



St Peter's C of E (Aided) Primary School

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Believe Achieve Succeed

Our Vision Statement

"At St Peter's we have high expectations where everyone achieves and succeeds within a safe, inclusive Christian community. We promote independence, respect and empathy. Through an exciting curriculum, children are inspired to become lifelong learners and active world citizens."

SPIRITUAL, MORAL, SOCIAL & CULTURAL

Person Responsible:	Children and Learning Committee
Review Period:	Every 3 years or in light of new regulations
Date Adopted:	Spring 2018
Next review:	Spring 2021
Ratified by Governors:	Spring 2018

Aims and objectives

This policy relates to the whole life of the school. The governors, staff and parents at St Peter's recognise that the spiritual, moral, social and cultural development of the child is fundamental to their development as an individual. At St Peters, a holistic approach is taken so that opportunities for spiritual, moral, social and cultural development arise throughout the curriculum, but particularly in RE, Worship and PSHE. Development in these four areas supports all areas of learning and can contribute to a child's motivation to learn. We recognise that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. In later years an awareness of self and an understanding of others, can enrich an individual's appreciation of life's experiences and their relationships with others. This policy should also be read in conjunction with the Teaching and Learning Policy, The Behaviour Policy and the school's statement of British Values.

We continue to endeavour to raise standards of achievement for all the children at St Peter's and as such we recognise the crucial role played by parents in their children's spiritual, moral and cultural development. The development of a strong home-school link is regarded as very important, enabling parents and staff to work in an effective partnership to support the child.

School Ethos

We believe that the values and attitudes promoted by the staff influence the behaviour and attitudes of all the children within St Peter's School. The quality of relationships and the inclusive atmosphere within the school reflect an appreciation of their shared values. St Peter's promotes a learning environment which reflects Christian values and encourages spiritual development in preparation for taking one's place in the wider world. The Spiritual, Moral, Social and Cultural development is promoted not only through the curriculum, but through the distinctively Christian ethos of the school and collective worship.

Spiritual Development

Spiritual Development is concerned with becoming a person in the very fullest sense. It can encourage our journey towards an understanding of ourselves, God the creator and the wonder of the natural environment.

In developing the spirituality of our children, we help them to become aware of:

- The existence of God and an understanding that every individual was created equal in His image;
- The joy of being alive and the beauty of the natural world;
- The mystery and wonder of existence;
- Their own imagination and creativity;

- The value of the non-material dimension of life;
- The importance of having the confidence to express one's feelings and emotions openly;
- The need to recognise others' feelings and achievements;
- The experience of prayer and reflection, allowing time to develop a relationship with God; and
- The advantage of being curious and developing a questioning mind so that they can explore and develop their own views on religious and spiritual issues.

In this way, spiritual development encourages

- Self-awareness
- Reflection
- Reasoning
- A sense of enduring identity
- Good relationships
- Co-operation and empathy
- The formation of long term ideals

We aim to build up a caring community where the children feel they are important to themselves, to the wider community, to The Church and to God.

The staff at St. Peter's School promote spiritual development by:

- Fostering high self-esteem in encouraging children to take risks or face challenges in their learning within a secure and positive environment;
- Demonstrating appreciation for work created by the child's imagination and providing opportunities for them to use their own creativity and imagination;
- Offering opportunities for aesthetic experience in art, music, dance and literature;
- Making time for stillness and reflection;
- Posing questions that encourage children to consider issues of meaning and purpose;
- Developing good listening skills in the children; the School will show that it is listening to the children through its response to issues raised by them, via the School Council;
- Showing that it is not always possible to provide an absolute answer and at such times it is a positive experience to value a variety of interpretations and responses;
- Improving co-operation and understanding in relationships, providing opportunities such as group activities where children have constructive and enjoyable interaction with others; and
- Fostering emotional well-being by encouraging children to express their feelings and to have the ability to control their emotional behaviour.

There are many opportunities to promote these occasions throughout the curriculum, both in the school day and during off-site visits and residential trips.

