# St. Mark's C.E. Primary School

Redhouse Lane
Bredbury Stockport
SK6 1BX

www.st-marks.stockport.sch.uk

**SPIRITUAL, MORAL and CULTURAL
DEVELOPMENT POLICY**

| Author | **Headteacher** |
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**St Mark's CE Primary School**

**SPIRITUAL, MORAL and CULTURAL
DEVELOPMENT POLICY**

Our mission statement refers to learning and growing. This encompasses spiritual and moral development as well as academic development. This is reflected in the following aims from the school's vision statement:

- To promote responsibility and initiative within our school community.
- To help our children to develop spiritual and cultural understanding.
- To promote moral principles such as truth, respect, tolerance, caring for others.
- To provide a curriculum that supports keeping safe, staying healthy, enjoying and achieving, contributing to the community and social and economic well-being.
- To provide an ethos that helps to develop self-confident, well motivated children with a high self-esteem and a love of learning.
- To provide many opportunities for play to enable the children to develop socially and emotionally and practice the skills of communication, sharing and friendship.

Spiritual moral and cultural development applies to every area of the curriculum (Appendix 1) and to all aspects of school life. It is particularly important to St. Mark's being a Church of England school. However it is important to note that the potential for spiritual development is open to everyone and is not confined to religious beliefs or faiths.

Spiritual Development

**What is it?**
The term applies to something fundamental in the human condition that is not necessarily experienced in a physical way. It has to do with:

- developing relationships
- the search for individual identity, purpose and principles
- the development of beliefs, values by which we live
- responses to experiences through expression and emotion eg death, beauty, suffering etc

**Why is it important?**
- Without curiosity, imagination etc a child would lack the motivation to learn
- Deprived of self-understanding and the ability to be sensitive to others, children will experience difficulties making and maintaining relationships
- Without feelings of awe and wonderment at the beauty of the world, language, music, art etc the world will appear as a cultural desert.

**Steps to Spiritual Development**
- Recognising the existence of others as different to oneself
- Becoming aware of and reflecting on experience
- Questioning and exploring answers
- Understanding and evaluating a range of interpretations
- Developing personal views
- Applying insight
- Increasing consciousness of other possibilities

- Being able to be physically still but alert ( i.e. still and calm in body, but ready to learn and interact with the environment)

## Classroom Strategies providing opportunities for spiritual development

- Circle time eg as a forum for expression of feelings
- Class worship which can build a sense of belonging
- Celebrate children's work and ideas
- Build into the timetable opportunity for reflection, stillness and quiet times
- Use stories to promote spiritual development
- Collective Worship, incorporating time for reflection.
- 6R's curriculum

Moral Development

**What is it?**

It involves several elements:
- The knowledge of codes and conventions of conduct as agreed by school, the community, society, the church
- The will to behave according to a code, set of rules
- The ability to reason and make judgements related to the codes and rules

**Why is it important?**

It is essential that children learn to make a decision based on what is right and what is wrong. They need to learn the difference.

Our school ethos should have values that promote:
- Telling the truth
- Keeping promises (our school rules called 'The 10 Promises'
- Respecting the rights and property of others
- Being considerate
- Helping others
- Taking responsibility for oneself and ones actions
- Self-discipline
- Self esteem and pride in school

**Steps to Moral Development**
- Distinguishing right from wrong
- Taking responsibility for actions
- Able to talk about values
- Behave appropriately and have self-control around school
- Develop a sense of belonging to a community
- Be capable of reflection

## Classroom Strategies providing opportunities for moral development

- Circle time eg as a forum for expression of feelings
- Class worship which can build a sense of belonging
- Celebrate children's work and ideas
- Build into the timetable opportunity for reflection, stillness and quiet times
- Use stories to promote moral development
- Collective Worship, incorporating time for reflection.
- 6R's curriculum
- The use of school routines and procedures including '6 Golden Promises'.
- The use of the 6 R's Curriculum

## Cultural Development

### What is it?
- It is the understanding and appreciation of the wide range of cultural influences
- The range of cultures within our school and our local and wider society.
- The knowledge and understanding of Britain's culture, the parliamentary system.

