

Lord Deramore's Primary School
Spiritual, Moral, Social and Cultural Development Policy

Spiritual Development

In defining spirituality in the classroom, Richard Lindley wrote the following in 'Education' 1992:

"Spirituality can be a real part of the curriculum at all sorts of moments, intended and spontaneous. It will be part of a class gladness at what is happy and satisfactory, or at someone's caring or heroic action. It will be part of their anger or sadness at things that are wicked or hurtful, or at the inhumanity of life itself. It will be part of their delight in their own creativity and in the exquisiteness of the productions of the masters in music and art. It will be part of the silence before an insects wing seen through a microscope; it will be written in the serenity on the fact of a first time mountain climber who sits alone gazing over the vistas; it may be caught in the 'wow' uttered by children as they see sunlight streaming through medieval glass".

Aims

To develop personal beliefs – an appreciation that people have individual and shared beliefs on which they base their lives.

To develop a sense of awe, wonder and mystery – being inspired by the natural world or human achievement.

To develop a search for meaning and purpose – reflecting on the origins and purpose of life, responding to challenging experiences of life such as beauty, suffering and death.

To develop self knowledge – an awareness of ones self in terms if thoughts, feelings and emotions.

To develop relationships – valuing the worth of each individual whilst developing a sense of community

To develop creativity – through art, music, literature and craft.

To appreciate and understand emotions such as love, hate, fear or joy, and to harness these creatively.

Rationale

Spirituality is not the same as religion. It is broader and might be described as that which makes us truly human. Spiritual development includes matters of belief, a sense of awe and mystery, and the experience of transcendence (to go beyond a limit or range, e.g. of thought or belief, to go beyond something in quality or achievement, to exist above and apart from the material world). Without exploring these things, and without examining questions of creativity

and of feelings and emotions, children may lack the motivation to learn, their social development may be impaired, and they would 'live in an inner spiritual and cultural desert'.

Opportunities for spiritual development **in a school context** include times when pupils are able to

- develop a sense of self-awareness, self-knowledge and self esteem
- recognise the worth of every individual, develop a sense of community and build relationships
- recognise transcendence, which for some will include an awareness of God
- exercise intellectual curiosity and gain insight;
- have a sense of mystery
- explore the beliefs and values of others, including great teachers and philosophers
- empathise
- express their own beliefs and values whilst learning about the beliefs of others
- identify the way that beliefs and values can affect lifestyle
- express the sense of being moved by beauty or distress, success or disaster
- come to terms with loss and other difficult or challenging circumstances
- be inspired by art, music, literature, and technological creativity
- learn to appreciate the phenomena of the natural world and develop a sense of sustainable development
- exercise responsibility for the environment
- explore issues, dilemmas and confusions
- ask and respond to challenging questions including the ultimate question of life
- identify feelings, emotions and innermost thoughts
- explore ideals and aspirations, express hopes, fears and dreams
- express as much of these as they wish through, for example, the arts
- search for identity, meaning and purpose of life
- exercise imagination and creativity
- reflect on experiences.

Moral Development

Children need to be introduced from an early age to concepts of right and wrong so that moral behaviour becomes an instinctive habit.'

From: National Curriculum Council

The values we hope to engender are set out in the school's Mission Statement.

The school strongly promotes the spiritual, moral and cultural development of pupils to help them prepare for the opportunities, responsibilities and experiences of adult life. This is done through the curriculum and other activities through planned and unplanned opportunities; high expectation; and the development of quality relationships between pupils, between staff, and between pupils and staff.

The school's values include:

- telling the truth
- keeping promises
- respecting the rights and the property of others
- acting considerably towards others
- taking personal responsibility for ones actions
- self discipline.

Particular stress is laid on pupils developing a clear personal morality based on the above values through reasoning, questioning and discussion.

Emphasis is given to helping the children in school to decide that they and others hold as right and wrong, why they do so and how they should behave in accordance with a moral code.

In addition to looking at what is good and bad in terms of our behaviour and other people's behaviour, older pupils will consider the behaviour of governments and other bodies.

Spiritual and moral education will permeate through all aspects of school life. It is taught through:

- All aspects of the school curriculum
- Collective Worship
- Religious Education
- The ethos of the school and the way that day to day issues of problem behaviour are discouraged and dealt with and good actions reinforced and encouraged.

Social Development

Aim

To develop the skills and personal qualities necessary for individuals to live and function effectively and happily in society.

In school we try to prepare children for the wider world. When children enter school they become part of a larger group or community which is more varied than that of the family. They need not only to learn the obligations and constraints, but also the sources of satisfaction, that go with membership of a group and a community. They need to become more aware of their own identity as individuals, and the importance of taking account of the feelings and wishes of others.

Children in school help to set the code of conduct; special mention assembly each week recognises good behaviour and attitudes as well as good work. We value our links with the church and the community.

Cultural Development

Aim

To develop awareness and understanding of other cultures.

Cultural awareness is developed through music, art, poetry, science and technology. Each week as part of collective worship a piece of music is chosen. This includes music from other cultures. Children are encouraged to understand their own cultural background. We celebrate and value our cultural diversity at Lord Deramore's.

Rachel Carr

RE coordinator



Approved by Curriculum Committee

Meeting Date 30 November 2016