



**Goring Church of England  
(Aided) Primary School**

**Faith, Love and Learning**

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**POLICY FOR  
SPIRITUAL, MORAL, SOCIAL AND  
CULTURAL DEVELOPMENT**

**AUTUMN 2023**

## **Mission – what is our reason for being?**

- **To educate**
- **To nurture**
- **To serve the community**
- **To develop children’s faith and spirituality**
- **To be inclusive**
- **To improve life outcomes**
- **To develop children’s life and learning skills**
- **To develop morals and principles**

## **Our Values**

- ✓ **Love**
- ✓ **Faith**
- ✓ **Self –worth**
- ✓ **Respect**
- ✓ **Aspiration**
- ✓ **Equality**
- ✓ **Fun**

## **Our School Vision for 2020**

**To be a Church of England Primary School that:-**

- **Secures outstanding outcomes for all children throughout the primary age range.**
- **Establish positive, recognisable ‘hallmarks’ for children that reflect our ethos and values.**
- **Reflects God’s love in the community and beyond.**

# **POLICY FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

## **INTRODUCTION**

As a Church of England primary school, Goring CE Primary School takes its duty to promote the spiritual, moral, social and cultural (SMSC) development of pupils seriously, including the duty to promote British Values. As a Church School, we promote SMSC within the context of the Christian ethos of the school. We also recognise that SMSC embraces other religious beliefs and attitudes.

Church of England schools have a distinctive identity and ethos, popular with parents and families, where the development of social, spiritual and emotional intelligence is as important as academic achievement.

(<https://www.churchofengland.org/education>).

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils. The school mission statement, and the school values underpin all of the work that we do at Goring CE Primary School, not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes to learning and behaviour.

## **DEFINITIONS**

The spiritual development of pupils is shown by their:

- Ability 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
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning

It is a lifelong journey of discovery for all individuals, which is concerned with their search for meaning and purpose in life.

The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

The social development of pupils is shown by their:

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### Principles

Spiritual, Moral, Social and Cultural Development is crucial for individual pupils and important for society as a whole. It is the heart of what education is all about - helping pupils grow and develop as people and effective participants in modern Britain. Spiritual, Moral, Social and Cultural Development is cross curricular and promotes the aims and principles of the policies for, Religious Education, Collective Worship, PSHE, Sex and Relationships Education, and Equal Opportunities These policies all underpin the Curriculum model, putting the child at the centre of all we do. It is an expectation that all staff, in all subjects, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle time and also through their own conduct. The importance of relationships between all school staff, parents and governors is vital. These relationships will be characterised by mutual respect, positive attitudes, the willingness to listen and be listened to and by the valuing of every individual.

**We aim to:**

- **Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society**
- **Prepare pupils for the opportunities, responsibilities and experiences of adult life**
- **Enable pupils to distinguish right from wrong, to respect the civil and criminal law of England and to appreciate the rule of law is essential for well-being and safety**
- **Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in Britain and to respect and support participation in the democratic process**
- **Promote respect and consideration for differences in gender, race, religion**
- **Help each pupil achieve their full potential across all areas of the curriculum**
- **Develop the individual strengths of all pupils and to help and provide support in areas for development**
- **Inspire and stimulate the pupils in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills**
- **Help our pupils towards independent learning and to equip them with all life skills in order for them to take their place in a fast changing society.**
- **Ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum**
- **Develop respect for religious and moral values and understanding of other races, religions and ways of life while challenging opinions or behaviours in school that are contrary to British values**
- **Help the pupils understand the world in which they live**
- **Develop a sense of responsibility, consideration for others, self-respect and self confidence**
- **Promote good relationships between home, school and the local and wider communities**

### **Provision for Spiritual Development**

**This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone. Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:**

- **Curiosity and questions**
- **Awe and wonder**
- **Connection and belonging**
- **Heightened self-awareness**
- **Prayer and worship**
- **Deep feelings of what is felt to be ultimately important**
- **A sense of security, well-being, worth and purposefulness**

**Our school supports children's spiritual development by:**

- Giving children the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives
- Encouraging children to explore and develop what animates themselves and others
- Giving children the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful
- Developing a climate or ethos within which all children can grow and flourish, enjoying individual liberty and mutual respect
- Accommodating difference and respecting the integrity of individuals, including tolerance of those with different faiths and beliefs
- Promoting learning opportunities which value children's questions, encourage deeper questions and give them space for their own thoughts, ideas and concerns

### **Beyond the Curriculum**

The Christian ethos of the school will support children's development in all of the above, through the example of adults, close involvement with the Church and with the clergy.

We will recognise and celebrate achievements made out of school by sharing them with others in class or in collective worship times.

We will listen to and recognise what is important to children and their families out of school hours, and encourage them to share their excitement and enthusiasm.

### **Provision for Moral Development**

Children are encouraged to understand the need for a common code based on the school values. At Goring CE Primary School we work towards an understanding of what is right and wrong. From this basis they may develop the ability to make judgements and to become increasingly responsible for their own actions or and behaviour.

Our school supports children's moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practise moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour

- Providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

### **Beyond the Curriculum**

We will have high expectations of moral standards and encourage children to apply these to their lives outside school. We will encourage children to recognise need by discussing and responding to local, national and worldwide issues, eg:

- Children's fund raising initiatives
- Shoe Box Appeal
- Children's Society Boxes
- Participation in national fund raising events
- National and international appeals
- Dambala Road Primary School, Sierra Leone

We will lead by example and value each child for his/her individuality, treating children equally and challenging discrimination

### **Provision for Social Development**

This enables pupils to become conscientious participants in their family, class, school, the local and wider community and make a positive contribution to the lives of others in society. Within this there should be a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community –for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility

**Beyond the Curriculum we will:**

- **Maintain high standards of pastoral care and recognise the needs of the individual**
- **Enter into discussions with children about social issues or concerns**
- **Liaise with parents and outside agencies to support development**
- **Lead by example and show respect for children, for parents, governors and colleagues**
- **Treat all children equally and without discrimination of any kind**
- **Maintain a quality learning environment which meets children's needs**
- **Provide opportunities for children to be involved in community events ( Dance Time, Christmas Nativities, Christmas Parties, sponsored events, competitions, Open Evenings, Summer and Christmas Fayres, Summer Party and Barbeque)**
- **Encourage children to take an interest in all aspects of school life-in the classroom, the school, after-school clubs, after school events**

**Provision for Cultural Development (see also Cultural capital statement)**

**At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.**

**Our school develops cultural development by:**

- **Extending pupils' knowledge and use of cultural imagery and language**
- **Encouraging them to think about special events in life and how they are celebrated**
- **Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance**
- **Reinforcing the school's cultural links through displays, posters, exhibitions, etc.**
- **Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits**

**As a Church school, we aim to uphold the traditions of our Christian society. At the same time, we will ensure that children learn about the rich and culturally diverse society in which we live, and we will teach respect for the values, customs and cultural heritage of those who belong to other faiths.**

**Beyond the Curriculum we will:**

- **Lead by example, treating all children equally, providing equal opportunity and preventing discrimination**



- **Provide opportunities for the school to learn together and celebrate as a community (Our World Week), actively seeking to involve members of the school and local community**

**This policy should be read in conjunction with the following documents:**

- **Religious Education Policy**
- **Collective Worship Policy**
- **Behaviour & Discipline Policy**
- **PSHCE Policy**
- **Anti-Bullying Policy**