### Steps to Cultural development
- Recognising and valuing different and similarities in culture.
- Understanding how groups have different values and traditions.
- Celebrating diversity and similarities within a community.
- A deepening understanding of tolerance and knowedge of the communities in which we live.

### Why is it important?

- Without an understanding of culture, values and diversity, our children will not have the knowledge and skills to live in the wider world ad tolerant, equality seeking individuals.
- Our children need to understand the rich heritage of British history, values and how this now shapes Britain as a nation.

### Classroom strategies providing opportunities for cultural development
- Geography
- In Class collective worship calendar
- Special events such as Black History Month, St George's Day.
- PSHE SOW
- Responding to events in the media
- Exploring cultures within the classroom through circle time, talk partners etc.

### Conclusion
The school vision plays a key role in Spiritual, Moral and cultural development and it is therefore most important that the ethos and values shared in the vision are upheld by all members of the school community through all areas of school life.

The school Behaviour Policy including the '6 Golden Promises', plays an important role in moral development. There needs to be an insistence that children behave in an acceptable way and children need to learn that there are consequences for themselves and others if the rules of the community are infringed.

The curriculum should be used to provide a wealth of opportunities for children to develop the ability to make reasoned judgements about the purpose of life, the uniqueness of humanity and the meaning of truth. (Appendix 1) *Also see addition notes in Appendix 2.*

*It must be noted that whilst planned opportunities must be made to address areas of Spiritual, Moral, Social and cultural development; many opportunities arise throughout the day and should be celebrated, noted and noticed as they happen.*

Moral and spiritual development should build on a child's experiences at home. Parents are informed of our expectations through the Good Behaviour Book - and we endeavour to work in partnership.

Appendix 1
Curriculum contributions to spiritual, moral and cultural development come from:

RE/ Collective worship
- an inner way of looking at and making sense of children's own experiences and experiences of others
- a focus on the values and beliefs which interpret, support and challenge the children
- a reflection of personal meaning
- a consideration of questions and answers which a belief system offers

English
- Stories and poems which explore the human being and the way humans behave, Fables
- Imagining and creating different scenarios
- a source of wonder, delight and excitement
- Biography – telling one's own story and learning the life stories of others
- Using words to express thought forms
- Symbolic use of words, seeking ways to express the inexpressible

Mathematics
- processes which use creative functions eg manipulating, predicting etc
- grappling with the idea of size, time and space
- seeking to explain, represent
- numbers as symbols, signs used to express a source of wonder, delight and excitement
- exploring concepts such as infinity
- seeking pattern and order

Science
- consideration of wholeness, a holistic view of the natural and made world
- a source of wonder seeking to explain what cannot be seen
- processes which use creative functions eg hypothesising, predicting etc

Humanities/ PSCHE
- focusing on humans, past, present and future
- considering one's self as a relationship with others
- reflecting on one's own place within a community and society
- standing outside and looking in from a distance of time and/or place
- exploring concepts of peace, freedom, justice and equality
- consideration of what endures and what is transient

Technology
- consideration of human ideas and values
- consideration of wholeness, a holistic view of the natural and made world
- perception of self, others and the world from a view of possibility
- encountering issues of moral judgements and conflicting values
- application of creativity, imagining, thinking, making, applying, developing

Art, Music, Drama
- bringing together the sensory, physical, emotional and spiritual
- awakening and tapping into inner selves
- expressing experiences of and responses to beauty, ugliness, joy, sorrow, torment, mystery etc
- considering the expressions and responses of others

- interpretation

PE/ Outdoor Play
- focusing on the individual and the team
- connections between the physical and spiritual well being
- expressions of identity and recognition of belonging and commitment
- physical expression of self-respect and self-worth
- challenges demanding commitment, stamina and trust
- exploration of issues of fairness, honesty and commitment – rules
- examples of transcending the individual possibility through co-operation and support found in a team
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- an understanding of our wider world