

## HUTTOFT PRIMARY SCHOOL (Academy)

### SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

Reviewed Summer 2016

At Huttoft School we believe that the Spiritual, Moral, Social and Cultural Development of our children are of great importance. We see them all entwined in every aspect of our school's life and its entire curriculum as well as specifically in RE and PSHE lessons and the daily Collective Worship.

Three Aspects of School Life: Our Vision and goals, the learning environment and curriculum work as one to generate 3 kinds of values: intrinsic, instrumental and institutional which strengthen outcomes.

***Spiritual development*** is not confined to the development of religious beliefs. It helps us to respond to experiences such as death, good/evil and beauty. It encourages us to search for meaning and purpose in our lives. In School we offer opportunities to stand and stare, listen to music, value outdoors, use tactile materials, appreciate art and play together. Our steps to spiritual development include:-

- Recognising the existence of others
- Awareness of and reflection on experience
- Developing personal views and insights
- Applying the insights gained to one's own life
- Sense of enjoyment and interest in learning about themselves, others and the world around them
- Use of imagination and creativity in learning

See supplementary document 'Spiritual Development: From Policy to Practice'

***Moral development*** also involves several elements – the will to behave morally, knowledge of society's code of conduct, the ability to make judgements on moral issues and the knowledge and understanding of criteria put forward for judging moral issues. As part of FBV we encourage children to show their voice and learn the consequences of democracy.

In our school the values we promote include:-

- Telling the truth
- Keeping promises
- Respecting one another and their property
- Helping the less fortunate
- Self discipline
- Taking personal responsibility for our actions and understanding the consequences

- Recognising the difference between right and wrong
- Reflection and reasoning about moral and ethical issues
- Understanding that our words and actions affect others

## **Social Development**

This refers to the development of abilities and qualities that children need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects. Children learn to lead, use their own initiative and to use individual skills and strengths when working together towards a common goal. The abilities to lead, be led, to support other, to recognise the different skills of other group members, appreciate tolerance and understand respect, can be developed when children work co-operatively.

In our school we promote:

- The use of a range of skills in different contexts, including working and socialising with pupils from different year groups, religious, ethnic and socio-economic backgrounds
- Participation in a variety of activities involving co-operation, collaboration and being able to resolve conflict effectively
- Interest in and understanding of why communities and societies function and exist
- Leadership skills through curriculum and extra-curricular activities
- The fundamental belief that everyone is valued

## **Cultural Development**

At Huttoft we believe that at the heart of cultural development lies the necessity to develop a sense of personal identity and belonging, whilst at the same time, acquiring awareness, understanding, tolerance and respect for the cultural traditions of others.

Our provision for cultural development includes:

- Opportunities to find out about the wide range of cultural influences that have shaped our own heritage, exploration of FBV.
- Promotion of art, music, literature, sport, traditions and customs from around the world, school linking activities, visit/speaker programmes.
- Celebration of the achievement of key figures from around the world in art, music, science, technology and human rights
- Reflection on cultural diversity and exploration of attitudes towards different religious, ethnic and socio-economic groups in the local community and at national and global level.
- Pastoral framework for all pupils
- Community engagement – local residents, parents, church groups – visits and performances

We actively reject:-

- Bullying/cruelty (the school retains a separate policy on bullying)
- Cheating
- Deceit/dishonesty
- Irresponsibility
- Racism, homophobia

We sincerely hope that all these attitudes build on each child's experience in the home. However, we recognise that the home/society does not always agree on issues e.g., smoking, drinking, so we have to help our pupils with the ability to question and reason, thus leading them to develop their own value system. All staff endeavour to adhere personally to the values we promote in our children e.g., in addressing pupils/staff, standards of dress, effort put into work, procedures for praise, recognition of SEN children and care for one another. The ethos of our school underpins all that we do and the unique value of each child is acknowledged. The aims of our school are retained in a separate document and our approach to Fundamental British Values is a further, separate policy.

This policy is reviewed annually in the Summer Terms.