

## SODBURY VALE FEDERATION

# Spiritual, Moral, Social & Cultural Development Policy

In our schools, we recognise the importance of deepening wisdom through ethical thinking, character development and spiritual formation. We understand the significance of both the academic and personal development alongside the well-being of every child in our school. In line with our school visions the spiritual and moral development of all our children is addressed through the Christian ethos of the schools, the curriculum and collective worship helping our pupils to come to an understanding of themselves, learning self-worth and valuing of others. Every child will be encouraged to make healthy choices and appreciate the benefits of a healthy lifestyle. We seek to develop our pupils' curiosity, imagination, creativity and to promote a sense of awe and wonder. We explore the Christian understanding of what is right and wrong and how to act on it within our school community.

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## 2 VERSION HISTORY

Version Number	Reason for Issue	Date of Issue
01	Initial Issue For Federation	Sept 2022
02	Review	Sept 2024

## 3 INTRODUCTION

At Sodbury Vale Federation and the schools within it, we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to offer an education that provides pupils with opportunities to: explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

## 4 GUIDELINES

- All curriculum areas make a contribution to the child's spiritual, moral, social and cultural development. Opportunities for this should be planned in each area of the curriculum.
- All adults in the schools should model and promote expected behaviour, treating all people fairly and showing Christian love and respect for pupils and their families. The school community will be a place where pupils can find acceptance for themselves as individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of this school.
- Pupils should learn to differentiate between right and wrong.
- Pupils will be encouraged to value themselves and others.
- Pupils should understand the need for rules and to the need to abide by these rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teachers' planning and purchasing decisions.

## 5 GENERAL AIMS

- To ensure that everyone connected with the schools are aware of our values and principles.

- To ensure a consistent approach to the delivery of spiritual, moral, social and cultural issues through the curriculum and general life of the school.
- To ensure that each pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experiences.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that enrich our society.
- To give pupils the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

## 6 SPIRITUAL DEVELOPMENT

Spiritual development enables people to look inward to understand ourselves and outward, having a sense of something beyond ourselves. The spiritual development of all our children is addressed through the ethos of the school.

We include Christian spiritual practices including prayer, worship, celebration of festivals and reading/reflection on the Bible within Collective Worship, RE and the wider curriculum.

At Sodbury Vale Federation, we are committed to:

- celebrating the religious and non-religious beliefs and values that our pupils bring as part of their family/culture heritage and to building an awareness of and respect for others' spiritual and religious beliefs.
- fostering common human values and building spiritual capacities to promote self-worth, promoting self-esteem and valuing of others.
- helping our pupils to come to an understanding of themselves as unique individuals and encouraging them to reflect on ultimate questions.
- developing our pupils' curiosity, imagination, creativity and promoting a sense of awe and wonder.

We aim to provide learning opportunities that will enable pupils to:

- become aware of their spiritual selves and develop a personal spirituality.
- develop their self-esteem.
- develop their understanding of Christian teaching and practice.
- develop their capacity for critical and independent thought.
- express their feelings.
- experience moments of stillness and reflection.
- discuss their beliefs, feelings, values and responses to personal experiences.
- develop a sense of connection with the divine, the environment and all living beings.
- develop their understanding and experience of prayer.
- form and maintain worthwhile and satisfying relationships.
- reflect on, consider and celebrate the wonders and mysteries of life.

- gain a sense of belonging, meaning and purpose.
- develop their motivation and aspiration.

## 7 MORAL DEVELOPMENT

Moral development: knowing what is right and wrong and acting on it accordingly. We are committed to encouraging pupils to:

- be truthful and honest.
- respect the rights and property of their opinions and customs, even when they are different from our own.
- help others.
- solve differences of opinion in non-violent ways.
- Consequently, we reject all forms of bullying, cruelty, dishonesty, violence and discrimination.

We aim to provide learning opportunities that will enable pupils to:

- recognise the unique value and identity of themselves and others as individuals.
- listen and respond appropriately to the views of others.
- gain the confidence to cope with setbacks and learn from mistakes.
- take the initiative and act responsibly with consideration for others.
- distinguish between right and wrong.
- show respect for the environment.
- make informed and independent judgements.
- recognise the challenge of following the teachings of Jesus.

## 8 SOCIAL DEVELOPMENT

Social development: developing an understanding of rights and responsibilities of living in a community, of being a 'responsible citizen'. We are committed to:

- fostering the skill and qualities of team building through the development of self-confidence, co-operation, sensitivity to others, reliability, initiative and understanding.
- providing an environment where pupils can take responsibility for themselves and others in school and the wider society.
- using the Jigsaw Scheme of Work to support our pupils' social development.

As a school we aim to provide learning opportunities that will enable pupils to:

- develop an understanding of their individual identity.
- learn about service in the school and the wider community.
- begin to understand the Christian imperative for social justice and a concern for the disadvantaged.

## 9 CULTURAL DEVELOPMENT

Cultural development: knowledge and understanding of others' cultural traditions. We value and celebrate the cultural diversity of our school, our society and the world by:

- promoting an appreciation of our own cultural tradition/s and encouraging an appreciation of other peoples' cultural traditions.
- celebrating the richness of culture and tradition.

We aim to provide learning opportunities that will enable pupils to:

- recognise the value and richness of cultural diversity in Britain and the world and how these influence individuals and society.
- develop an understanding of their social and cultural environment.
- recognise Christianity as a worldwide faith.
- develop an understanding of Britain's national, European, Commonwealth and global dimensions.

## 10 TEACHING AND ORGANISATION

Development in spiritual, moral, social and cultural education will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning and to recognise any challenges that there may be to their own attitude and lifestyle.

