



## **Introduction**

Herrick Primary School takes an active approach in the development of spiritual, moral, social and cultural aspects of our pupils' education. The policy is reinforced by many of our other policies, particularly those concerned with behaviour, equal opportunities, personal social and health education and citizenship.

As a school we aim to '*give each and everyone a chance*' and in the words of our own children we work to achieve this through –

*Deliver fun and exciting lessons for everyone*  
*Support everyone to achieve*  
*Respect everyone*  
*Discover and meet the needs of everyone*  
*Get everyone ready for the future*

We also encourage all our children to develop the 'Herrick character'.

*Integrity - maker of right choices*  
*Resilient - never give up*  
*Empathy - helper of others*  
*Citizen - member of the community*  
*Courage - finder of the unknown*

## **Definitions**

The following definitions are used within the context of this policy: -

### **Spiritual development**

This can be defined as personal development relating to the spirit or soul and the intangible. It does not necessarily relate to physical nature or matter and is not synonymous with religious education – although religious education and collective worship can be a major vehicle for the delivery of spiritual matters.

### **Moral development**

This can be defined as personal development relating to human behaviour, especially the distinction between good and bad, right and wrong.

### **Social development**

This can be defined as a personal development concerned with living in a community rather than alone.

### **Cultural development**

This can be defined as personal development concerned with the total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action.

## **Aims**

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The role model standards will be set by the Headteacher and practiced by all staff in order to set an effective example for our children. However, we must recognise that the children's development will be affected by many factors other than those which the school itself provides. These include maturity, personality gender, family, peer group, ethnicity, cultural background and more generally the moral, spiritual and cultural climate of our society and of the communities to which they belong.

Through religious education and acts of Collective Worship, children will be introduced to a broad spectrum of beliefs. They will be encouraged to value other people's opinions and develop a questioning mind across a wide area of the curriculum.

## **Planning**

In planning lessons teachers are aware of the need to plan for opportunities in spirituality and reflection as well as for thinking skills and the key skills.

## **Spiritual Development**

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- *Curiosity and mystery*
- *Awe and wonder*
- *Connection and belonging*
- *Heightened self-awareness*
- *Prayer and worship*
- *Deep feelings of what is felt to be ultimately important*
- *A sense of security, well-being, worth and purposefulness*
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These can occur during any part of the school day, eg when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc

## **Moral/Social Development**

It is important that children are given clear guidance as to what is not acceptable behaviour, so that they can develop a moral code of their own that is socially acceptable.

With this in mind all children and parents complete a Home-School Agreement at the beginning of each academic year and it is referred back to regularly throughout the year. The Home-School Agreement lists the responsibilities of all the pupils along with their rights and the obligations of the parents/carers.

## **Responsibilities of the pupils**

- *Be accountable for my actions*

- *Respect others*
- *Speak with manners and listen to the opinion of others*
- *Work to the best of my ability*

### **Rights of the pupils**

- *Enjoy and contribute to the school*
- *Be treated equally*
- *Speak without fear*
- *Have the freedom to learn*

### **We do not accept**

- *Bullying*
- *Cheating*
- *Deceit*
- *Cruelty*
- *Irresponsibility*
- *Dishonesty*

Teachers discuss with their classes a code of conduct for the classroom based on the values held by the school. We will teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable. This is done through worship, circle time, Social Skills groups and PSHE.

We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers, weekly Awards, 'phone-home Friday' and other means that highlight both academic and social achievements.

### **Cultural Development**

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas. This is shown in our curriculum plans.

When children first come into school a lot of time is spent in learning to co-operate together. This continues through the whole school, learning through play activities, a variety of groupings, controlled activities and by observing the way that the staff work together. We also value the family from which the children come and our strong links with parents encourage the child to see that we are working in co-operation with their parents.

By starting with a pupil's own culture and recognising our own traditions it is hoped that as they are introduced to other beliefs and cultures each pupil will respect and value them.