



Stoke by Nayland Primary School **Policy for Spiritual, Moral, Social and Cultural Development**

Rationale

At Stoke by Nayland CEVC Primary School we aim to help all our pupils develop the appropriate knowledge, understanding, attitudes and skills that will enable them to grow and thrive in all areas of life and make the most of their abilities. We aim to provide a safe and secure environment where children of all faiths or no faith have the opportunity to explore the spiritual, moral, social and cultural aspects of their life within the structure of the broadly Christian values that underpin our ethos.

Spiritual Development

Spiritual development relates to the aspects of life which encompass the inner self in terms of a relationship with God for those of faith and also with other people and the environments encountered throughout life. It is not necessarily experienced through the physical sense or expressed through everyday language. It is concerned with the individual search for meaning to life and is characterised by thought, reflection and the attribution of values to different circumstances.

In order to develop this area we provide opportunities for the children to:

- Experience aspects of Christian faith in assemblies that provide time for reflection and/or prayer
- Discuss issues relating to different faiths
- Develop some insight into questions about life, change and death
- Engage in activities which involve questioning, valuing, empathising and imagining
- Develop personal beliefs and learn to respect the beliefs of others

Moral Development

Moral development refers to the exploration and understanding of rules that relate to right and wrong and the children's ability to apply their knowledge appropriately. This is supported by our behaviour policy.

In order to develop this area we provide opportunities for the children to:

- Develop a sense of right and wrong
- Learn to take responsibility for their own actions
- Explore issues from school and wider communities where the line between right and wrong is indistinct

Social Development

Social development refers to the acquisition of the knowledge, skills and understanding that allow children to interact appropriately within a range of social groups and situations. This understanding will then contribute to the children's ability to take a full part in society as adults.

In order to develop this area we provide opportunities for the children to:

- Develop skills such as co-operation, collaboration, responsibility, teamwork and initiative
- Communicate effectively with others
- Develop their understanding of rights and responsibilities
- Develop their understanding of wants and needs

Cultural Development

Cultural development concerns children's knowledge, understanding and appreciation of the diverse cultural traditions from within our own society and in the wider world.

In order to develop this area we provide opportunities for the children to:

- Value their own cultural roots, interests and achievements
- Learn about and from other cultures and traditions
- Recognise the need to live co-operatively in a diverse society

Learning and Teaching style

Learning and teaching in spiritual, moral, social and cultural development will take place implicitly in many areas of the curriculum and also in the regular routines of the school, such as collective worship and circle time. Children are encouraged to be active in group and class discussion and to listen with respect to the views of others.

Children will develop and progress at different rates according to age and experiences and this is taken into account. Sometimes opportunities for spiritual, moral, social and cultural development are part of lesson planning, but at other times occasions may arise spontaneously.

Many aspects of the spiritual, moral, social and cultural development of children at our school are supported by the PSHE, RE and behaviour policies. Other links are evident through teaching in art, geography, history, music and literacy.

School Organisation Review

As our school grows to accommodate children until the end of year 6, the rationale that this policy will not change. Themes and topics covered will be extended as and when necessary to include more mature material in response to the needs of our children. Policy update will take place as and when necessary, but a full review will take place every 3 years

Signed: *(Coordinator /Headteacher)*

Signed: *(Foundation Governor)*

Signed: *(Chair of Governor)*

Date: April 2012