



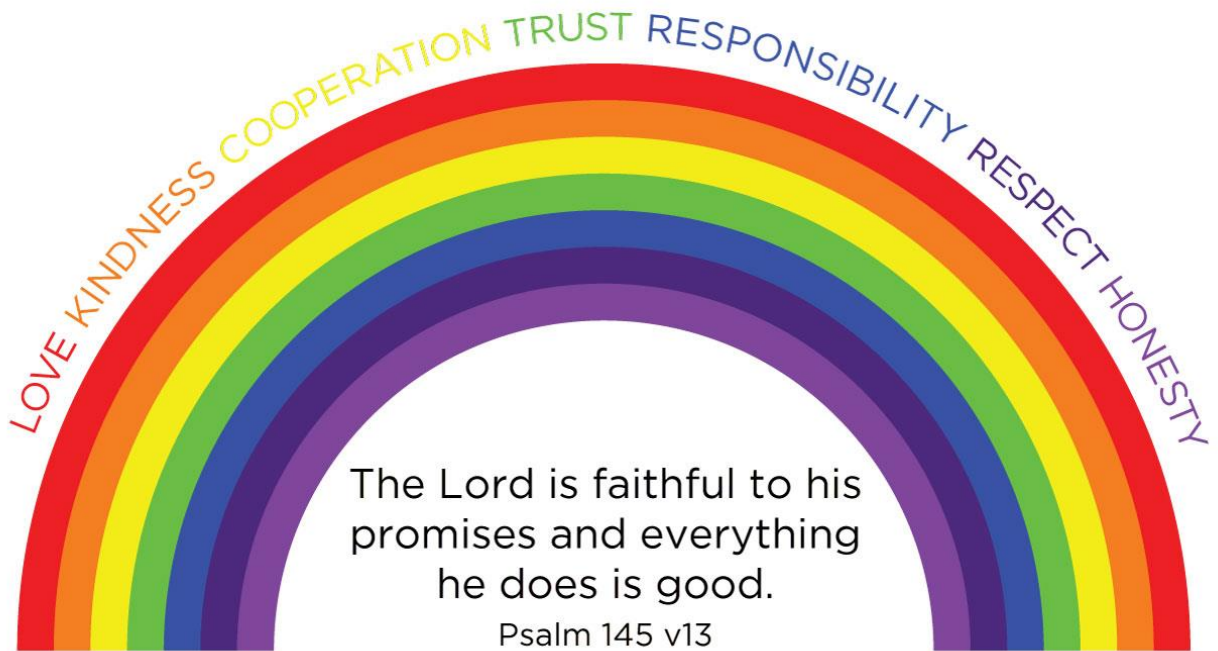
# HOLY TRINITY

## A BATH AND WELLS ACADEMY

Learning, Achieving and Flourishing Together in God's Promises, Goodness and Love.

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

Learning, Achieving and Flourishing Together in God's Promises, Goodness and Love.



Approved by:	Ethos Committee	Date:	[Date]
Last reviewed on:	[Date]		
Next review due by:	[Date]		

This policy should be taken and used as part of Holy Trinity Church School's overall strategy and implemented within the context of our vision, instrument of government and values as a Church of England school.

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## RATIONALE

“I have come so that they may have life and have it to the full.” (John 10: 10)

Education is about the growth and development of the whole person. It should aim to integrate a pupil's intellectual, spiritual, moral, emotional, psychological, social and physical development, thus assisting progress towards that fullness of life which comes from God.

## INTRODUCTION AND AIMS

This policy statement has been formally adopted by the governing body, in consultation with the Head Teacher. It is consistent with the overall vision and values of the school in line with its Christian Foundation and will be reviewed every year as part of the School Development plan.

## OBJECTIVES

- To develop a sense of wonder, awe and mystery
- To experience the spiritual claims and moral dimensions of the Christian faith
- To develop spiritual beliefs and moral values within a supportive and enquiring environment
- To identify contemporary issues of moral and spiritual significance and to explore Christian responses to them
- To find worth, meaning and purpose in their life and experiences
- To develop attitudes of empathy and skills of co-operation
- To be inspired by qualities of imagination, creativity, compassion and human achievement
- To experience times of reflection and stillness
- To recognise, respect and celebrate cultural and religious diversity

## SPIRITUAL DEVELOPMENT

It is important to consider what is meant by spiritual development so that, as we attempt to move toward it, we have as clear an idea as possible of what we mean.

Spiritual development is a process of growth and, in the same way that there can be moral development, there can be spiritual development.

We use the concept of Mirrors, Window, and Doors. Please see the diagram to the left.

Spiritual development has many aspects and, as a school, we aim to provide learning opportunities that will enable children to:

- Sustain their self-esteem in their learning experience
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life
- Respond by putting into action what they believe
- Express their beliefs and have an awareness and sensitivity of diversity that will enable them to succeed in our modern world.

