



# GREAT ADDINGTON CE PRIMARY SCHOOL

## SPIRITUAL, MORAL, SOCIAL, CULTURAL DEVELOPMENT POLICY

*Together we build a Christian foundation of love, care, respect and forgiveness for all members of our school family. These deeply embedded values influence our whole lives and community, permeating everything we are and do. Our love is not just words and talk; it is true love, shown in our actions.*

STAFF RESPONSIBLE	: Richard Meekings
DATE APPROVED BY FULL GOVERNING BODY	: August, 2019
Signed	: Chair of Governors
NOTES (If applicable)	:

This Policy is subject to the published Equality Information, in line with the Equality Duty 2011 and is underpinned by the Christian beliefs and values of our School.

**'Our love should not be just words and talk, it must be true love, which shows itself in action.**  
(1 John 3:18)

Our School is a family community where everyone learns to love and is truly valued. Each unique individual makes a valuable contribution to the school and collectively, as courageous advocates, promote positive change in our villages and global community. Together we flourish through enriching experiences, mutual encouragement and outstanding teaching.

Our emphasis is on a rounded education that promotes belovedness, resilience and equips our pupils with a strong foundation for the future. At Great Addington we have created an environment where pupils and staff can 'live life in all its fullness'; developing a culture of joy, that embraces the spiritual, moral, social and cultural development of all. Where pupils see the best in others, themselves and the world and strive to improve the lives of others locally and globally through action.

Everyone is valued as an individual and helped to develop and progress in their own unique way within a Christian atmosphere.

The vision and values of our school aim to help all children to develop respect for themselves, each other and to have a caring attitude for the world in which we live. Pupils are encouraged to be sensitive and compassionate to the needs of others but also to go beyond feelings and be empowered to speak out and challenge injustice; promote reconciliation; raise awareness on social issues they are passionate about and support fund raising efforts.

### **Social Development**

We work in partnership with parents/carers in order to equip our children with the competencies and qualities they will need to flourish, reach their full potential and play an active part in society.

In school children join a larger and more complex group than the one of their family. They need to learn how to interact positively with each other, how to take more responsibility for themselves and how to take into account the feelings and wishes of others.

Teachers in our school plan a range of activities and opportunities for pupils to learn good social skills and attitudes. This takes place in a variety of ways. We have a structured course of personal and social education delivered through our Heartsmart / PSHE /SRE programmes. We also use a wide range of activities which contribute to the pupils growing knowledge of social skills such as taking initiative; co-operation; leadership skills and communication:

- Encouragement of older children to share their expertise and knowledge with younger less experienced children.
- Advocacy work promoting social justice and fundraising.
- Celebration in the classroom and assembly of individual and group achievements.
- Taking turns to accept responsibility (including the opportunity to be voted on the school council).
- School productions - where everyone takes part.
- Various out of school activities and clubs
- Working in teams or groups in all their subjects.

### **Cultural Development**

Cultural development is the increasing understanding and command of those beliefs, values and customs, knowledge and skills which taken together form the basis of identity and cohesion within societies and groups. Cultures grow and change; features of the past influence the present and will shape its future form.

Pupils at Gt Addington will:-

- Be introduced to the values and customs held within our Anglican cultural tradition;
- Be taught about the values and customs of our national culture;
- Become aware of cultures of the past through historical programmes of study; Respect the values, customs and cultural heritage of people who belong to other faiths or ethnic cultures;
- Have their cultural achievements outside school acknowledged and valued;
- Be taught about other cultures throughout our curriculum and so enriching, deepening and broadening their experience of all cultural excellence whether aesthetic, mathematical, literary, technological, musical or scientific.

### **Moral Development**

Moral development refers to a pupil's knowledge, understanding, intentions, attitudes and behaviour in relation to that which is right or wrong. The school community, like family life, provides a context for moral learning and experience. We strive to provide a clear, consistent and secure moral framework in which children will feel able to explore the moral questions which affect them. The aim is to furnish pupils with the knowledge and ability to question and reason which will enable them to develop their own system and to make responsible decisions.

In PHSE we have chosen to follow the Heartsmart programme as we believe it effectively explores and aids discussion on moral issues and promotes healthy relationships. Topics such as "Don't rub it in, rub it out" help to equip our pupils with the tools and knowledge necessary to disagree well and to practice forgiveness and reconciliation. This is evidenced, for example, by our Friendship Stop in the Playground, where pupils

enjoy supporting each other.

The school encourages:-

- Acting considerately towards others
- Respecting the rights and property of others
- Telling the truth
- Keeping promises
- Helping those with less opportunities than ourselves
- Taking personal responsibility for one's actions
- Self-discipline.

