



Hamsey Green
Primary School



Hamsey Green Primary School

Policy for the Development of Spiritual, Moral, Social and Cultural Awareness in Children

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Reviewed By: Heather Mellis

To be Reviewed: July 2023

HAMSEY GREEN PRIMARY SCHOOL

POLICY FOR THE DEVELOPMENT OF SPIRITUAL, MORAL, SOCIAL AND CULTURAL AWARENESS IN OUR CHILDREN

We are a school where:

- Opportunities for academic, social and spiritual success and growth are fully maximised, celebrated and shared.
- We strive to ensure that all children have opportunities to learn and develop skills, attitudes and understanding in order to prepare them for continuing education and the evolving adult society in which they are likely to live.

We strive to provide a 'value-based' curriculum with opportunities for development in these areas evident throughout the school day and year. These are not 'bolt-on' extras but a strong undercurrent of school life. We believe that the development of these values can be rarely measured. Sometimes they are easy to identify and plan for but often opportunities happen spontaneously in the context of stimulating discussions or lessons. Staff need to be confident to recognise and 'seize the moment' and take time to reflect with the children on the learning that is taking place.

The four areas can be defined thus:

SPIRITUAL DEVELOPMENT: relates to an awareness of mystery through reflection. Pupils acquire insights into their own personal being and their place in the world.

MORAL DEVELOPMENT: refers to a pupil's understanding, attitude and behaviour to what is right and wrong.

SOCIAL DEVELOPMENT: refers to a pupil's progressive acquisition of the competencies and qualities needed to play a fully part in society.

CULTURAL DEVELOPMENT: refers to a pupil's developing understanding of beliefs, values and customs in social, ethnic and national groups different to their own.

SPIRITUAL DEVELOPMENT

- Giving pupils the opportunity to explore values and beliefs, learning tolerance, including religious beliefs and the way in which they impact on people's lives (RE, Assembly, PSHE, History) and British Values
- Giving pupils the opportunity to understand human emotions and feelings, the way they impact on people and how an understanding of them can be helpful (RE, PSHE, Assembly, English, Dance, Music, Art, Drama)
- Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected (School and Council system)

- Offering pupils the opportunity to appreciate the beauty and wonder of the natural environment (school grounds, visits to Riddlesdown Common)
 - Accommodating difference and respecting the integrity of individuals (School and Council system and 'Golden Boot')
 - Promoting teaching styles that:
 - Value pupil questions and give them space for their own thoughts, ideas and concerns (Pastoral Lead)
 - Enable pupils to make connections between aspects of their learning
 - Encourage pupils to relate their learning to a wider frame of reference
 - for example, asking 'why', 'how', and 'where' as well as 'what'.
- (Teaching and Learning Policy)

MORAL DEVELOPMENT

- Providing a clear moral code for behaviour which is promoted consistently through all aspects of the school (Behaviour Policy)
- Promoting racial, religious and other forms of equality (Equality Policies)
- Giving pupils opportunities to explore and develop moral concepts and values throughout the curriculum e.g. truth, justice, equality of opportunity, right and wrong (PSHE, RE, History, Literacy, Assembly, Drama) and British Values
- Developing an open and safe learning environment in which pupils can express their views and practise moral decision making (School Councils, Drama, Voice Box)
- Rewarding expressions of moral insights and good behaviour (Raffle tickets and postcards home)
- Modelling through the quality of relationships and interactions the principles we wish to promote e.g. fairness, integrity, respect for persons, pupil welfare, respect for minority interests
- Recognising and respecting the codes and morals of different cultural groups represented in the school and the wider community
- Encouraging children to take responsibility for their actions e.g. respect for property, care of the environment and code of behaviour (Behaviour Policy)
- Providing models of moral virtue through the curriculum (English, History, RE, PSHE, Assembly, Drama)
- Reinforcing the school's values by displays etc. (PSHE, Special Focus Weeks)

SOCIAL DEVELOPMENT

- Fostering a sense of community with common, inclusive values (Assembly, Inclusion Policy, Home School Agreement)

- Promoting racial, religious and other forms of equality (Racial, Inclusion, Equal Opportunities Policies)
- Encouraging children to work co-operatively (Green Hamsey, Pupil Premium)
- Encouraging children to recognise and respect social differences and similarities e.g. where they live, different kinds of family models, age issues
- Providing positive corporate experiences e.g. special curriculum events, productions, assembly, school council, Enterprise events
- Help pupils develop personal qualities which are valued in society e.g. thoughtfulness, honesty, respect for differences, moral principles, independence, inter-dependence, self-respect
- Help children relieve tensions between their own aspirations and those of the wider group
- Provide opportunities to participate in the democratic process and participate in making community decisions (School Council)
- Providing children with opportunities to exercise leadership and responsibility (Council Leaders, Club Leaders, Team Leaders, Head Pupils, Prefects)
- Making members of the wider community welcome in our school and keeping them informed of developments (Reading Volunteers, Newsletter, Warlingham Carol Singing, Class Assemblies, Book Week, Twitter, Lantern festival, Charity events such as MacMillan and Red Nose Day)

CULTURAL DEVELOPMENT

- Providing children with opportunities to explore their own cultural assumptions and values
- Celebrating the attitudes, values and traditions of diverse cultures (Geography, RE, Multi-Cultural events, History, English, Assembly, Art, Dance, Music)
- Recognising and nurturing particular gifts and talents (after school clubs, attending special events)
- Developing partnerships with outside agencies and individuals to extend pupil's cultural awareness e.g. Theatre, music and dance groups, museum and art galleries visits
- Reinforcing the school's cultural values through displays, website and photographs
- Using ICT and the world-wide web to extend partnerships with those from other cultural backgrounds
- Providing pupils with opportunities to engage with the fundamental British values of democracy, the rule of law, to develop skills and attitudes that allow them to participate fully in and contribute positively to life in modern Britain

ASSEMBLY

Assemblies are an ideal opportunity to foster and promote the development of the four areas. Whole School assemblies are organised Monday, Wednesday and Friday.

Assemblies provide the children with the opportunity to:

- Worship God in a child-friendly way
- Consider spiritual and moral issues
- Explore their own beliefs in a time of reflection and/or prayer
- Participate in drama and responsive activities
- Develop a sense of community
- Share a common ethos and values and have positive attitudes reinforced
- Explore the Christian faith and faiths of other religious traditions through story and music often with a moral point
- Celebrate the achievements of themselves and others

Regular visitors to Assembly include the local vicar.

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| <ol style="list-style-type: none">1. Enter Assembly quietly and listen to the music2. Listen, watch and think carefully3. Always put your hand up to answer questions4. Leave the hall quietly5. ENJOY! |
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Governors have an open invitation to Celebration Assemblies, parents are invited to share in special assemblies and invited to Value Assemblies weekly if their child has been nominated.

Parents are entitled to withdraw their child from assembly in discussion with the Headteacher. The school will make alternative arrangements for the supervision of the child during that period.