All Saints Church of England Primary School

'Playing our part in God's plan as we journey together to achieve the best for ourselves and others'

Spiritual , Moral, Social and Cultural Development Policy

Our Vision and Values

At All Saints Church of England Primary School, we aim to provide a secure and caring environment where all children are valued and respected and where children are given the opportunity to achieve their very best. We strive for excellence in all we do as a school. The children are encouraged to be courteous, co-operative, kind and considerate and, in partnership with parents, we will give the children in our care the knowledge and skills for a fulfilling life. Our mission is to provide an atmosphere of openness and acceptance, tolerance and forgiveness. We value our religious character and our Church of England principles underpin all we seek to do as a school. Our vision and values of Love, Hope and Community permeate all areas of school life.

We recognise that our role is to encourage and develop children in their academic, creative, emotional and social, physical, moral and spiritual development to prepare every child so that they can make a positive contribution to the society in which they live. Through fostering a lifelong love of learning, we hope to help our pupils to live a full and happy adult life. We believe opportunities for reflection, questioning and exploring beliefs are essential in developing each child and these are actively planned for.

We strongly value the relationship we have with our parents and recognise that effective partnerships are essential. We seek to develop strong links with the wider community and to help children to recognise the role they play within it.

We work hard to create a positive and inclusive atmosphere, based on respect for people's commonality and differences, and we show commitment to challenging and preventing any form of discrimination. Our School community is one built on hope and love where everyone's unique gifts are valued.

Rationale

The spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children by Governors, staff and parents of our school. It is taught through all subjects of the curriculum and in particular RE and PSHE. It supports all areas of learning and we believe, contributes to the child's motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. In later years, we hope it will enrich the individual's appreciation of life's experiences and their relationships with others.

Spiritual Development
Spiritual development is relevant to all children not only those who come from Christian homes.

If the spiritual 'is properly and fully addressed, the moral, social and cultural will fall into place more easily' - Alan Brown formally of The National Society.

In developing the spirituality of children, we help them to become aware of:

- The human search for meaning and purpose of life which may lead to an understanding and belief of God
- The joy of being alive
- The beauty of the natural world
- The mystery and wonder of existence
- The world of imagination and creativity
- The value of the non-material dimension of life
- The need to understand oneself and one's feelings
- The need to value oneself and one's feelings.
- The need to recognise the feelings and achievements of others
- The importance of relationships in our lives – with self and others as well as the world around us and possibly our relationship with God – things that transcend the world around us and are intangible

In this way, spiritual development encourages

- Self awareness
- Reflection
- Reasoning
- A sense of enduring identity
- Positive relationships
- Co-operation and empathy
- The formation of long-term ideals

The school will promote spiritual development through:

- Providing moments of reflection based on 4 spiritual concepts; self, others, beauty and beyond (through our Mirror, Door, Window and Candle moments)
- Fostering high self-esteem by encouraging children to take risks or face challenges in their learning within a secure and positive environment
- Demonstrating its appreciation for work of the child's imagination and provide opportunities for them to use their own creativity and imagination
- Offering opportunities for aesthetic experience in art, music, dance, drama and literature
- Making time for stillness and reflection which may lead to children coming to the threshold of prayer
- Posing questions that encourage children to consider issues of meaning and purpose
- Developing good listening skills in the children; the School will show that it is listening to the children through its response to issues raised, by them, via the School Council
- Showing that it is not always possible to provide an absolute answer and at such times it is a positive experience to value a variety of interpretations and responses
- Improving co-operation and understanding in relationships, providing opportunities such as group activities where children have constructive and enjoyable interaction with others; it is important that they sometimes work with those children who they would not

normally choose as partners. This builds on our Learning Gems work which teaches children skills of co-operation and collaboration
- Fostering emotional well-being by encouraging children to express their feelings and to have the ability to control their emotional behaviour
- Developing the capacity for evaluative reasoning and critical thought by encouraging children to look beyond the surface
- Supporting children in their own spiritual journey through opportunities such reflection and prayer spaces

These opportunities appear across the curriculum and in all forms of Collective Worship.

Moral Development
This relates to the child's developing understanding of what is "right", "wrong" and "fair".

