

## **All Saints' CE (C) Primary School, Alrewas**

### **Policy for the Provision of Pupil's Spiritual, Moral, Cultural and Social Development**

#### **At All Saints' CE (C) Primary School we aim to:**

- provide pupils with knowledge and insights into values and beliefs which enables them to reflect on their experiences in a way which develops the spiritual awareness and self knowledge;
- teach the principles that distinguish right from wrong;
- encourage pupils to relate positively to others, take responsibility, participate fully in the community, and develop an understanding of citizenship;
- teach pupils to appreciate their own cultural traditions and the diversity and richness of other cultures.

These aims will be achieved mainly through Collective Worship, Religious Education and Personal, Social and Health Education.

These aims will also be achieved in respect of All Saints' school aims and mission statement.

#### **All Saints' mission statement**

'to provide the highest quality education for all our pupils in a happy, secure environment with a Christian spirit of community, which is sensitive to the needs of others and encourages everyone to achieve their full potential.'

Reviewed September 03

## **SPIRITUAL EDUCATION**

### **Overview**

Spiritual development is an approach to teaching which embodies **clear values**. It enables pupils to gain **understanding** through **reflection** on their own and other **people's lives** and **beliefs**.

Teachers value pupils' ideas across the whole curriculum.

Pupils are provided with time for reflection and prayer throughout each day.

### **Achievement**

The school ethos creates a feeling which is an important influence in the development of spirituality. This may be reflected through:

Interpersonal relationships

- relationships between staff
- relationships between staff, other adults and pupils
- relationships pupils and pupils
- emphasising the importance of friendship
- participating in collaborative group work
- experiencing kindness from staff and other pupils
- experiencing pride in being a member of the school community

Characteristics of the school

- pride in the appearance of the school buildings and grounds
- appreciation of classroom and school displays which creates a positive affect.

### **Collective Worship and Religious Education**

Collective worship and Religious Education provide opportunities for pupils to develop their spirituality through:

- reflecting on the lives and actions of significant people whose lives exemplify qualities which are universally valued.
- reflecting upon aspects of human life and the natural world which raise questions of ultimate meaning and purpose.
- considering the beliefs of Christians and other religions.
- considering and respecting the viewpoints of other people.

Collective worship, both in church and school, allows an appropriate atmosphere to be created. This is achieved by providing a worship table, lighted candle, Bible, book of prayers, cross and flowers.

Music plays an important part during worship. This is attained through singing hymns and listening to music, including that played by other pupils.

## **Whole Curriculum**

Spiritual development involves allowing pupils to respond creatively or aesthetically to:

- literature, such as stories, poetry and pupil's own work
- drama, dance and musical appreciation
- the appreciation of arts, technology and crafts and design.
- the appreciation of the beauty of the environment, man-made structures/buildings, scientific wonders
- events in history and religious education where pupils can empathise with different situations
- the atmosphere associated with local events and festivals especially those in church.

## **Spirituality in School**

The following extract comes from the Lichfield Headteachers' Conference 1999. These points help to reflect the spiritual dimension found in school.

We value as part of spirituality in school:

- 1 quietness and peace e.g. a "quiet area" in the classroom
- 2 relationships that enable positive support between young and old e.g. senior citizens' lunches
- 3 staff aware of "spiritual moments" that occur spontaneously during the day
- 4 acknowledging and exploring bereavement
- 5 quiet spaces in the school grounds
- 6 a wide range of options for different personalities with regard to the curriculum and hidden curriculum
- 7 celebrating "first times" and "penny dropping" experiences
- 8 the use of quality music of all varieties
- 9 affirming and giving space or spontaneity
- 10 assembly and worship as important occasions
- 11 affirming a child's right to "feel"
- 12 natural world outside e.g. planting and growing
- 13 "circle time"

We are responsible for:

- 1 helping children keep an open mind
- 2 exploring ways of seeing
- 3 encouraging personal awareness
- 4 becoming personally aware of the social and political dimensions of spirituality

## MORAL DEVELOPMENT

### Overview

The school teaches the principles which separate **right** from **wrong** through the implementation of the behaviour policy and expectations of pupils' behaviour. This is achieved with the support of parents, governors and all staff.

The school fosters values such as **honesty, fairness and respect for truth and justice**. Teachers have **high expectations** of pupils and themselves. All staff are committed to high quality **pastoral care** of pupils and treat all pupils **equally**.

Through Collective Worship and the curriculum pupils are provided with opportunities to discuss and reflect the moral aspects of spontaneous or topical issues.

The Behaviour Policy and Anti-bullying Policy promote self-discipline, good manners and politeness.

