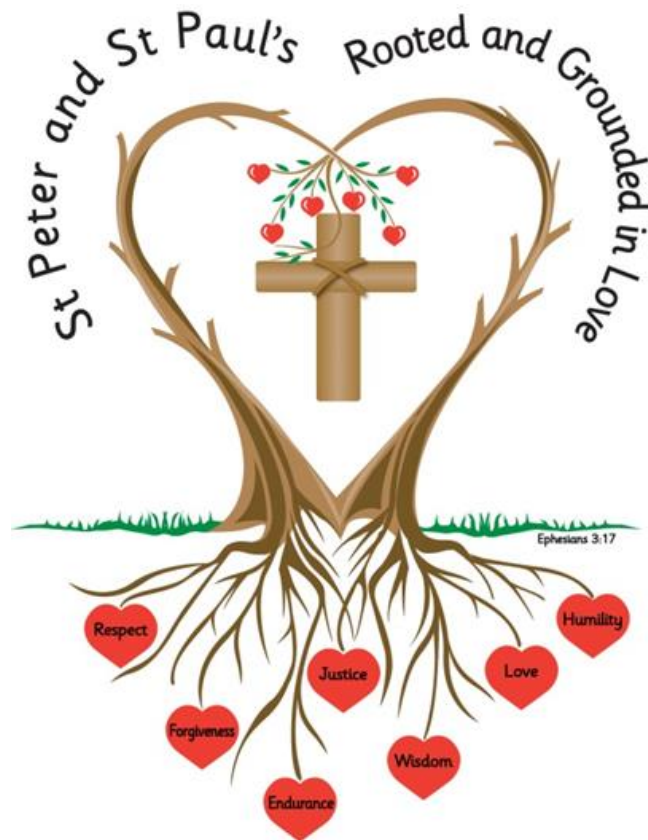




St Peter and St Paul's Church of England Primary Spiritual, Moral, Social and Cultural Development Policy

Being 'Rooted and Grounded in Love' (Ephesians 3:17) we strive to follow the Lord's command to love God above all things and each other as brothers and sisters, making God's Kingdom a reality in our school and throughout our community.

St Peter and St Paul's is a Church of England School. We seek to promote the spiritual, moral, social and cultural development of our pupils' within a caring and supportive community, helping them to grow up as Christians in the midst of an increasingly secular society. There are four elements to this Policy, and we seek to promote development of these areas in both classroom and through school basis.

Spiritual

In a Christian school, speaking of spiritual aspects in any area should be regarded as normal and natural, as spirituality must be at the heart of the life of the school.

The attitude of the teaching staff is very important in that they must treat the spiritual in the same way as any other elements of what is being taught and be willing to share their own spiritual insights and experience with one another and those whom they teach. However, spiritual development cannot be 'timetabled' and is difficult to evaluate.

'Spiritual development is essentially to do with the development of the inner self, with self knowledge, relationships, questioning our place in the universe, the purpose of our lives and our ultimate destiny. As spiritual beings, we are marked by our capacity for wonder and our sensitivity to the thrill of the infinite. Often the most powerful messages which human beings can transmit are felt rather than heard or said. Messages communicated through art and through silence can be as eloquent as a set of written instructions'. (David Pascall Dec 1992)

We should aim to enable children to develop for themselves a sense of:-

- Awe, wonder, mystery
- The quality of silence and awareness
- Self-worth, uniqueness, special qualities
- The worth of others, and of building relationships
- Achievement, and also of limitation
- Our capacity for freedom and choice in decisions
- Constant change, and yet pattern and order
- The natural world

The spiritual dimension is to do with seeking answers to life's great questions. All teachers should be leading pupils in the direction of open-ended enquiry and inviting them to take increasing responsibility for themselves and their work.

Moral

The onset of school life can herald the beginning of a time when pupils think deeply about the values they have learnt so far, from both family and community. To enable them to develop moral qualities, we need to provide a basic moral code, we should help them establish their own values, and grow in the self-confidence and resolve which may be necessary in holding fast to these values against pressure from peers and others. The moral code within our school is strongly based on Christian faith, Christian love, and Christian values.

