



DEEPING ST NICHOLAS PRIMARY SCHOOL

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

SEPTEMBER 2015

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. It supports all areas of learning and can contribute 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 it can enrich the individual's appreciation of life's experiences and their relationships with others.

School Ethos

The values and attitudes promoted by the staff influence the behaviour and attitudes within the school. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values.

Spiritual Development

Spiritual development is relevant to all children not only those who come from homes where faith is an important part of family life. 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 in a higher being
- 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

- A sense of belonging to a wonderful world

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 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 that they raise.
- 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, but particularly through RE, Collective Worship and the Creative Arts. As a school, we value all opportunities presented by the everyday events in the life of the school.

Moral Development

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

The School will try to build on the moral training within the home while accepting that there might be different approaches between home and school.

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 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;

- Respecting authority and doing as they are asked.
- Showing respect to all adults 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.
- Making children more aware of the consequences of their actions.

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

Opportunities to promote a deeper understanding of morals appear across the curriculum, but particularly through RE, Collective Worship and the study of history. As a school, we value all opportunities presented by the everyday events in the life of the school.

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

- Telling the truth
- Keeping promises
- Respecting the rights and property of others
- Being considerate to one another
- Caring for each other and those who are less fortunate
- Accepting responsibility for one's own actions
- Self discipline

We will work together to act against any incidents of:

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

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. Children should be encouraged 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 stimuli from their own culture and those of others. This will be taught through the whole curriculum in particular RE, Literature and Music. Visits out of school and visitors to the school will support this teaching
- Encouraging participation in and appreciation of the 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.

Collective Worship

Deeping St Nicholas Primary School is a Community School and as such Collective worship is broadly Christian in nature. 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

Signed *Anita Bandey* **Headteacher** **Date** September 2015

Signed **Chair** **Date**

Renewal Date **September 2017**