



Cossington C.E. Primary School

'Care, Significance, Purpose'

Spiritual, Moral, Social and Cultural Development

This Policy is carried out within the context and spirit of the school's Mission Statement. It supports and reinforces the aims of Cossington CE Primary School, valuing all children equally.

Our school mission statement

Care, Significance, Purpose

With a foundation of distinctly Christian Values at our core, Cossington CE Primary School aims to offer an inclusive and inspirational learning environment where every learner is warmly welcomed and can say:

'I am cared for' because God loves me and calls me to care for others.'

'I am significant' because God chose to create me and everyone else in his image.'

'I have purpose' because God created me, and everyone else, with their own unique personality and abilities.'

All of these are rooted in our Christian beliefs that God is a God of Love, Grace and Faithfulness.

Our Christian Values

- * Hope
- * Koinonia
- * Wisdom
- * Fairness
- * Forgiveness
- * Thankfulness

Rationale

Our mission statement and aims for the pupils. Parents/carers, staff and governors of Cossington CE Primary School seek to reflect the beliefs and values of the school and the Christian community of which we are a part.

- At Cossington CE Primary School the promotion of pupils' spiritual, moral, social and cultural development is considered to be a 'whole school' issue.
- Spiritual, moral, social and cultural development should be promoted not only through all the subjects of the curriculum but also through the ethos of the school and collective worship.
- The development of positive values and attitudes is considered to be intrinsically linked with spiritual, moral, social and cultural development.

Spiritual Development

Understanding of self and others is at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development is, therefore, accessible to everyone. All areas of the curriculum should contribute to pupils' spiritual development. As a church school, we place special emphasis on the specific teaching and beliefs of the Christian faith, both within the daily life of the school and through the curriculum.

Moral Development

Acquiring a knowledge and understanding of what is right and wrong is central to moral development. It is the basis upon which the pupils may develop the ability to make judgements about how to behave and it is the standpoint from which to consider the behaviour of others in school and society in general. The system of rules, the six core values and codes of behaviour established in our school is an important early introduction to issues of fairness for all and to the consequences of operating outside the accepted rule system.

Social Development

Development in this area enables pupils to become conscientious participants in firstly the society of the family and then, progressively, the class, the school and the wider community. Provision for social development should balance the positive, satisfying elements of belonging to a group or society with the demands and obligations such membership requires. The school provides a suitable environment for promoting social development within a Christian context. Pupils learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when children work co-operatively.

Cultural Development

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 of others. In order to make provision for cultural development existing knowledge, interests and experiences are strengthened and then built upon further. In this way pupils gain a deeper understanding of their own culture and the factors which influence it and gain a broader understanding of other cultures and cultural influences. All areas of the curriculum can be used to promote and develop cultural awareness, although the arts, music, dance, drama and art are those used more frequently.

Aims for Spiritual Development

- The ability to listen and be still.
- The ability to reflect.
- The ability to sense wonder and mystery in the world.
- The ability to sense the special nature of human relationships.

Objectives for Spiritual Development

- To develop the skill of being physically still, yet alert.
- To develop the skill of being mentally still, concentrating on the present moment.
- To develop the ability to use all ones senses.
- To promote an awareness of and enjoyment in using one's imaginative potential.
- To encourage quiet reflection during a lesson or assembly.
- To develop individual self-confidence in expressing inner thoughts in a variety of ways.
- To consider the mystery of God and the wonder of his world.
- To find an inner confidence and peace.

Provision for Spiritual Development

Staff provide a role model for the children by sharing in the joy of discovery and in the mystery of creation.

Within the Curriculum, pupils will be able to explore:

- An imaginative approach to the world.
- A spirit of enquiry and open-mindedness.
- An awareness of order and pattern in the world.

The school will:

- Encourage pupils to express their creativity and imagination.
- Foster a sense of respect for the integrity of each person.
- Create an atmosphere which enables pupils and staff to speak freely about their beliefs.

Within RE, Worship and PSHE, the school will:

- Allow pupils to investigate and reflect upon their own beliefs and values;
- Provide opportunities for pupils to share what is meaningful and significant to them.
- Provide opportunities for prayer/reflection/silence, the exploration of inner space.
- Encourage a balance of music, speech, silence and the creative arts when exploring spiritual development.