Moral development is concerned with:

- Developing the child's awareness and understanding of the moral code of the communities in which they live
- Helping the child to realise that we all have rights
- Promoting our Christian Values to support children's understanding of moral development
- Developing the child's understanding of why rules are necessary and our responsibilities in society
- Developing the child's self-discipline so that rules are observed as a point of principle and not out of the fear of sanctions
- Giving the child the knowledge and ability to question and to reason so that they are capable of deciding on the most appropriate action after considering the consequences of an action
- Develop the skills necessary to explain their own behaviour
- Value physical well being, privacy, feelings, beliefs and rights of others

The School will promote the moral development of the child by;

- Showing respect, awareness of the rights of others and accepting responsibilities
- Having a consensus of values that are stated clearly and owned by everyone, especially the children and involving the child in the evaluation of these
- Building up the self- esteem of the child
- Encouraging everyone within the school to behave in a caring way towards one another
- Developing Pupil Voice and decision making for the greater good, such as through School Council and our Equality and Rights Advocates

At our school our Moral Code is underpinned by belief in:

- Telling the truth
- Modelling our Christian Values and Vision at all times
- Respecting the rights and property of others
- Being considerate to one another
- Caring for those around us
- Recognising that others need our care and compassion
- Accepting responsibility for one's own actions
- Self discipline
- Treating those around us as we want to be treated

We will not accept:

Bullying or discrimination in any form

Social Development
Development in this area will allow children to use and develop a range of social skills in different contexts, including working with different pupils across the school and with pupils from other schools during sport/curriculum-based days. Through our work in the area, we aim to promote:

- Willingness to participate in a variety of activities involving a diverse range of people
- Engagement and adherence to the fundamental British values of tolerance, democracy, individual liberty and mutual respect for those from different socio-economic backgrounds, faiths and beliefs; our pupils develop and demonstrate the skills and attitudes that allow them to participate fully in and contribute positively to life in modern Britain

The School will promote Social development through:

- Providing children with robust programmes of support for children with additional needs to allow them to participate fully in school life – for example, all children are welcomed to afterschool clubs and provision is met to enable all children to participate and succeed
- Emotional Literacy Support and wellbeing helps individual pupils as well as developing social skills for groups of children
- Participation in a range of fundraising activities throughout the year
- Engagement with local events including fundraising and support for other local groups
- School Council having a high profile across the school is enabled to engage with all pupils to canvas their views and ideas on improving school life further
- The process of elections for School Council
- Monitor roles across the school
- Our Courageous Advocacy work in learning about people who have made a difference to the lives of others, especially those marginalised and whose voices may not be heard, and giving children the opportunity to be 'agents of change' through class projects

Cultural Development
Development in this area allows the child to recognise that all cultural groups are distinctive.

Culture is the embodiment of shared beliefs, knowledge, customs and values of that group. The child needs to appreciate the distinctive features of their own culture and those of others. This will help children to answer the questions “Who am I?” and “Where do I fit in?” We need to remember that cultures are dynamic and are constantly being re-shaped. We will work to support children in understanding their place in the world.

The School will promote cultural development through:

- Exploration of our British Values of **democracy**; the rule of law; **individual liberty**; mutual **respect** for and tolerance of those with different faiths and beliefs and for those without faith
- Exposing children to a wealth of stimuli from their own culture and those of others. Visits out of school and visitors to the school will support this teaching
- Encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with these
- Encouraging tolerance and appreciation of the beliefs, value and customs of different cultures
- Encouraging a celebration and sharing of children’s and families cultural heritage
- Encouraging children to engage with news stories in an age-appropriate way to understand local and global events
- Applying the school’s value of Hope in all relationships

Our PHSE curriculum supports our SMSC work and promotes positive relationships, valuing similarities and differences and being our best.

Global learning & Social Justice

Our Global Learning work plays an important part in the way in which we encourage our pupils to think globally, about our global neighbours, raise awareness of the extreme inequalities across the globe and the part we can play. Global learning enables our pupils to look at a range of global issues – and includes environmental issues. Children find out how people work to make a difference, sometimes overcome adversity and who become courageous advocates for change, often for people whose voices are not heard.

Our work in school aims to make the whole school community think about how each of us can make a difference in our local and global communities and encompasses our focus on spiritual, moral, social and cultural development. Our School value of Hope is of paramount importance in the belief that we can each make a difference as global citizens. We have an EARA group, Equality and Rights Advocates, who lead us in our work on equality and child rights across our curriculum.

Collective Worship

The promotion and understanding of Christianity and its values is a key part of Collective Worship. In Collective Worship children will be given the opportunity to:

- Be part of a community
- Think about the needs of others
- Explore and share beliefs

- Have time to reflect and think about ‘big questions’
- Develop a sense of self in relation to the world around us

Related policies:
Collective Worship Policy
RE Policy
PHSE/RSE Policy
Behaviour Policy
Positive Mental Health and Wellbeing Policy
Equality Policy

This policy will be reviewed at least annually.

Policy agreed:	November 2026
To be reviewed:	November 2027