We will ensure that the SMSC development of our pupils is promoted across the curriculum and in the wider life of the school by:

- providing an appropriate range of effective teaching and learning strategies to support SMSC.
- maintaining a positive climate in school in which all our values are respected and all are expected to make a positive contribution.
- recognising the importance of our Collective Worship programme in supporting and encouraging SMSC development.

Accordingly, curriculum areas should seek illustration and examples drawn from as wide a range of cultural contexts as possible.

a) Class discussions and circle time will give pupils opportunities to:

- talk about personal experiences and feelings.
- express and clarify their own ideas and beliefs.
- speak about difficult events e.g. death, bullying.
- share thoughts and feelings with other people.
- consider others, needs and behaviour .
- show empathy.
- develop self-esteem and a respect for others.

- develop a sense of belonging.
- b) Many curriculum areas provide opportunities to:
- listen and talk to each other.
  - learn an awareness of treating all as equals and accepting others who are physically or mentally different.
  - agree and disagree.
  - take turns and share equipment.
  - work cooperatively and collaboratively.

## 11 LINKS WITH THE WIDER COMMUNITY

Development of a strong home/school link enables parents, staff and communities staff to work as an effective partnership to support the pupils. The established and developing links with the Sodbury Vale Benefice and other faith communities creates opportunities for pupils to gain knowledge of differing cultures and beliefs to their own, develop international links and global citizenship and to appreciate the environment and developing a sense of responsibility to it. This can include attending and contributing in:

- End of term services.
- Easter, Harvest Festival, Christmas and other celebration services.
- Participation in local church and community event such as the Crib Festival, Festival week services etc.
- Collective Worship at school led by church leaders and members.
- Participation in Chipping Sodbury carnival.
- Participation in community events such as litter picking.
- Communication (through school) with link schools in Africa.

## 12 MONITORING AND EVALUATION

This will be achieved by:

- monitoring of lesson plans and teaching and learning by Executive Headteacher, Head of School or subject co-ordinators.
- reports of community projects and visits
- audit of Collective Worship Policy and Practice
- governors meeting with appropriate members of staff or a group of pupils
- policy review.
- SIAMS self evaluation

## 13 CONCLUSION

High standards in the area of spiritual, moral, social and cultural development will be sought and maintained by making explicit the principles expressed in our schools' vision statements

## 14 Appendix 1 – SPIRITUAL DEVELOPMENT

Spiritual Development is something, which takes place in every area of school life, across the curriculum and in non-curriculum times.

Examples

### 14.1 ENGLISH

**Creativity** – the ability to create your own world and make things happen in it.

**Imagination** – describing things which are not actually there

**Questioning** - looking at the way words are used - why does punctuation matter? How does it make a difference?

**Appreciation** – learning to value what others have written, the rhythm of words and sounds.

**Expression** – writing as a way of release of emotion and inner feelings.

### 14.2 ART

**Imagination** – depicting things that are not physically present.

**Creativity**

**Appreciation** – recognising worth in other people's work. Examining your response to a piece of work and questioning why it makes you feel that way.

### 14.3 SCIENCE

**Sense of awe** – looking at pattern in the natural world; pointing out to pupils that they are the first person to see inside the apple as you cut it open.

**Excitement** – as pupils have a sense of anticipation at the conclusion of an experiment or an investigation.

**Appreciation** – at the wonder of the natural worlds, at the order and design found there.

**Recognition of pattern and relationship** – looking at life cycles and patterning in the natural world.

**Questioning** – how did the world begin, where did life start, how will it end.

### 14.4 MATHEMATICS

**Recognition of pattern and relationship** – the way numbers are organised, the regularity and order of number.

**Questioning** – what would happen if? Does the regularity of number imply an organiser behind it all?

**Open ended exploration** – leading to the idea of infinity.

**Symbols** – one thing representing something else.

### 14.5 RELIGIOUS EDUCATION

**Empathy** – learning about people's customs and beliefs that are different from their own.

**Respect and tolerance** – as pupils discover that others have a right to hold beliefs that are different from their own.

**Questioning** –does what people believe have any effect on how they live their lives? How? Does it matter what I believe in?

#### 14.6 HISTORY

**Empathy, imagination** - putting yourself in the place of someone in history.

**Realisation of your place in the wider context** – understanding that as well as being part of a community physically, each person is part of a continuum of history – they are tomorrow's history.

**Questioning** - does what happened in the past have any impact on my life today?

**Sense of wonder** – finding out what life was really like in times gone past.

#### 14.7 MUSIC

**Appreciation** - responding to music, describing how it affects emotions.

**Recognition of pattern** – looking at harmony, chords, rhythm, tempo etc.

**Imagination** – discovering the different pictures that music conjure up in your mind.

**Creativity** – composing your own music.

**Questioning** – why do some people react differently to different pieces of music?

#### 14.8 GEOGRAPHY

**Awe** – at the sights in the natural world, mountains, waterfalls, the sea, deserts etc.

**Recognition of cause and effect** – discovering that the way one group of people live have an effect on others.

**A sense of community** – environmental issues both locally and globally.

**Questioning** – how should I live my life? Do I see myself as part of the family of mankind?

#### 14.9 PHYSICAL EDUCATION

**Personal Challenge** – to try learning new skills or to make your body go that little bit further, or faster than before.

**Appreciation** - to recognise the skills and abilities of others.

**Questioning** - to examine questions such as why there are rules for games; does it matter if you cheat as long as you win; do we all have to play to the same rules; does there have to be referee/umpire?

Team spirit – recognising that you need to work together and co-operate if you are to win as a team.

#### 14.10 DESIGN TECHNOLOGY

**Creativity/Imagination** – finding new solutions to a problem or thinking about different ways to change something