Any social grouping depends for its continual existence on the broad acceptance of rules or laws. Once these are established it is necessary for moral development to clarify what rules pupils should be following and on what principles the moral code rests.

School values should include:-

- Telling the truth
- Keeping promises
- Respecting the rights and property of others
- Helping those less fortunate/weaker than themselves
- Taking personal responsibility for one's actions
- Self-discipline

School values should reject:-

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

The School's aims are reinforced by the fostering of mutual respect and responsibility, along with a high profile moral code. Only by developing self-awareness and personal values can pupils realise the consequences of their actions.

It may be proposed that evidence of moral development can be shown if, at an appropriate level, pupils display:

- Knowledge of the language and ideas of morality
- Understanding of the nature and purpose of moral discussions and that listening to and showing respect for others' points of view is essential
- Personal values in relation to themselves, their relationships with others, and local, national and world issues
- Willingness to act and behave in accordance with these values, making moral decisions and judgements

Social

Schools complement and extend the functions of the home and wider community by helping to prepare their pupils to live in society. From entering the Reception class all children are participating in a social learning environment in every single minute. Formal and informal activities help them to shape their worn framework of responsibilities, develop skills, and so on. Through circle time, drama, role-play, religion and other interactive activities, children will hopefully develop skills to help them deal with certain situations. These situations will probably concern:-

- Friends/mending friendships
- Families
- Relationships
- Sharing
- Forgiveness
- Trust
- Standing up for what we believe
- Laws of living
- Promises
- Changes in life
- Emotions
- Self-esteem

These skills which are to be developed will be based on confidence in their own ability, a sense of reasoning and fairness, the ability to question and a realisation that prejudices can often cloud our ability to judge fairly.

It may be proposed that evidence of social development can be shown if, at an appropriate level, pupils display:

- Knowledge of the ways in which societies function and are organised (family/school/local/national/international)
- Understanding of how individuals relate to each other and the rest of society, and of how the knowledge they gain in school has relevance to life in the wider society
- Attitudes which show appropriate and sensitive behaviour, indicating the capacity to adjust to a variety of social contexts
- Skills in knowing when to be the leader and when the team member, in exercising responsibility, initiative and co-operation
- Ability to form relationships within social groups, and to make contributions to the well-being of those groups

Cultural

Cultural development should have its foundation in the pupils' existing cultural interests, developing and strengthening them.

The pupils' own cultural roots need to be explored – this can only enrich understanding of different cultures.

We must respect the values, customs and cultural heritage of pupils who belong to faiths or ethnic cultures other than those dominant locally. We have a responsibility to extend cultural horizons beyond the immediate and the local.

Pupils' cultural interests and achievements inside and outside of school are to be valued and encouraged.

All aspects of culture – aesthetic, mathematical, literary, technological, musical, scientific, political, economic and religious – should be enriched, deepened and broadened.

It may be proposed that evidence of cultural development can be shown if, at an appropriate level, pupils display:

- Knowledge of their own cultural traditions and practices, and of the key features of other major cultural groups within their society.
- Understanding of the diversity of traditions, both nationally and internationally.
- Personal response/accomplishment in a range of cultural fields.
- Capacity to link what they have learned in school to what they know of their society's culture and to see the value of cultural achievements

Conclusion

To conclude, in order to educate our pupils spiritually, morally, socially and culturally, we must provide opportunities and experiences which will enable them to learn of the attitudes, qualities, knowledge and skills that go towards developing an understanding of the issues involved. There are close links with pastoral care, equal opportunities, cross-curricular themes and dimensions, in addition to curriculum subjects, R.E. and collective worship.

Successful Spiritual, Moral, Social and Cultural Development is something which permeates throughout all aspects of the life of the school, and all areas of the curriculum have valid contributions to make. This process encourages and enhances the self-esteem and identity of the child as a learner, and our ultimate aim is to develop and nurture a growing respect for self and others, an acceptance and understanding of different values, beliefs, cultures and religions.

With acknowledgement to the OFSTED S.M.S.C.
documentation, and to Whalley C.E. School S.M.S.C. Policy