

St. Giles CE Primary School

Spiritual, Moral, Social and Cultural Education Policy

October 2015

Definitions (taken from OFSTED)

Spiritual Development

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Moral Development

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understand the consequences of their behaviour and action
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

Social Development

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Cultural Development

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
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- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Aims

- To give children a basic knowledge and understanding of Christian values
- To develop values that encourage children to empathise with other people's way of life and cultures;
- To enable children to become confident, responsible citizens;
- To enable children to build relationships based on tolerance, respect, truth and compassion;
- To encourage children to seek answers to life's questions.
- To encourage pupils to reflect on the great questions of life.

Objectives

Spiritual

Children should ;

- be able to respond to many different kinds of experiences in their lives
- be able to explore their inner feelings and those of others
- offer pupils the opportunity to reflect on their learning

Moral

Children should ;

- be able to listen to others and accept that other people may have different views to themselves
- develop an understanding of the rights, responsibilities and duties of the individual
- develop the skills to make moral judgements

Social

Children should ;

- be encouraged to acquire and develop the skills necessary to develop positive relationships with their peers and adults
- develop the confidence to make personal contributions to the group in which they participate
- be sensitive to the needs of others
- be able to adapt to different social contexts
- develop an understanding of societies and their structures

Cultural

Children should;

- learn about the different aspects of other cultures
- recognise and empathise with the diversity of peoples' customs and beliefs
- be able to make a personal response to the achievements of others in the wider world

Cross Curricular links

The following are examples for the teaching of Spiritual, Moral, Social and Cultural education at St Giles CE Primary School -

Maths

- through pupils working together productively on complex maths tasks and encouraging them to see that the result is often better than could be achieved separately

- helping pupils to appreciate that mathematicians from many cultures have contributed to the development of modern day mathematics
- developing an appreciation of maths within art and architecture across history and cultures
- an explanation of the mathematical principles behind some of the beautiful natural forms and patterns in the world about us (for example hexagons in a beehive)

English

- allowing pupils to explore and reflect on their own and others' inner life in drama and discussion about texts and ideas embodied in poetry, fiction, drama, film and television
- developing confidence and expertise in language through speaking and listening activities, which is an important aspect of individual and social identity
- to offer opportunities to enter the world of literature
- helping pupils to explore and reflect on the way that cultures are represented in stories and poems
- helping children to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language
- to provide opportunities for personal responses to a range of literature
- collaborative work with others, for example scripting a drama

Science

- providing opportunities within investigative science for "awe and wonder"
- through pupils discovering more about the natural, material and physical world they live in
- helping pupils to recognise how opinion and the justification of decisions can be informed by scientific evidence
- Creating an awareness of the ways that science and technology can affect society and the environment
- Co-operation in practical activity and experiments
- A consideration of the moral dilemmas that can result in scientific developments, such as the environmental effect on the environment
- Raising awareness that scientific developments are the product of many different developments over time

ICT

- Awe and wonder in the way ICT works
- helping pupils to be aware of the ethical issues linked to ICT (for example access to information)
- consider how ICT can facilitate communication and the sharing of information
- discussing how ICT connects different communities and through learning about different cultures through information on the internet

Religious Education

- to be aware of the forms of spirituality within major religions (see scheme of work for RE)
- to have an understanding of the different social aspects and celebrations within different religions and cultures

Collective Worship

- to experience moments of awe and wonder within collective worship
- to offer pupils the opportunities to extend their knowledge and experience of Christian worship i.e. Eucharist, Ascension Day etc.
- to be aware that worship is relevant to their everyday lives

Technology

- helping pupils to reflect on how technology affects the environment
- reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of lives
- through helping pupils recognise the need to consider the views of others when discussing design ideas
- helping children to understand how different cultures have contributed to Technology
- providing opportunities to work as team, recognising others strengths, sharing equipment

Art and design

- reflecting on art from a range of cultures and traditions
- using art to express and explore their own emotion and feelings
- helping pupils to respect the ideas of others
- to introduce the work of a range of different artists

Geography

- the study of people and physical geography which gives our children the chance to reflect on the social and cultural characteristics of society
- responding to dramatic environments, both physical and human
- considering the impact of their own and others' actions, such as dropping litter or investigating environmental issues
- through finding out about the different traditions and activities of less developed countries

History

- For children to appreciate the achievements of past societies
- By identifying how different societies were organised in the past
- Discussion of the moral and ethical issues linked to some history aspects
- Awe and wonder linked to time issues and how old artefacts can be
- Potential comparative studies of past events vs current world events

Physical Education

- allowing pupils to gain a sense of achievement and develop positive attitudes towards themselves
- helping pupils to gain a sense of fair play based on rules and conventions of activities and to develop positive sporting behaviour
- to experience and understand the significance of activities from their own and other cultures (for example country dancing, rounders and cricket)
- learning that sport is an important element of many cultures such as Ancient Greeks and Romans

Music

- helping pupils to express and reflect on their own thoughts and feelings
- pupils valuing their own and others' music
- evaluating and reflecting on music from different traditions

PSHE and Citizenship

- helping pupils to develop a critical appreciation of issues of right and wrong, justice, fairness, rights and obligations in society
- through helping pupils to acquire the understanding and skills needed to become responsible and effective members of society

- to understand the nature and role of different groups to which they belong and promoting respect for diversity and difference

Special needs

Children needing support in this area are actively encouraged to feel positive about themselves and their abilities . They are given security in their work and relationships through the support of peers and adults alike.

Able pupils

Able pupils will be encouraged to develop and extend their thinking skills further.

This document works alongside the RE and Collective worship policy, Equal Opportunities policy and Special needs policy.

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