



SPIRITUAL, MORAL, CULTURAL & SOCIAL DEVELOPMENT POLICY

This policy has been written taking into account our school's ethos, vision and values.

As a school we take pride in our own core values of Respect, Resourceful, Responsible, Reflective and Resilience. These core values are promoted and celebrated where possible and underpin our school ethos. We also believe in promoting spiritual, moral, social and cultural development by providing positive experiences within the curriculum and through the local community.

This policy sets out to underpin the spiritual, moral, cultural and social development that is seen in action at Hamworthy Park Junior School.

This policy will be implemented in conjunction with the Policies of Equality and Inclusion, Health and Safety.

SPIRITUAL, MORAL, CULTURAL AND SOCIAL DEVELOPMENT

At Hamworthy Park Junior School we recognise the importance of **spiritual, moral, social and cultural development** in the learning process experienced by all during their time here.

Spiritual development at Hamworthy Park Junior School is understood as recognising that the term 'spiritual' denotes that there is a side to human nature and experience which cannot be explained in rational or intellectual terms. It could be claimed that the emphasis on spiritual is the rationale for the existence of the Religious Education and whilst there are occasions when pupils may experience a sense of awe, wonder and mystery in this area, we recognise that such experiences pervade all aspects of the curriculum. Pupils may experience such feelings when they:

- Stare in amazement at one of the many effects of an experiment in science
- Reflect on the meaning of a piece of drama
- Ponder on a satellite photograph of the United Kingdom which fills them with awe
- Experience feelings on taking part in a sporting activity
- Exercise their imagination through creative activities.

Whatever their source or significance, it is acknowledged that such moments of insight point to an element of mystery in human experience.

Moral development at Hamworthy Park Junior School recognises that values and patterns of behaviour are learned in school and that adults, especially parents and teachers, have a responsibility to set a moral example which pupils take account of in acting out their own personal and corporate behaviour.

Through everyday practice we aim to enable pupils to develop an understanding of the difference between right and wrong, to show pupils the importance of respecting other people, the truth, and the property of others and to show how their actions may affect others.

In creating an ethos in which pupils can question, reason and learn to work within boundaries, while showing tolerance towards others, a statement of values has been drawn

up for Hamworthy Park Junior School which promotes as part of the moral development of the child:

The School encourages:

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

The School rejects:

- Bullying
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty
- Inappropriate language
- Racism and other forms of such prejudice.

Cultural Development is recognised by the School's commitment to the enlightenment and appreciation of excellence acquired by intellectual and aesthetic learning opportunities. In all areas of the curriculum the pupils' attention is brought to the rich cultural heritage of this Country, both past and present. In doing so, pupils are made aware of other cultures represented in the United Kingdom and across the World. Practical experience of this area is gained in School through for example in:

- The school library, where the cultural diversity of society is represented not only through a wide range of books but also through magazines and newspapers, as well as access to CD Roms and other databases which have evidence of personalities, historical events and customs throughout the World.
- Art, where pupils examine work from a variety of cultures, Western and non-Western.
- Music, where pupils listen to, appraise and perform music from the diverse musical heritage of this Country and a variety of other musical traditions.
- RE, where pupils learn about the multicultural nature of studying religions.
- Geography, where different places and different cultures are studied.
- Information Technology, where the impact of technological advances have had a impact on twentieth century culture.
- The teaching of modern languages which demands an awareness of different cultures.

Experiences are enhanced out of school through curriculum related visits to:

- Museums, art galleries, places of worship, theatres, etc.

- The School's residential trip.
- Places used for study on field trips

The Social Development area of the curriculum is recognised as enabling pupils to form meaningful working relationships with their peers and teachers, so that the child learns how to be a pupil at school in preparation for life in the outside world and it is this which forms the basis of our pastoral care. PSHEC makes a significant contribution to the pupils' social development. Within each subject, pupils have the opportunity to undertake group and pair work. Pupils also have the opportunity to explore the social development of civilisations from classical to the present day. Extra-curricular activities also contribute to pupils' development of skills in teamwork and leadership.

SPIRITUAL, MORAL, CULTURAL AND SOCIAL DEVELOPMENT IN PRACTICE

All the subjects of the curriculum

These concept areas can be developed and utilised in **all subjects of the curriculum**. In every subject there are opportunities to bring to the fore questions, concerns and moral dilemmas. Likewise pupils will be given the opportunity to reflect as they experience that sense of awe, wonder and mystery in the curriculum. Such learning experiences will provide for pupils to:

- Discuss matters of personal concern
- Develop relationships with adults and peers
- Develop a sense of belonging in the community
- Be challenged by exploring the beliefs and value of others while deepening their knowledge and understanding of their own faith and beliefs
- Discuss religious and philosophical questions
- Understand why people reach certain decisions on spiritual and moral issues
- Experience what is aesthetically challenging
- Experience silence and reflection.