all our pupils to develop:

- Christian values which will underpin all aspects of their daily lives, a reasoned set of personal attitudes and beliefs, and an understanding of their world and their roles and responsibilities as citizens in it;
- A love of learning and questioning, and independent minds, and a desire to work towards fulfilment in life;
- Qualities of spirit, feelings and imagination;
- The ability to work hard and succeed at tasks, to work independently and with other people, and to appreciate human achievement and endeavours;
- A sense of self respect, self-confidence and self-discipline, and a sensitivity to the needs of others;
- Essential skills and confidence in literacy, mathematics and ICT in preparation for a successful secondary phase of their education;
- The knowledge, skills and practical abilities they will need throughout their lives, at work and play, in a fast moving and changing world;
- An awareness, understanding and respect for the environment in which they live;
- A respect for the religious and moral values and cultures of others.

Spiritual, Moral, Social and Cultural Development

At Checkendon School spiritual, moral, social and cultural development is held to be important features of the curriculum on offer and in the life of the school; this is supported by the school vision.

What is Spiritual, Moral, Social and Cultural Development?

Spiritual Development is about:

- The non-physical aspect of a person concerned with profound thoughts, relating particularly to God, Jesus, The Bible and other religious faiths;
- That which moves people, feelings, experiences, emotions;
- A sense of purpose, awe, wonder and mystery;
- Insights into personal existence which are of enduring worth;
- Valuing a non-material dimension to life;
- The relationship between belief and behaviour;
- A sense of heightened awareness and of being part of a greater whole;
- A search for meaning or purpose;
- The attribution of meaning to experience

At Checkendon School we have adopted the definition of Spirituality developed by Liz Mills (www.crackingre.co.uk) and aim to provide the sort of opportunities for encounter, reflection and transformation that she describes.

Spirituality is about the hole in the whole.

Spiritual development is like a ring doughnut : it has two parts; a tangible outside and an intangible 'holy' inside and both parts are vital to the whole. For some people, spiritual development it is about the development of a relationship with God; for others, it is about the development of the human spirit; and for others, a continual quest after truth. But for all, it is vital to spiritual development that people be allowed the space to develop their own faith, beliefs and values.

In our school, we aim to encourage pupils' whole development (body, mind and spirit) and also to allow for pupils' 'hole' development; the development of their own faith or life view, their own beliefs and values.

Developing spirituality in our school is about encounter, reflection and transformation: windows, mirrors and doors
Windows: giving children opportunities to become aware of the world in new ways; to wonder about life's 'Wows' (things that are amazing) and 'Ows' (things that bring us up short). In this children are learning about life in all its fullness.
Mirrors: giving children opportunities to reflect on their experiences; to meditate on life's big questions and to consider some possible answers. In this they are learning from life by exploring their own insights and perspectives and those of others.
Doors: giving children opportunities to respond to all of this; to do something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to live by putting into action what they are coming to believe and value.

Moral Development is about:

- Knowing the codes and conventions agreed by society;
- Having the will to behave morally as a point of principle;
- Being able to articulate attitudes and values;
- Recognising the moral dimensions to situations;
- Developing a sense of socially acceptable values and principles;
- Recognising that values and attitudes change over time;
- Making judgements on issues by applying moral principles, insights and reasoning;
- Taking responsibility for one's own actions;
- Understanding the consequences of actions for self and others;
- Behaving consistently in accordance with principles;
- Recognising the greater needs which extend beyond self-interest.

Social Development is about:

- The progressive acquisition of competencies and qualities needed to play a full part in society;
- Understanding the institutions, structures and processes of society;
- Understanding how individuals relate to each other;
- Being able to adjust to a range of social contexts by appropriate and sensitive behaviour;
- The ability to exercise responsibility and initiative;
- Being able to participate co-operatively and productively in the community;
- Knowing how societies function and are organised;
- Understanding how what is learned in the curriculum relates to life in society;
- Being able to take on the role of team leader and team worker.

Cultural Development is about:

- Understanding of beliefs, cultural traditions, values, knowledge and skills which form the basis for identity and cohesion in society;
- Recognition of and respect for the rights of others to exercise a cultural influence;
- The key features of major cultural groups within society;
- Personal response and accomplishment;
- The capacity to relate what is learned to an appreciation of wider cultural aspects of society;
- Developing and strengthening the cultural interests of pupils;
- Exposing pupils to a breadth of stimuli in order to allow them to develop new interests;
- Extending horizons to the highest artistic, musical and political traditions and practices;
- Being able to evaluate the quality and worth of cultural achievements.

Policy and Practice

Spiritual, moral, social and cultural development (SMSC) occurs at three levels within the school:

- The ethos of the school, which creates the climate within which spiritual, moral, social and cultural development can flourish (described in the school vision statement) and which is demonstrated through the attitudes and values of the adults in school, and supported through collective worship;
- The pastoral support for pupils, which should reflect the school aims, and creates a deliberate structure through which the care and concern for pupils can be given;
- The curriculum, including extracurricular activities, which sets out to ensure that there is planning to introduce and explore the elements of SMSC where this is appropriate.

It is the policy of the school that all subjects can and should contribute to the spiritual, moral, social and cultural development of pupils.

Roles and Responsibilities

The **governors** are responsible for:

- Reviewing the vision statement of the school to ensure that they are an accurate reflection of the importance placed on spiritual, moral, social and cultural development;
- Reviewing the school's spiritual, moral, social and cultural development policy;
- Monitoring and evaluating spiritual, moral, social and cultural development.

The **headteacher** is responsible for:

- Providing information for the governors to enable them to monitor and evaluate spiritual, moral, social and cultural development;
- Ensuring that all teachers and other adults working in school are aware of the school vision and aims;
- Monitoring and evaluating spiritual, moral, social and cultural development through discussions with and observations of pupils and staff, monitoring of curriculum planning and leadership of Collective Worship.

The **class teachers** are responsible for:

- Ensuring that they have read the school vision statement and the spiritual, moral, social and cultural development policy;
- Knowing how different curriculum areas might be used to support spiritual, moral, social and cultural development and planning accordingly;
- Planning curriculum to account for spiritual, moral, social and cultural development;
- Being alert to the many every day, unplanned and incidental opportunities that can provide important starting points.

Collective Worship

Daily worship is vital in the promotion of spiritual, moral, social and cultural development. Details of collective worship at Checkendon CE Primary School are outlined in the school Collective Worship Policy.

Date adopted: November 2019

Date of review: July 2020

Signed: _____

Headteacher

Chair of Governors