



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 (among other religions), 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 good and evil. 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, live in line with British Values and deal with everyday life situations in a confident and understanding way.

SPIRITUAL DEVELOPMENT

The potential for spiritual development is open to everyone and is not confined to the development of religious beliefs or conversion to a particular faith. It cannot be summarised in one simple statement. We consider there to be eight distinct areas:

1- 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.

2 – CREATIVITY

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.

3 – SELF KNOWLEDGE

Having an awareness of oneself, in terms of thoughts, feelings, emotions, responsibilities and experiences. The development of self respect.

4 – A SENSE OF AWE, WONDER AND MYSTERY

Being inspired by the natural world, mystery of human achievement.

5 – 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.

6 – RELATIONSHIPS

Recognising the value of each individual, developing a sense of community, and having the ability to build up relationships with others.

7 – 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.

8 – EXPERIENCING FEELINGS OF TRANSCENDENCE

Feelings which give way to belief in the existence of a divine being or the belief that one's inner resources provide the ability to rise above everyday experiences.

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 good and for the good of the other members of the school community and understand these in the context of the broader community and British Law.

The school fosters values of mutual respect for self, individuals and property in line with the British values. We encourage honesty, fairness, tolerance and sensitivity towards others as well and kindness and compassion. Through Collective Worship, weekly British Values assemblies, our PSHE programme and the teaching of our school values, we explore, learn, develop and reflect on values, ideas and matters of concern. Children learn to listen to each other and to share their views with the confidence that these views will be treated with respect.

Our school values of Love, Excellence and Wellbeing are taught throughout the curriculum and from these stem expectations of behaviour and attitude in school. We link school routines and expectations to our values so children understand them.

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. As a community, however, we are accepting and tolerant to those of all faiths and none and seek to help them feel part of our community.

The school supports international, national and local charities. This support is tied into the housepoint system, and children have input into the charities chosen. 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

At Wilburton CE Primary 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 e.g. 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.

At Wilburton Church of England Primary School we uphold the values and principles endorsed by the Commission for Racial Equality and the British Values. Mutual respect for, and understanding of all cultures is nurtured, not only through assemblies 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.

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. The staff are open to contributions from children, their parents and the wider community that support this policy.