



Long Marston VA C of E Primary School Spiritual, Moral, Social and Cultural Policy

Vision and Values

Together we grow and flourish with hope

We grow strong, like a tree planted by a stream — a tree that produces fruit when it should and has leaves that never fall. In all we do, we prosper.

Psalm 1:3

Our Vision and Values support our pupils to make good choices, be courageous advocates and live with hope. By providing rich, creative learning experiences through our curriculum, we provide opportunities for our children to develop spiritually, morally, socially, and culturally.

Principles

At Long Marston School, we believe that the planned promotion of the spiritual, moral, social and cultural development of our children is fundamental to our work as a school. These aspects are closely interconnected and this policy endeavours to identify the planned opportunities offered to our children.

Spiritual Development

Spiritual development is the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of 'personality' or 'character'.

Children who are developing spiritually are likely to be developing some or all of the following:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, 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

Moral development is about the building of a framework of moral values for pupils which regulate their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values and that society's values may change.

Children who are developing morally are likely to be developing some or all of the following:

- 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
- understanding of the consequences of their behaviour and actions
- 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

Social development is about helping young people to work effectively with each other and to participate successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multicultural

society. It also involves the development of the interpersonal skills necessary for building successful relationships.

Children who are developing socially are likely to be developing some or all of the following:

- 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, cooperating 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

Cultural development is about pupils' understanding their own culture and the culture of others. It is about understanding that cultures are always changing and helping pupils understand and cope with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity.

Children who are developing culturally are likely to be developing some or all of the following:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- 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 in 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 and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Implementation

This policy will be implemented through a range of activities across the curriculum recorded in our SMSC overview.