



**TATSFIELD PRIMARY SCHOOL**

**Spiritual, Moral, Cultural and  
Social Development Policy**

**March 2021**

## **TATSFIELD PRIMARY SCHOOL**

### **Spiritual, Moral, Cultural and Social Development Policy**

#### **Tatsfield Primary School Vision Statement**

Children, staff and parents working actively in partnership to enable all children to realise their full potential

**We aim to help our children to**

- develop into happy and confident individuals with a secure foundation in learning that will last throughout their lives
- appreciate and understand moral and religious beliefs and develop a respectful attitude for the views of others
- develop enquiring minds, be confident to ask questions and take risks with a desire to achieve
- be independent learners and thinkers who are able to seek solutions creatively and co-operatively
- be caring, resilient and responsible individuals



The staff of Tatsfield Primary School are committed, in partnership with the parents, pupils, governors, the Local Authority, to building a school which serves the community commendably, and of which the community is proud.

The School's curriculum, to which all children have equal access, reflects these aims.

This policy is implemented (a) explicitly through specific experiences and activities in all curriculum areas and (b) implicitly throughout the general life of the school. There is a recognition that the (c) developmental aspect is related to children's age

and stage of development as well as to the experiences they bring to the school and the experiences they have at school.

- (a) Aspects of children's development in these areas will be identified in teacher's planning where appropriate
- (b) The relationships between everyone connected with the school community should reflect the mutual respect and trust which make an important contribution to children's development in these areas
- (c) These areas of development should be treated with sensitivity in school which, while broadening knowledge and experience, does not undermine particular home circumstances

### General Expectations

- Children should have opportunities to develop their own personal values
- Children should be willing to listen to the opinions of others
- Children should be able to express and explore their views openly and honestly
- Children should have opportunities to learn to appreciate the beliefs and practices of others
- Children should have opportunities to use their imagination, experience the inspirational and contemplate and reflect on their experiences

### Spiritual Development

Aspects of spiritual development to be addressed:

- Beliefs - their own and others
- A sense of awe, wonder and mystery
- A search for meaning and purpose - in their own lives and in other cultures
- Beginning to know themselves - feelings and emotions
- Relationships - within their own experience and beyond
- Creativity - their own and others
- Stewardship - of creation - of their own gifts

An audit of current school practice which contribute to children's spiritual development

- Stories and discussion - time for questions and reflection
- PSHE discussions and reflections on a variety of topics
- Aesthetic displays - school, classrooms
- Looking at paintings and art work. Listening to a variety of music
- Sharing experiences and feelings - as a class, in small groups and as individuals - e.g. failure/success, sadness/joy
- R.E. - stories from the Bible and other religious texts. Stories about people and people in religions. Biographies of inspirational lives
- Assemblies - shared experiences and reflection
- Celebration of festivals - Christmas, Harvest, Easter

### Moral Development

Aspects of moral development to be addressed:

- Children should be taught moral codes and conventions which are agreed by society
- Children should be taught to reflect on their own actions relating to this code
- Children should be involved in interpreting this code in terms of their own situation - at home, at school and in the wider society
- Children should participate in agreeing the local rules within the classroom and playground
- Children should understand their responsibilities for and the consequences of their actions. How it affects others and themselves
- Children should be helped to make decisions about what they think is right/wrong in a given situation, why they think so and how they should act

An audit of current school practice which contributes to children's moral development:

- PSHE and other Stories/poems - followed by discussion and reflection
- Classroom code - discussion and agreement - understanding of sanctions
- Positive role models - in school and in the wider society
- Positive role models in history
- Agreed ways of settling disagreements/arguments with consistency, fairness and justice
- Taking responsibility in the classroom and around the school
- School and classroom ethos which; encourages owning up/admitting fault, saying/being sorry, having regret and the intention not to do it again
- Empathy and understanding of each other's actions
- Discussion of moral aspects - historical, geographical/environmental and scientific

### Social Development

Aspects of social development to be addressed:

- Children should have opportunities to learn the social skills necessary to participate fully in society
- Children should have opportunities to develop the personal qualities necessary to participate fully in society
- Children should begin to relate their own rights and responsibility to a wider "group"

An audit of current school practice which contributes to children's social development:

- A school and classroom ethos which encourages; co-operation, partnership, leadership and responsibility
- Teacher, pupil and parent cooperation
- Purposeful playground interaction
- Dining room - social eating together
- Inter class mixing - clubs and in the playground
- Democratic decision making within class/school - School Council, voting/discussion/consensus
- Joining extra-curricular activities

- Team work and team games
- School's relationship with the community - Horticultural Society - South East In Bloom - Harvest gifts - invite people in - open days
- Charity support both local and world wide - annual charity chosen by School Council
- Industry links - links with local shops
- Discussion - family life, family roles

### Cultural Development

Aspects of cultural development to be addressed:

- Children should develop an understanding of the beliefs, values and customs which contribute to aspects of their own culture - school, village, country
- Children should begin to relate this to other groups and societies

An audit of current school practice which contributes to children's cultural development:

- Building a strong class culture - sharing work and learning experiences
- An appreciation of our school culture - sharing experiences - appreciating roles, responsibilities and school "traditions"
- Visiting musicians
- Arranging concerts and outings
- Extra-curricular activities
- Visits to museums, galleries and churches
- Our common heritage of songs and games.
- Involvement in village culture and events
- Celebrating children's own music, writing, painting, etc.
- Characteristics of other cultures through history and geography topics

Review date January 2024