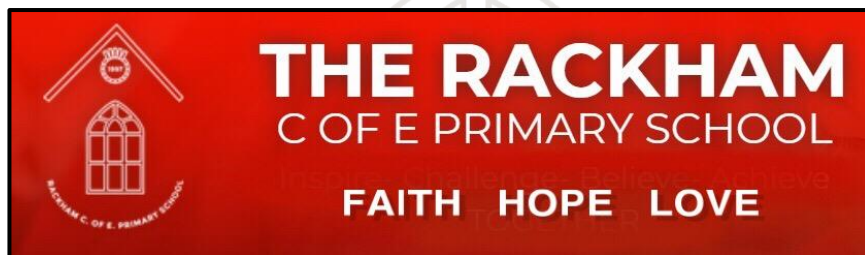


# Rackham (CE) Primary School



## Spiritual, Moral, Social and Cultural Policy

Policy Number: SCH 021

Date: January 2017

## Vision

Children are at the heart of everything we say and do in school and we value what their individuality can bring to the learning environment. We want our children to enjoy their learning through a wide range of activities catering for diversity, creativity and spirituality. We promote the Christian ethos and celebrate multi-cultural values. We want our children to be well prepared for the future by giving them the ability to acquire and apply new skills, knowledge and understanding. We provide opportunities to explore new developments in ICT, healthy lifestyles and care for the global environment.

## Introduction

This policy outlines the role of spiritual, moral, social and cultural education in our school. The implementation of this policy is the responsibility of the whole staff.

Spiritual, moral, social and cultural development has to do with relationships with other people and, for Christians, with God.

It has to do with the search for individual identity and with our responses to challenging experiences, such as death, suffering, beauty and encounters with both positive and negative behaviours. It is linked to the search for meaning and purpose in life and for values by which to live. Our chief aims within these subjects are that all children in our care will develop a positive attitude to themselves and others, show respect for the world they live in and deal with everyday life situations in a confident and understanding way.

Opportunities for Spiritual, Moral, Social and Cultural development are provided through the curriculum, the quality of relationships and the ethos of the school, and through daily collective worship.

## Spiritual Development

The potential for spiritual development is open to everyone and is not confined to the development of religious beliefs or faiths.

It includes these areas:

- **Feelings and Emotions** - The sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings, and how to learn to use such feelings as a source of growth.
- **Creativity and Imagination** - Developing the ability to express the innermost thoughts and feelings through art, music, literature and crafts. Being able to exercise the imagination and develop insight into the world around us.
- **Self-Knowledge** - Having an awareness of oneself, in terms of thoughts, feelings, emotions, responsibilities and experiences. The development of self-respect.
- **A Sense of Awe, Wonder and Mystery** - Being inspired by the natural world, mystery of human achievement.
- **Search for Meaning and Purpose** - Reflecting on the origins and purpose of life. Responding to challenging experiences of life such as death, separation and suffering.
- **Relationships** - Recognising the value of each individual, developing a sense of community, and having the ability to build up relationships with others.
- **Beliefs** - Developing own personal beliefs, including religious beliefs. Developing an understanding that everyone has their own individual and shared beliefs on which they base their lives. Developing an understanding of how beliefs contribute to personal identity.
- **Experiencing Feelings of Transcendence** - Feelings which give way to the belief that one's inner resources provide the ability to rise above everyday experiences and 'to view the world from above'.

## **Moral/Social Development**

Moral and Social development often go hand-in-hand, especially for younger children. We aim to provide a secure, structured and caring environment where children can explore new opportunities to learn and to develop relationships. They learn that there are rules and expectations for standards of behaviour both for their own wellbeing and for the wellbeing of the other members of the school community. We use PSHCE/SEAL materials to enhance this.

The school fosters values of respect for self, individuals and property. We encourage honesty, fairness, tolerance and sensitivity towards others as well and kindness and compassion. SEAL, the Personal Social, Health and Citizenship Education scheme from Cambridgeshire and "Circle Time" allow teachers and children to discuss matters of concern and to explore ideas in a variety of group sizes. The children learn to listen to each other and to share their views with the confidence that these views will be treated with respect.

Whole school and class rules are developed at the beginning of each academic year and are regularly reinforced. The children help to create these rules and in this way the children have ownership and understand what is expected of them in their behaviour. Pastoral assistants work with individuals and groups to promote good social skills.

In a Church school each child's sense of belonging is further expanded through their awareness of belonging to an even wider group i.e. member of a religious faith, part of a group that has concern for social and environmental issues from a Christian perspective and a member of the human race as a whole, growing ever closer to God. RE and collective worship provide opportunities for children to consider a moral framework,

The school regularly supports National Charities such as Hearing/Guide dogs for the deaf/blind, Royal British Legion, Children's Hospice, Air Ambulance, Children in Need and individual charitable initiatives. This further develops the child's awareness of the part they can play in society and gives them the opportunities to participate in wider concerns than those of their own home or school.

## **Cultural Development**

Cultural development is encouraged in two main ways:

- 1- Helping the children understand their own cultural roots by:
  - Learning about historical figures who have contributed to the development of our society
  - Visiting churches, museums and places of interest
  - Observing special days throughout the year eg Mothering Sunday, Remembrance Day etc.
- 2- Providing a curriculum that gives each child the opportunity to explore and participate in experiences that the child might not otherwise encounter. For example-
  - Listening and responding to a wide variety of music
  - Looking at works of art from a variety of cultures
  - Sharing a variety of literatures- poetry, stories, myths and legends.

We uphold the values and principles endorsed by the Commission for Racial Equality. Respect for, and understanding of all cultures is nurtured, not only through collective worship and more formal teaching but also by the school's ethos which values all children and welcomes the diversity of experience that each child brings into school. Since the ethnic minority population of this school is very limited it is very important that children have exposure and understanding of multi-ethnic and multi-cultural issues.

There is a two-way learning process involving openness and sharing of ideas. As a staff we are committed to raising our own awareness of multi-cultural issues. All members of staff are open to all contributions from children, their parents and the wider community. The extended school's agenda is very important in developing the child's sense of belonging.

This policy will be reviewed and agreed in line with Government guidelines by the Governing Body.

**Approved and signed by:**

**Headteacher**

**Signed:**

**Date:**

**Chair of Governing body**

**Signed:**

**Date:**



RACKHAM C. OF E. PRIMARY SCHOOL