Beyond the Formal Curriculum, the school will:

- Encourage pupils in personal conversations and during discussions in lessons, to express such feelings as transcendence, wonder, transience and change, paradox and unease, injustice or inequality whilst listening carefully to others' questions and responses.
- Treat pupils, staff and governors with respect, regardless of personal feelings.
- Invite close involvement with the Church.

Assessment in Spiritual Development

- Becoming aware of God.
- Becoming aware of and reflecting on experience.
- Questioning and exploring the meaning of experience.
- Understanding and evaluating a range of possible responses and interpretations.
- Developing personal views and insights and a grasp of the intangible.
- Applying the insights gained with increasing degrees of perception to one's own life.
- Acquiring a sense of empathy with others, concern and compassion.
- Development is best sent through pupil's relationships and conversations with others.

Aims for Moral Development

- To understand the principles lying behind decisions and actions.
- To be able to take moral decisions for themselves.
- To assume moral responsibility through belief and conviction
- To be able to distinguish between right and wrong.

Objectives for Moral Development

- To understand the principles lying behind decisions and actions.
- To be able to take moral decisions for themselves.
- To assume moral responsibility through belief and conviction.
- To be able to distinguish between right and wrong.
- To tell the truth.
- To respect the rights and property of others.
- To help those less fortunate than ourselves.
- To act considerately towards others.
- To take responsibility for one's own actions.
- To exercise self-discipline.
- To develop high expectations
- To develop positive attitudes
- To conform to rules and regulations for the good of all.

Provision for Moral Development

Within the Curriculum

- Encouraging pupils to develop a personal view on ethical questions raised.
- Developing responsibility in learning and setting personal targets.

Within RE, Worship and PSHE

- Religious education lessons emphasise the Christian moral perspective whilst also offering models of morality in other faiths.

Beyond the Formal Curriculum

- The school will set high expectations through formal discussion which will lead to raised awareness of high moral standards inside and outside the classroom.

Assessment in Moral Development

Assessment is primarily through observation of pupil behaviour and the views pupils express. Do pupils demonstrate:

- An understanding of moral principles which allow them to tell right from wrong?
- A respect for other people, truth, justice and property?
- An ability to stand moral ground in the face of peer pressure?

Aims for Social Development

- To relate positively to others.
- To use appropriate behaviour according to situations.
- To exercise personal responsibility and initiative.
- To understand that, as individuals, we depend on each other.

Objectives for Social Development

- To share such emotions as love, joy, hope, anguish, fear and reverence.
- To show sensitivity to the needs and feelings of others,.
- To work as part of a group.
- To interact positively with others through contacts outside school, e.g. sporting activities, visits, Church, music festivals, etc.
- To develop an understanding of citizenship and to experience being part of a whole caring community.
- To show care and consideration for others by sharing and taking turns.
- To realise there are things each person can do well.

Provision for Social Development

Within the Curriculum

- Listening to the viewpoints and ideas of others.

Within RE, Worship and PSHE

- Good behaviour is praised positively and recognised in the classroom and in achievement assemblies.

Beyond the Formal Curriculum

- Pastoral care from all staff gives pupils the chance to see caring in action.
- Opportunities to use good manners in all situations and with everyone.

Assessment in Social Development

- Observation of pupils' growing maturity and self-esteem.
- The degree to which pupils employ socially acceptable behaviour.
- Development of relationships in work and play.
- The degree to which pupils appreciate what constitutes a healthy lifestyle.

Aims for Cultural Development

The aims and objectives of cultural development relate to differing aspects of the word 'culture'.

- To develop a sense of belonging to pupils' own culture and being proud of their cultural background.
- To respond to cultural events.
- To share different cultural experiences.
- To respect different cultural traditions.
- To understand codes of behaviour, fitting to cultural tradition.

Objectives for Cultural Development.

- To develop a love of learning.
- To develop an understanding of British cultural tradition, including Christianity, to appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond.

Provision for Cultural Development Within the Curriculum

- Acquiring a code of behaviour.
- Learning about another culture presented through a cross-curricular approach.

Within RE, Worship and PSHE

- Visits to places of worship.
- Visits to school by different cultural groups.

Assessment in Cultural Development

- Response to stories, videos, artefacts.
- Records of work, displays, photographic evidence.
- Increased participation in cultural activities.
- Attitudes expressed during cultural visits or relating to visitors.

Agreed: January 2020

To be reviewed: January 2023