

*Sonning Common
Primary School*

**POLICY STATEMENT
FOR
SPIRITUAL, MORAL,
SOCIAL AND
CULTURAL
DEVELOPMENT**

Policy 33 (was 8), Spring 1998

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

AIM

Our aim is the development of the whole child through the promotion of the pupil's spiritual, moral, social and cultural experience. During the time children are at this school they will have had the opportunity to explore many questions and possibilities.

The following brief descriptions are given as a basis for discussion.

Spiritual

The growth of the spirit.

Understanding own strengths and weaknesses.

Self-respect.

Creativity.

The will to achieve own full potential and the ability to ask, and try to find answers to, life's major questions, including questions about the existence and nature of God, in order to foster inner lives and non-material well-being throughout life.

Moral

The development of understanding of the difference between right and wrong.

Understanding of moral dilemmas.

The will to do what is right.

A willingness to consider others with concern and the ability to cope with moral conflict.

Social

The development of understanding of the responsibilities and rights of being members of families and various communities, (local, national and global).

The ability to relate to, and work, with others for the common good and to live up to these responsibilities and exercise these rights.

Cultural

The development of understanding of how people of different cultures think, feel, create, behave and live.

To develop pupil's sense of belonging within, value for, and engagement with local, regional and national cultures.

The encouragement of pupils to question, analyse, evaluate and reflect on their responses and the responses of others within a range of different cultural contexts and aesthetic experiences.

STUDY PROGRAMME

SPIRITUAL

English; Literature, including story and poetry which explores human experience and response to life and death. Use of stillness and imagination in drama and other activities to develop inner awareness. Expressing feeling and emotions through verbal and written communication knowing that words can influence feelings.

Maths; Enjoyment and fascination of numbers, including the idea of infinity. Reflecting on pattern and order, as well as a sense of mystery and space. Exploring the relationships of numbers, shapes and objects and the possibility of interconnectedness. Sense of achievement and self-worth at appropriate levels of understanding.

Science; Scientific links with a spiritual interpretation about universe and life. Using the school grounds for reflection on relationships between people and their environment. Reflecting on the mystery of the natural world and physical world, life cycles and growth. Awareness of physical self as wonderful.

Technology; Sense of worth in human potential and achievement. Designing cards for religious festivals. Making Holy books and other artefacts and special objects.

IT; Through the Internet connectedness with people all over the world. Using programmes to create poems and pictures. Becoming independent and developing self-reliance.

History; Ideas of change and development and re-creation. Understanding the importance of tradition to a community. Sense of time and awareness of personal place within it.

Geography; How things came about and a sense of wonder at the earth's variety and order. Developing self-awareness and relationships with other cultures and environments. Appreciation of natural features such as lakes and woods.

Art; Ideas of beauty in Art. Appreciation of colour and shape and texture. Religious and spiritual ideas expressed in, for example, stained glass windows. Using art as a means of expressing personal feelings, imagination and creative thought.

Music; Making music by singing together, songs and hymns and with instruments. Listening to specific chosen pieces, and why people write music eg Hallelujah chorus. Identifying feelings and emotions associated with different types of music. Using music as a background to times of quiet and reflection to develop awareness of the inner self.

Religious Education; Knowledge of religious reflection and spiritual practices eg worship. Providing opportunities for experiencing space and silence to allow skills in reflection and awareness to develop. Meeting others who belong to other traditions. Providing opportunities for experiencing awe, wonder and transcendence.

Physical Education; Spiritual awareness of body, its beauty and potential, through activity and observation. Movement to express feelings and emotions including dancing for joy. Developing inner

determination to do one's best and recognise and develop one's inner potential and strength.

MORAL

English; Discussion of right and wrong - moral issues visualised in children's literature.
Skills of listening and forming evaluative judgements in discussion.
Circle time discussion of behaviour and relationships.
Dramatising situations which raise moral questions.

Maths; Encouraging a sense of personal responsibility for own learning in class and through homework.
Encouraging honesty, not cheating.
Awareness of manipulation of data (statistics)

Science; Thinking about experiments and investigations and their outcomes for humans.
Caring for living things eg classroom guinea pig, plant.
Discussing issues raised by scientific discovery and progress eg cloning, genetic engineering, travel in space.

Technology; Learning co-operation with others through activities.
Technology as helpful and constructive as well as potentially destructive.

IT; Independent working to develop a sense of integrity and trustworthiness.
Discussion of moral issues eg correct information, pornography.

History; Developing awareness of local, national, world issues.
Encounter with ideas and encouragement to think through a moral stance on issues eg war and peace.
Stories to illustrate changes in attitudes.

