

HAMSEY GREEN PRIMARY SCHOOL

POLICY FOR THE DEVELOPMENT OF SPIRITUAL, MORAL, SOCIAL AND CULTURAL AWARENESS IN OUR CHILDREN

We are a school where:-

- Opportunities for academic, social and spiritual success and growth are fully maximised, celebrated and shared.
- We strive to ensure that all children have opportunities to learn and develop skills, attitudes and understanding in order to prepare them for continuing education and the evolving adult society in which they are likely to live.

We strive to provide a 'value-based' curriculum with opportunities for development in these areas evident throughout the school day and year. These are not 'bolt-on' extras but a strong undercurrent of school life. We believe that the development of these values can be rarely measured. Sometimes they are easy to identify and plan for but often opportunities happen spontaneously in the context of stimulating discussions or lessons. Staff need to be confident to recognise and 'seize the moment' and take time to reflect with the children on the learning that is taking place.

The four areas can be defined thus:

SPIRITUAL DEVELOPMENT: relates to an awareness of mystery through reflection. Pupils acquire insights into their own personal being and their place in the world.

MORAL DEVELOPMENT: refers to a pupil's understanding, attitude and behaviour to what is right and what is wrong.

SOCIAL DEVELOPMENT: refers to a pupil's progressive acquisition of the competencies and qualities needed to play a full part in society.

CULTURAL DEVELOPMENT: refers to a pupils developing understanding of beliefs, values and customs in social, ethnic and national groups different to their own.

SPIRITUAL DEVELOPMENT

- Giving pupils the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact on people's lives (RE, Assembly, PSHE, History)
- Giving pupils the opportunity to understand human emotions and feelings, the way they impact on people and how an understanding of them can be helpful (RE, PSHE, Assembly, Literacy, Dance, Music, Art, Drama)
- Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected (School and Council system)
- Offering pupils the opportunity to appreciate the beauty and wonder of the natural environment (school grounds, visits to Riddlesdown Common)
- Accommodating difference and respecting the integrity of individuals (School and Council system, Good Book, Good Friends Cafe and Buddies)

- Promoting teaching styles that:
 - Value pupil questions and give them space for their own thoughts, ideas and concerns (Learning Mentor)
 - Enable pupils to make connections between aspects of their learning
 - Encourage pupils to relate their learning to a wider frame of reference – for example asking ‘why’, ‘how’, and ‘where’ as well as ‘what’. (Teaching and Learning Policy)

MORAL DEVELOPMENT

- Providing a clear moral code for behaviour which is promoted consistently through all aspects of the school (Behaviour Policy)
- Promoting racial, religious and other forms of equality (Equality policies)
- Giving pupils opportunities to explore and develop moral concepts and values throughout the curriculum e.g. truth, justice, equality of opportunity, right and wrong (PSHE, RE, History, Literacy, Assembly, Drama)
- Developing an open and safe learning environment in which pupils can express their views and practise moral decision making (School Councils, Drama, Voice Box)
- Rewarding expressions of moral insights and good behaviour (Good Manners Awards, GREEN Awards)
- Modelling through the quality of relationships and interactions the principles we wish to promote e.g. fairness, integrity, respect for persons, pupil welfare, respect for minority interests.
- Recognising and respecting the codes and morals of different cultural groups represented in the school and the wider community.
- Encouraging children to take responsibility for their actions e.g. respect for property, care of the environment and code of behaviour (Behaviour Policy)
- Providing models of moral virtue through the curriculum (Literacy, History, RE, PSHE, Assembly, Drama)
- Reinforcing the school’s values by displays etc. (PSHE, Special Focus Weeks)

SOCIAL DEVELOPMENT

- Fostering a sense of community with common, inclusive values (Assembly, Inclusion Policy, Home-School Agreement)
- Promoting racial, religious and other forms of equality (Racial, Inclusion, Equal Opportunities policies)
- Encouraging children to work co-operatively (Green Hamsey, Pupil Premium)
- Encouraging children to recognise and respect social differences and similarities e.g. where they live, different kinds of family models, age issues.
- Providing positive corporate experiences e.g. special curriculum events, productions, assembly, school council.
- Help pupils develop personal qualities which are valued in society e.g. thoughtfulness, honesty, respect for differences, moral principles, independence, inter-dependence, self-respect.
- Help children relieve tensions between their own aspirations and those of the wider group

- Provide opportunities to participate in the democratic process and participate in making community decisions (School Council)
- Providing children with opportunities to exercise leadership and responsibility (Council Leaders, Club Leaders, Team Leaders, Buddies)
- Making members of the wider community welcome in our school and keeping them informed of developments (Reading Volunteers, Newsletter, Warlingham Carol Singing, Café Carols, Class Assemblies, Book Week)

CULTURAL DEVELOPMENT

- Providing children with opportunities to explore their own cultural assumptions and values.
- Celebrating the attitudes, values and traditions of diverse cultures (Geography, RE, Multi-Cultural events, History, Literacy, Library, Assembly, Art, Dance, Music)
- Recognising and nurturing particular gifts and talents (Warlingham Able Mathematicians, Sports Teams, Orchestra, Drama Club).
- Developing partnerships with outside agencies and individuals to extend pupil's cultural awareness eg. Theatre, music and dance groups, museum and art galleries visits.
- Reinforcing the school's cultural values through displays, website and photographs.
- Using ICT and the world-wide web to extend partnerships with those from other cultural backgrounds.
- Providing pupils with opportunities to engage with the fundamental British values of democracy, the rule of law, to develop skills and attitudes that allow them to participate fully in and contribute positively to life in modern Britain.

Assembly

The daily assembly is an ideal opportunity to foster and promote the development of the four areas. Our assemblies take place each afternoon at the end of the day. Our assemblies are organised Monday -Thursday. On Fridays the assemblies are based in year groups.

Assemblies provide the children with opportunity to:

- Worship God in a child-friendly way
- Consider spiritual and moral issues
- Explore their own beliefs in a time of reflection and/or prayer
- Participate in drama and responsive activities
- Develop a sense of community
- Share a common ethos and values and have positive attitudes reinforced
- Explore the Christian faith and faiths of other religious traditions through story and music often with a moral point
- Celebrate the achievements of themselves and others

Regular visitors to Assembly include the local vicar.

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| <ol style="list-style-type: none"> 1. Enter Assembly quietly and listen to the music 2. Listen, watch and think carefully 3. Always put your hand up to answer questions – never call out 4. Leave the hall quietly 5. ENJOY! |
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Governors have an open invitation to Celebration Assemblies and Parents are invited to share in special assemblies. These special assemblies are an opportunity for year groups to share with the rest of the school and parents their work and achievements.

Parents are entitled to withdraw their child from assembly in discussion with the Headteacher. The school will make alternative arrangements for the supervision of the child during that period.