



Monken Hadley CE Primary School

Seek what is good, treasure what is true, do what is right.

SPIRITUAL, MORAL, SOCIAL & CULTURAL POLICY

Ratified by	People Sub-Committee
Date	26 th April 2015
Date for Review	Summer Term 2018

Mission Statement

Monken Hadley CE Primary School aims to provide a caring, stable, stimulating environment where all children can develop their full potential. Staff are committed to ensuring that children's time at school is happy, productive and successful. We aim to raise achievement in all aspects of the curriculum, developing self-confidence, motivation, self-reliance and cooperation.

Monken Hadley is committed to equal opportunities and serves the local community by welcoming children from all backgrounds and faiths. Whilst our ethos is positively Christian, we value and respect the diversity of our community and aim to set all children on life's path of showing compassion, thoughtfulness and understanding one another and respect for one another's rich cultural variation.

1. Introduction

1.1 At Monken Hadley CE Primary School we seek to enable pupils to encounter the potential for 'life in all its fullness' (John 10:10). We recognise the centrality of the commandment 'Love the Lord your God with all your heart...and love your neighbour as yourself' (Mark 12:30-31). This summary of God's law, passed on to us by Jesus, points us to the good life and shapes our ethos.

1.2 The childhood of Jesus is summed up in the statement that he 'grew in wisdom and in stature and in favour with God and with people' (Luke 2:52). This is an example and inspiration for us. It encourages us to pursue spiritual, moral, social and cultural development as a top priority and not be concerned with academic learning and achievement only.

1.3 We are committed to developing in children an understanding of the Christian faith and for the school community to live a distinctively Christian ethos. An expression of this ethos is the cherishing and respecting also of those who do not affirm the Christian faith and willingness to learn from one another.

1.4 As a church school we give a high priority to spiritual development by promoting a sense of curiosity and excitement about the world, a sense of corporate responsibility and by encouraging openness in the search for truth, meaning and purpose in life.

1.5 We recognise that effective learning is based on a partnership between school, home, church and wider community encouraging all to make a positive contribution to each other.

2. Spiritual Development

2.1 All areas of the curriculum contribute to spiritual development. Spiritual development nurtures children's natural curiosity and is concerned with how we acquire personal beliefs and values and address questions about the purpose of life and the basis for personal and social behaviour.

2.2 In contrast to much contemporary, more individualistic, spirituality, Anglican spirituality centres on people worshipping together with songs, prayers and Bible readings. This puts collective worship at the heart of nurturing spiritual development as the regular event which informs and shapes all we do at school.

2.2 At Monken Hadley CE Primary School pupils are encouraged to:

- understand and think about the relationship that God desires to have with people and appreciate the Christian belief that God relates to us as Father, Son and Holy Spirit
- enjoy the wonder of the created world and respond with awe and gratitude.
- recognise that alongside the material there is a spiritual dimension of life and explore the big questions for meaning and purpose which are not addressed by science and technology.

- use imagination and creativity in their learning and ask the questions ‘Is it true? Is it of lasting value?’
- understand the link between beliefs and behaviour and develop their own views of life with integrity, openness and respect.

3. Moral Development

3.1 Moral Development is to do with relationships and is concerned with judgements and precepts about how we should behave and act. It relates to knowledge and behaviour and understanding of right and wrong. It includes questions of intention, motive and attitude.

3.2 At Monken Hadley CE Primary School pupils are encouraged to:

- apply the ethos statement of loving neighbour as self in their relationships with their peers, family and other groups of which they are a part.
- develop an ability to recognise the difference between right and wrong
- consider and understand how their actions may affect others
- behave courteously and politely towards each other, all those in the school community, their families and the wider community.
- be aware of and have respect for their surroundings – both local and global
- recognise the importance of being able to admit wrongdoing and appreciate the crucial role of forgiveness and reconciliation in our relationships with God and others

3.3 School values and strong relationships include:

- being grateful and content
- being peace makers
- being gentle and loving
- enjoying and celebrating the success of others
- understanding responsibility to others and for self
- being patient and acting considerately towards others
- being kind to those less fortunate than themselves
- telling the truth and keeping promises
- exercising self control and being generous
- asking for and extending forgiveness

4. Social Development

4.1 Social development is concerned with the skills and personal qualities necessary for individuals to relate to others in society.

4.2 At Monken Hadley CE Primary School pupils are encouraged to:

- understand that community and good, strong relationships underpin life and are essential for our well-being and recognise that Christians believe this to be so because the Godhead is relational – the Trinity, a community united by a bond of love
- see the place of the school within the wider Christian community (locally, nationally and globally), within British society and within humanity at large
- appreciate the beauty of diversity in unity and value the contributions of others as well as their own contribution to our life together
- work collaboratively and resolve conflicts effectively with good relationships being an aspect of good results

- enjoy being of service to others within and beyond the school community
- understand the relationship between rights and responsibilities and privilege fulfilling their responsibilities over getting their rights

5. Cultural Development

5.1 Cultural development implies acquiring an understanding of cultural traditions and differences and an ability to appreciate and respond to a variety of aesthetic experiences. It also suggests an ability to disagree respectfully and rationally with differences.

5.2 At Monken Hadley CE Primary School pupils are encouraged to:

- appreciate that humanity is made in the image of God with a particular gift for shaping life on this planet, for developing customs and traditions, and for making music, art and drama
- widen their own and others' knowledge, understanding, personal interests and experiences through the curriculum and recognise that all human endeavours, including science and technology, have a cultural aspect
- appreciate their own and others' ways of doing things in the past and present and recognise not only the challenges but also the enrichment that comes with cultural diversity
- understand the need to learn about social conventions in different cultures and settings for the benefit of good communication and relationships
- guard against deeming other cultures inferior because they are strange and be open to learn from different cultures
- recognise that they themselves contribute to the way their culture develops and that cultures can be more or less healthy
- disagree rationally and amicably
- be mindful of the challenges and dilemmas faced by people whose culture is different from the majority of people around them and be considerate of, and hospitable to, outsiders.

6. Success Criteria, Monitoring and Evaluation

6.1 The spiritual, moral, cultural and social development of all pupils permeates through the whole life of the school and is rooted in its Christian ethos. As a result pupils will

- learn how to develop strong relationships
- be encouraged to explore ultimate questions about life and death
- be offered access to a range of views, some of which will be explicitly Christian
- be given opportunities to have fun and experience joy in their learning and everyday lives
- be taught how to weigh evidence and recognise bias
- be helped to face up to sensitive and difficult issues
- be given time to listen to the opinions of others and learn how to disagree and argue a case in a positive manner
- learn to live harmoniously with others and accept individual traits and mannerisms
- develop an understanding and acceptance of the basic rules of good behaviour appropriate for different occasions
- learn about penitence and forgiveness both for themselves and others

- be given opportunities to learn about their responsibilities for others in the local and wider community
- be helped to learn what it means to be trustworthy and when necessary confidential
- be encouraged to develop an appreciation of the wonders of creation and the part they can play in caring for God's world
- be allowed time to reflect on their personal experience through every aspect of the curriculum
- be encouraged to continue to seek relationship with God through Jesus Christ

7.2 Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of teaching and learning and work scrutiny by RE coordinator/ Headteacher/governors.
- Regular discussions at staff and governors' meetings
- Audit of policies
- RE/PSHE/CW development is included in the School Improvement Plan.
- Sharing of classroom work and practice