We will not tolerate:

- Bullying
- Cruelty
- Irresponsibility
- Dishonesty
- Deceit

### **Spiritual Development**

Spirituality is to do with a sense of awe, wonder and mystery. Being inspired by the natural world, mystery or human achievement. These feelings can be encouraged in all subjects, but especially through RE, science, music and art. We encourage children in the development of personal beliefs, including religious beliefs and an appreciation that people have shared beliefs on which they base their lives. The potential for spiritual development is open to everyone and is not confined to the development of religious beliefs. We try to help our pupils to understand these feelings of transcendence which give rise to the belief in the existence of a divine being, or that their own inner resources can provide the ability to rise above everyday experiences. Developing curiosity through questioning helps our pupils explore and articulate spiritual and ethical issues. These questions are structured in age appropriate ways to ensure progression and spiritual development throughout a pupil's time at school.

At the heart of Christian faith is our relationship with God. Christian Spirituality is all about how we explore and express this. It is a life-long journey, which includes seeking who we are at our deepest level and how we relate to the world and those closest to us. It involves respect for other faiths, values and feelings; learning from others and the world around us.

Growing Spiritually also happens through prayer and praise which enables us to draw closer to God and Jesus with the Holy Spirit's aid, enlivening and energising us. Collective Worship plays a pivotal role in our spiritual development at Great Addington. It is well embedded within the school day and both children and staff talk joyfully about how it influences their daily actions. All members of the School are invited to participate and there is a strong sense of the School as a worshipping community growing spiritually together. An act of worship is held every day. They are led by staff members, the Vicar (every Monday), visitors, the School Christian Assembly Team and frequently by the children themselves. Children are encouraged, and indeed now volunteer themselves, to help plan and deliver our worship sessions. The formation of our pupil Worship Leaders Group has noticeably increased pupil participation in collective worship as well as providing an effective forum for pupil feedback and evaluation of our collective worship.

There are many other aspects of spiritual development; it influences all areas of life at our school impacting on the way we live as individuals and as a community. *'Whatever you do, work at it with all your heart'* Colossians 3:23. Spiritual development guides our beliefs, attitudes and actions and shapes the way we build resilience and find inner strength during times of challenge.

Spiritual development also encompasses:

- The development of personal beliefs, including religious beliefs: an appreciation that people have individual and shared beliefs on which they base their lives and a developing understanding of how beliefs contribute to personal identity.
- Search for meaning and purpose - Asking 'why me?' at times of hardship or suffering; reflecting on the origins and purpose of life; responding to the challenging experiences of life such as illness, suffering and death. Beginning to discover who we are, why we are and perhaps most importantly what we might be.
- Self-knowledge - An awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences, a growing understanding and acceptance of individual identity and the development of self-respect.
- Relationships - Recognising and valuing the worth of each individual; developing a sense of community; the ability to build up relationships with others and ways in which we can be mutually supportive and show respect for people's different values and feelings. Including being able to say sorry and to forgive others and ourselves.
- Creativity - Use of imagination and expressing innermost thoughts and feelings through, for example, art, music, literature and crafts; exercising the imagination, inspiration, intuition and insight.
- Enjoyment - a sense of joy and fascination through our multiple trips and enrichment experiences; through the every day and friendships at Great Addington school; through appreciating the beauty of the natural world and being thankful.
- Feelings and emotions - The ability to recognise and respond appropriately to a variety of emotions.
- Reflection - A willingness to consider what has been discussed and reflect on experiences. Learning and using a variety of ways to reflect: art, listening to music, quiet time, guided imagery, discussion, use of our garden reflection area and being comfortable with stillness and silence. At Great Addington we are continually creating opportunities for guided and personal reflection for both pupils and staff. As part of this we encourage all to think - what would Jesus do?

At Great Addington School, we place a lot of emphasis on teaching Christian Values. Each half term we select a different value (for example compassion/thankfulness) and plan our assemblies around the theme. In our two churches, this value is displayed so that the whole community can share in our work.

Each year, we issue all children with a VALUES PASSPORT in order that children are challenged to live our values at home and in the community. The Passport is split into six sections to correspond with each half term. There is a focus on one particular value each half term and during those weeks the children will build on their knowledge and experience of that value through our work at school.

In the Passport there is one page per half term to be completed by parents/carers, to describe how their child has demonstrated and 'lived out' the value at home. This may focus on one major task or be a series of things. The important thing is that the value has been lived out. Certificates are given each half term in recognition of the children's effort before returning the Passports to commence on the next value.

At the end of the school year, in July, we look very carefully at the Passports and nominate our 'Values Champions' for each class. Reverend Pauline then awards prizes to her chosen 'champs' in recognition of their effort. End of year Reports will also focus on children's aptitude towards these Values.