Geography; Developing moral responsibility to care for environment eg farming and hedgerows.
Awareness of misuse of earth's resources and human responses eg recycling and deforestation.
Awareness of human exploitation eg child labour in developing countries.
Poverty amidst affluence.

Art; Interpreting pictures which put a moral point of view.

Music; Appreciation of music and respecting the ideas and judgements of others.
Learning about and from the lives of musicians.

Religious Education; Stories with a moral message from world religions.
Ideas of right and wrong behaviour in world religions.
Individual and corporate responsibility within religious communities.
Developing skills of listening, respecting and evaluative judging.

Physical Education; Taking part in team games and obeying rules.
Awareness of others' needs particularly physical.
Encouragement to cheer, celebrate achievement and shake hands at the end of a game.
Developing a sense of fair play, not hurting anyone.

SOCIAL

English; Circle time skills in speaking and listening.

Social interaction through play.

Writing and communicating with and audience.

Group drama work, reading and discussion of social issues in literature.

Stories to create awareness of a variety of life experiences eg deafness.

Maths; Maths games for social interaction, taking turns and sharing.

Working in pairs and groups to gather information and solve problems.

Recognising maths skills as a tool for society.

Science; Investigation in groups sharing expertise and skills.

Science as a co-operative activity requiring communication and interaction.

Science related to issues in society eg alcohol abuse.

Technology; Designing with others.

Using technology to benefit others eg handicapped.

IT; Working co-operatively.

Using data skills to promote understanding of social issues.

Poster design for safety.

History; Exploring the structures of society, including institutions eg hospice, hospital, workhouse.

Looking at children past and present.

Understanding the influence of the past on the development of society today.

Geography; Local studies to raise awareness of different homes, communities and family groupings.

Local amenities; who are they for ?

Human influence eg tourism on island of St. Lucia Caribbean.

Art; Art as a means of learning about people and society.

Group collage eg creating murals.

Music; Taking part in a performing arts activity eg school assembly or pantomime.

Collaborative work and sharing resources eg instruments, taking turns.

Group singing and composition.

Religious Education; Knowing about and understanding the importance of family and traditions within religious faiths.

Study of ideas of community in religions.

Researching charities and other religious forms of social caring and responsibility.

Physical Education; Participation in traditional and creative dance and pair and group work in gymnastics.

Enjoyment of team games, showing co-operation, respect for others and their needs.
Participation and observation as social skills.

CULTURAL

English; Stories and literature from other cultures.
Awareness of issues such as stereotyping and equal opportunities in literature.
Language and meanings in different cultures.
Language can be used to empower or oppress people.

Maths; Creating Islamic patterns, rangoli patterns and using Roman numerals.
Careful choices of resources and examples to include references to other cultures.
Shopping in a multicultural area. Counting in a different language.

Science; Differences and similarities between groups of humans.
Animals from different countries.
Creation stories from different cultures alongside current scientific stories.
History and role of science in different cultures and religions.
Scientific development in relation to others - water supplies, new varieties of flowers and food crops.

Technology; The effectiveness of very simple technology in some cultures.
Instruments from different countries eg cooking utensils. Designs for different climates eg sunhats.

IT; Accessing information about cultures by using CD-ROM's etc.
Direct contact with children in other cultures through world wide web and e-mail.
Making an Islamic pattern.

History; The story of development of a variety of cultures. Stories of religious leaders and their influences on cultures.
History of contribution of other cultures to science and maths. History of slavery, empire, Holocaust, etc.

Geography; Study of people - especially children living in different countries and comparisons with own cultural context.
Developing an awareness and appreciation of different styles of everyday life. The influence of environment on societies.
The way in which different peoples have responded to universal problems.

Art; Pictures from different cultures, eg African art.
Visiting exhibitions and art galleries to view art from different cultures.
Art as an expression of a culture eg Nativity pictures on Christmas cards.

Music; Music from different cultures eg Calypso songs from the Caribbean.
Listening to and using instruments from other cultures.

Religious Education; The study of different religions and their artefacts as part of a cultural tradition.
Meeting people of a variety of faiths and cultures and visiting places of worship.
Exploring how religious ideas are expressed in different cultures eg food, dress, patterns, festivals and

celebrations.

Physical Education; Dance as an expression of culture eg Indian Folk.

Teams adopting names of international sides.

Games and sports from other cultures.

AMENDMENT SHEET FOR ALL POLICY STATEMENTS

POLICY ON SPIRITUAL, MORAL, SOCIAL AND
CULTURAL DEVELOPMENT
POLICY NUMBER 33

DATE POLICY RATIFIED: SPRING 1998

DATE POLICY LAST REWRITTEN: AUTUMN 1997

Review Date	Page	Line	Amendment
Spring 1998			Rewritten