The school's approach to spiritual and moral development is evident through the following:


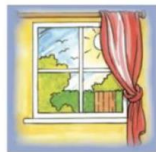

- Collective Worship
- School Ethos
- Spirituality Days
- Behaviour Policies
- Equalities Policies
- RE
- PSHE and Community Time
- Community Groups
- Each curriculum area
- Other areas of school life, including extra-curricular activities; e.g. clubs, visits, visitors
- Links with Holy Trinity Church and the wider community

Spiritual development can be encouraged through:

- good quality music and art
- literature, poetry and drama
- the natural world
- times of silence and time for reflection, contemplation and prayers
- attractive displays
- visits to Holy Trinity Church, Wells Cathedral and other local places of worship
- use of our Forest School area for focused teaching sessions led by teaching assistants and at lunchtimes
- Community Time
- PSHE lessons

Through classroom discussions, we will give the children opportunities to:

- talk about personal experiences and beliefs
- express and clarify their own ideas and beliefs

	<p><b>MIRRORS - SELF</b></p> <p><i>Like looking in a mirror..</i></p> <p>Thinking about ourselves and how we feel about things.</p>
	<p><b>WINDOWS - BEAUTY</b></p> <p><i>Like looking through a window...</i></p> <p>Looking at the world in new ways.</p>
	<p><b>DOORS - OTHERS</b></p> <p><i>Like opening a door to welcome people in ...</i></p> <p>Understanding how other people feel.</p>

- speak about difficult events; e.g. bullying, bereavement, divorce
- share thoughts and feelings with other people
- explore relationships with friends, family and others
- consider the needs and behaviour of others
- show empathy
- develop self-esteem and a respect for others
- develop a sense of belonging

Each term, we have a whole school Spirituality Day, which gives staff and children the opportunity to immerse themselves in a theme (e.g. Advent, Remembrance, Responsibility). The day begins with an Agape Service for the whole school community which is led by a different year group in turn. During the day, there are planned opportunities for reflection, wonder, questioning, stillness, reverence and a deeper understanding of the beliefs of others is developed. Members of the Clergy and some of our Governors are actively involved in these days which give children the opportunity to experience a diverse range of approaches.

In addition, the school environment is more conducive to spiritual development when:

- opportunities are organised for smaller group activities
- older children are positively encouraged to care for younger members of the school
- there are opportunities throughout the year for older and younger children to share work
- collective worship is organised in smaller groups, such as Key Stages or classes
- more quality time is made available to listen to children when possible

## MORAL DEVELOPMENT

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

The foundation for this guidance is the school rainbow values;

- love
- kindness
- co-operation
- trust
- responsibility
- respect
- honesty

As well as our rainbow values, we also explore other important values, for example;

- understanding and empathy
- forgiveness
- acceptance
- fairness and justice
- perseverance

Moral development has many aspects and, as a school, we aim to provide learning opportunities that will enable children to:

- recognise the unique value of each individual
- recognise the challenge of religious teaching
- listen and respond appropriately to the views of others
- gain the confidence to cope with setbacks and learn from mistakes
- take initiative and act responsibly with consideration for others
- distinguish between right and wrong
- show respect for the environment
- make informed and independent judgements

Moral development can be encouraged through:

- fund raising activities, such as Comic Relief, Children in Need, Save the Children, Christmas Jumper
- enterprise activities in classes
- supporting the Operation Christmas Child shoebox appeal
- seizing opportunities within the local community; e.g. Year 6 act as waiters/waitresses for Church Tea Parties, Grandparent mornings, Inspire sessions
- themes in worship
- discussions in PSHE lessons
- Community Time
- consideration of others points of view through discussion
- celebrating individual's charitable good deeds in whole school worship

## SOCIAL DEVELOPMENT

Social development, which is essential for providing our children with the skills to make and sustain positive relationships, involves several aspects:

- the ability to work and play with, as well as respect and value others
- behaviour that is open, polite and friendly
- an ability to wait your turn
- a willingness to share things
- the ability to help others
- an understanding of how society works

Social development has many aspects and, as a school, we aim to provide learning opportunities that will enable children to:

- develop an understanding of their individual and group identity
- learn about service in the school and wider community
- show compassion for individuals affected by issues impacting our society

Social development is encouraged by:

- example
- consideration and respect for others
- respecting safety guidelines
- acts of worship
- respecting others property
- reinforcing the school values

Encouraging good manners and courtesy in children benefits the school as a whole. This includes:

- standing aside when they and another person reach a doorway
- opening doors for visitors
- always saying 'please' and 'thank you'
- quiet and calm movement around the school

The standards of behaviour expected by our school are based on our school vision and values, as outlined in the Behaviour Policy.