### Aims

All Saints' Primary School wishes to **promote** the following values and actions:

- being open and honest and always telling the truth
- keeping promises
- respect of life (flora, fauna) and property
- treating people equally regardless of gender, race or culture
- respecting the rights and property of the school and others
- being considerate towards others helping the less fortunate and needy
- unselfishness, taking personal responsibility for one's actions
- learning to accept the consequences following wrong actions
- carrying out a task to the best of one's abilities
- conscientiousness
- loyalty
- being polite and well-mannered
- being friendly and cheerful
- listening to others

All Saints' Primary School wishes to **discourage** the following values and actions:

bullying  
cheating  
dishonesty  
selfishness  
boasting  
destruction of life or property  
exploitation of others  
peer pressure to induce wrongful actions or behaviour  
deceit  
cruelty  
irresponsibility  
greed  
envy  
inconsiderate behaviour  
laziness

## SOCIAL DEVELOPMENT

### Social Relationships

The quality of relationships is crucial in forming pupils' attitudes to good social behaviour and self-discipline. The school's Behaviour Policy is instrumental in promoting pupils' good social behaviour and self-discipline in addition to positive attitudes towards the school.

Opportunities are provided throughout school life for children to develop their social skills. These include opportunities to:

- undertake responsibility and initiative. Pupils are encouraged to be independent in their learning and to find the relevant resources required for a task.
- Perform various duties, including preparing the hall for assembly, taking registers to the office, using the photocopier, taking care of younger pupils in the playground, the field and the environmental area.
- Work co-operatively in lessons or on projects where pupils may work collaboratively in pairs or groups.
- Take part in games involving competition, discipline and fair play.
- Participate fully in the community through church events, village events, inviting senior citizens to school lunch and performances, playgroup links and partnership with local farms and industries.

Pupils are frequently involved with fund raising activities. Each year the school supports a several charities which in the past have included NSPCC, Oxfam, Rainbow Children's Hospice, The Children's Society. The pupils sometimes organise their own fund raising events such as making and selling cakes.

### Personal and Social Skills

From an early age pupils are developing a range of Personal and Social skills including how to:

- be competent in the skills for everyday living.
- listen to and see others' points of view and put forward their own views clearly and appropriately.
- make sensible choices in the light of information and evidence available.
- cope confidently with unfamiliar people and situations.
- learn from mistakes from social situations which have unforeseen consequences.
- take initiative and act responsibly as an individual and as a member of a family, school or wider community.

## CULTURAL DEVELOPMENT

### Overview

All Saints' Primary School teaches pupils to **appreciate** their **own** cultural traditions and appreciate the **diversity** and **richness** of other cultures.

This is developed through a variety of contexts to make pupils aware that people have different:

- languages
- national emblems
- monarchy or republican heads of state
- means of government e.g. democracy
- food dishes/ingredients often associated with festivals
- modes of dress/traditional costumes
- types of music and dance which enhance different cultures
- sporting traditions, celebrations and festivals

### **The Curriculum**

The provision for pupils' cultural development is based on enriching pupil's knowledge and experience of their own and other cultural traditions, through the curriculum and through visits, and other activities.

At All Saints' this is achieved through:

#### RE and Collective Worship

Teaching about Christianity, Islam and Hinduism, including the study of artefacts and visits to Hindu and Sikh Temples.

#### Geography

Work on European awareness Contrasting areas in UK and beyond Materials and commodities- where they come from - the people involved.

#### History

Study units- other cultures in Egypt, Greece, Rome Looking at history from a variety of perspectives: political, economical, technological and scientific, social, religious and aesthetic.

#### Art

An appreciation of the natural world and the work of different artists

Displays of art from different cultures

Visits to museums and galleries

Work with artists and craft experts.

#### English

An appreciation of literature: stories, poems, plays

Working with authors and performers

#### Music

Listening to and appreciating different styles of music.

Singing songs, playing instruments and performing dances from different cultures.

Listening to music performed by visiting musicians.

Recognising the contributions of other cultures to subjects such as:

- maths - mosaics, patterns, geometrical calculations and designs
- science - inventions, medical research
  - technology - structures/buildings across the world

### **The Spiritual, Moral, Cultural and Social Curriculum**

The following pages refer to statements connected to the four dimensions of the SMCS curriculum. These reflect the objectives of All Saints' Primary School.

#### Key to abbreviations used:

Erg – English

Sc – Science

Hist - History

Geog – Geography

PE - Physical Education

RE - Religious Education

OA- Outdoor and Adventure

CW - Collective Worship

PSHE - Personal, Social and Health Education

Reviewed September 06