

Ashton Gate Primary School



SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

Statement of Aims and Values

At Ashton Gate Primary School our aims and values are central to our work with the children in our care. We aim to provide a challenging learning environment, which is caring and supportive. We encourage all learners to reach their true potential through individual and co-operative effort.

The statement indicates that the spiritual, moral, social and cultural development of our learners is an important aspect within all our lessons. We aim to get our children to ask questions about their own experiences and the world, together with that of considering the feelings of others.

SPIRITUALITY

Spirituality is concerned with:

Beliefs – informed by the study of religions and philosophies, but in particular to be able to discuss with others the range of beliefs (both formal and informal) that students and adults share.

A sense of awe and wonder – the way in which students are struck by what they see, feel and hear. For example, opportunities for visits and extra-curricular activities, especially in relation to music and drama.

Feelings of transcendence – the opportunity for students to discuss unexplainable issues and to feel that there is something beyond themselves.

A search for meaning and purpose – this is encouraged through students asking questions about what is going on in their lives.

Relationships – recognising and valuing the worth of each individual developing a sense of community and building up relationships with others.

Creativity – where the student has the opportunity to express their thoughts and feelings through art, music and literature. This aspect involves getting to grips with their own feelings and emotions.

Feeling and Emotions – the sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings and how to use such feelings as a source of growth.

We therefore aim to promote spirituality through: -

The whole curriculum acts of collective worship and other assemblies
Extra-curricular activities

MORAL DEVELOPMENT

Moral development refers to pupils

- knowledge
- understanding
- intentions
- attitudes
- behaviour (in relation to what is right and wrong)

This involves making clear to our pupils the values that we subscribe to as an institution and as a community. The will to behave morally as a point of principle is fundamental to moral development. In this sense moral development is to do with understanding the principles lying behind actions and decisions and not just behaviour itself.

We therefore aim to promote moral development through: -

- quality of relationships
- standards of behaviour
- the curriculum and teaching
- our shared values

SOCIAL DEVELOPMENT

Social development is the students' progressive acquisition of the competencies and qualities needed to play a full part in society.

We therefore aim to promote social development through; -

- co-operation and partnership
- classroom organisation and management
- the grouping of students
- leadership and responsibility
- extra-curricular activity
- the development of citizenship

CULTURAL DEVELOPMENT

Cultural development is pupils' understanding of their own cultural identity. More than this however, it is also about understanding other groups in a particular society and of other societies beyond their own. The children need to understand the beliefs, values, customs, knowledge and skills which provide identity and cohesion to a particular society.

We therefore aim to promote cultural development though: -

- an explanation of the influences that have shaped our culture
- the extension of our cultural horizons, through the influences of other cultures
- therefore extending cultural horizons beyond the immediate and the local
- past cultural features which influence and shape the present
- a study of the present values and customs of our nation and of other nations cultures and societies
- developing our students' respect for the values, customs and cultural heritage of those who belong to other faiths or ethnic groups.

Policies and Practice

SPIRITUALITY

| ASPECTS | Examples of pupil experiences |
|--|---|
| (i) Beliefs This is seen in a study and discussion of formal religious beliefs and also through simple exploring what students themselves believe in respect to their own lives and the wider community. | RE English PHSE |
| (ii) A sense of Awe and Wonder Where students are struck by what they see, feel and hear. | Opportunities provided for visits to music, art and theatre events. History RE English |
| (iii) Feelings of Transcendence Where students are given the opportunity to feel that there is something more than just themselves, which includes unexplained issues. | History RE Science |
| (iv) Search for meaning and purpose This has involved exploring such issues as self-awareness, your future, your choice. | English Health Education RE |
| (v) Relationships In particular the fostering of positive relationships in school | The range of educational experiences |
| (vi) Feelings and Emotions | RE Geography English History PSHE |

MORAL DEVELOPMENT

| ASPECTS | Examples of pupil experiences |
|--|--|
| (i) A statement of what is right and wrong. (ii) Our values at Ashton Gate are made clear to our students | Code of Conduct Anti-bullying policy Health Education School Council Teaching and learning styles. |

SOCIAL DEVELOPMENT

| ASPECTS | Examples of pupil experiences |
|-------------------------|---|
| (i) Co-operation | Children working together Children working with teachers Children working with other adults and the wider community |

| | |
|--|---|
| (ii) Partnership | Children and other children Children and teachers Teachers and teachers Teachers and parent Children and parents Teachers and Governors Parents and Governors Ashton Gate with the wider community |
| (iii) Classroom organisation and management | Teachers and support staff take account of the policy for effective teaching and learning |
| (iv) Extra curricular activities | Experiences provided in each year group |

CULTURAL DEVELOPMENT

| ASPECTS | Examples of pupil experiences |
|--|--------------------------------------|
| (i) Influences that have shaped our culture | History RE Art |
| (ii) Extension of our cultural horizons through the influence of other cultures. | History RE Geography Art |

Clearly in all the above, the ethos at Ashton Gate makes an important contribution. We would like to think that the ethos at Ashton Gate reflects our values and aims. In all the above we believe that the following also play an important contribution,

- the school council
- the Eco-council
- the code of behaviour
- the system of rewards
- homework
- an emphasis on:
 - praise (praise assembly)
 - target setting and review
 - the anti-bullying policy
 - the extra-curricular activities and clubs at lunchtime and after school
 - the range of teaching and learning styles

In terms of Learning Experiences, we attempt, across the curriculum, to encourage our students to:

- Discuss matters of personal concern
- Develop good relationships with adults and peers
- Develop a sense of belonging to a community
- Be challenged by exploring beliefs and values while deepening their own faith or beliefs
- Discuss religious and philosophical questions.
- Understand why people reach certain decisions on spiritual and moral issues and how these decisions affect their lives
- Experience what is aesthetically challenging
- Experience silence and reflection

Review and Monitoring

The provision of Spiritual, Moral and Cultural development is monitored by the Senior Leadership Team and SMSC/PSHE Lead. The school will use the Ofsted School Inspection Handbook Paragraphs 142 to 146 as a minimum basis of the monitoring criteria for SMSC within the school.

Date: January 2024

Review Date: January 2027