Whole school events to promote social development are planned regularly. These include our annual service of Remembrance, our support of The Lord's Larder and welcoming a variety of visitors to talk about their role within the community.

Liaison with pre-schools and secondary schools to support the primary curriculum and effective transition is an established part of the school year.

## CULTURAL DEVELOPMENT

Cultural development has many aspects and, as a school, we aim to provide learning opportunities that will enable children to:

- recognise the value and richness of cultural diversity in Britain and how these influence individuals and society
- recognise Christianity as the foundation for the rules and values of much of British society including our British Values; mutual respect, democracy, rule of law, tolerance of difference faiths and beliefs and individual liberty.
- develop an understanding of their social and cultural environment

In school, it can involve:

- traditional customs
- law and order
- the arts
- traditional sports
- historical and sometimes foreign influences
- Christianity and multi faiths

## SUMMARY

Through our provision of SMSC, the school

- enables pupils to develop their self-knowledge, self-esteem and self-confidence
- enables pupils to distinguish right from wrong and to respect the civil and criminal law of England
- encourages pupils to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to those living and working in the locality of the school and to society more widely
- enables pupils to acquire a broad general knowledge of and respect for public services and institutions in England
- encourages further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
- encourages self-respect for other people and
- encourages respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

## CROSS-CURRICULAR LINKS

All National Curriculum subjects provide opportunities to promote pupils' spiritual, moral, social and cultural development. The Appendix outlines opportunities for Spiritual Development through other subjects.

## MONITORING AND EVALUATING

Monitoring the provision of opportunities for SMSC is the responsibility of the RE Co-ordinator together with the Ethos Committee. This will be reviewed as identified through the School Development Plan.

## APPENDIX

### Opportunities for Spiritual Development through Curriculum Subjects

#### ENGLISH

Pupils are given opportunities to:

- express personal thoughts, feelings and ideas in creative writing
- understand human feelings (e.g. hopes and fears) through stories which tell of human achievement
- reflect on issues raised in texts (e.g. relationships, moral dilemmas)
- explore values and attitudes expressed through text and language

- experience and share a sense of wonder through the beauty of language used in poetry, literature and the spoken word

## **MATHEMATICS**

Pupils are given opportunities to:

- explore the beauty of shape and pattern
- consider the concept of infinity in number and pattern
- reflect on the idea of truth and order in mathematics and work within the discipline of rules and logic
- engage with the challenge of solving problems – persevering over difficulty and reaching a solution

## **SCIENCE**

Pupils are given opportunities to:

- reflect on life, growth and death
- reflect and wonder at the beauty and vastness of the physical world, the universe and the natural world
- engage with the human search for truth and the extent to which this relies on proof
- experience awe and wonder in looking at something in close detail through a microscope
- reflect on issues such as honesty in scientific enquiry
- develop enquiring minds

## **ART**

Pupils are given opportunities to:

- experience visual images that can evoke a range of emotions
- develop an aesthetic and critical awareness
- reflect on art from different cultures/religions
- express their own ideas and creativity in various art forms
- explore the beauty of shape and pattern

## **DRAMA**

Pupils are given opportunities to:

- appreciate and enjoy expression of the human spirit
- engage emotionally with ideas and feelings
- develop a sensitivity and tolerance towards the views and values of others through role-play and improvisation
- express themselves

## **GEOGRAPHY**

Pupils are given opportunities to:

- explore the beauty and complexity of the natural world
- reflect on the amazing variety in environment and peoples across the world
- consider moral and practical issues of pollution, conservation and sustainability of the environment

## **HISTORY**

Pupils are given opportunities to:

- reflect on human achievement and disasters
- develop an awareness of factors which shape and influence human lives for good or evil
- reflect on moral issues and what might be learnt from the past
- reflect on their own individual and cultural identity

## **MUSIC**

Pupils are given opportunities to:

- appreciate and enjoy expression of the human spirit
- appreciate the capacity of music to affect feelings and moods
- express themselves through making music
- develop self-discipline through the order of music making
- experience group identity and develop a sensitivity and responsibility to others through participation in group performances

## PE

Pupils are given opportunities to:

- develop qualities of self-discipline and commitment in striving to achieve success
- develop body awareness and self-confidence
- learn to respect and abide by rules and reflect on fair play
- learn to co-operate with others and develop a team spirit
- express themselves through the creative elements of dance and gymnastics

## RE

Pupils are given opportunities to:

- learn about beliefs and understandings of different religious traditions
- come to an understanding and respect for those who hold views different from their own
- develop their own beliefs
- reflect on ultimate questions and the human quest to make sense of the world and humanity
- reflect on moral issues
- become aware of their own inner world of thoughts, feelings, hopes and fears