Moral Development

This relates to the child's understanding of what is 'right' and 'wrong'. As children mature, they will also develop an awareness of what is fair and just. They will be able to apply their thinking to circumstances beyond their own immediate surroundings. At St Peter's we try to build on the moral training within the home while accepting that there might be different approaches between home and school.

From their first day at school our children are taught to:

- Tell right from wrong;
- Respect the rights of others and their property in school;
- Tell the truth;
- Accept proper authority and follow instructions;
- Understand the consequences of their own actions;
- Begin to be able to explain their own behaviour;

- Begin to understand why rules are necessary;
- Value physical well-being, privacy, feelings and others' beliefs;
- Help those less fortunate than themselves;
- Consider a range of ethical issues, including those that focus on justice, to promote racial and religious respect and the importance of personal integrity; and
- Discover and live by the values identified within the Bible: truth, justice, trust, love, peace, compassion, forgiveness and reconciliation.

The staff at St Peter's School promotes Moral Development through:

- Adopting a consistent approach to moral development among staff;
- Providing formal opportunities to promote moral development during class discussions; and
- Circle Time, Collective Worship and Celebration Assemblies.

Further opportunities are developed through our extensive charity programme and annual Charity Day organised by the children themselves. Our commitment to Fairtrade increases children's understanding of how they can play an active part in raising awareness of global injustice. Informal opportunities to promote moral development arise during the school day and are seized on by all members of the staff team. Our Behaviour Policy actively promotes good behaviour and all members of St Peter's School staff encourage the children to consider others at all times.

We will not accept:

- Discrimination
- Bullying
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty
- Selfishness

We have a Behaviour Policy which sets out the action that we take if any child does not conform to our standards of behaviour. If there are instances of serious misbehaviour we involve the parents in any discussions and if appropriate, the child is placed on our SEN support register.

Social Development

Social development refers to a child's ability to understand and play their part within the school, the wider community and later, in wider society. Social development represents the abilities and qualities that an individual needs to play a full and active part in society. At St Peter's School, the Christian teachings to love one another and to treat every individual as an equal are instilled from the beginning. As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity;
- Help others within the school and wider communities; and
- Begin to understand the Christian imperative for social justice and show concern for the disadvantaged.

The staff at St Peter's School promotes Social Development by allowing children to:

- Build relationships within the school and between the school, the parish, local and wider community;
- Develop a sense of empathy, compassion and concern for others;
- Consider how Christian beliefs affect decisions at local and national level;
- Investigate social issues from the perspective of Christianity and of other faiths recognising the common ground and diversity that exists between them;
- Lead and use their individual skills and strengths to work towards a common goal;
- Be led by others, support others and recognise that different skills contributed by individuals, can come together to achieve great things; and

- Articulate their own views on a range of current issues and to show respect for others' opinions and a willingness to learn from their insight.

Cultural Development

Development in this area allows the child to recognise that all cultural groups are distinctive.

At St Peter's we celebrate the enrichment of the total community which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are committed to ensure that all are given every opportunity to develop their talents to the full. Culture is the embodiment of shared beliefs, knowledge, customs and values of that group. Children need to appreciate the distinctive features of their own culture and those of others. This will help children to answer the questions "Who am I?" and "Where do I fit in?"

We aim to remember that cultures are dynamic and are constantly being re-shaped.

We offer pupils an experience of life in a community founded on Gospel values. Through this and a variety of educational experiences and interactions, we aim to prepare young people for a life working with others in communities which may be diverse: socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand others, irrespective of whether the school serves or is located in an ethnically diverse community.

The staff at St. Peter's School promote cultural development through:

- Teaching children to appreciate their immediate school environment and to develop a sense of responsibility towards it;
- Ensuring that the children know about and value their own culture and local community by fostering strong links with the church and village eg. Visits to Farnham Museum, the fire station and local shops;
- Exposing children to a wealth of stimuli from different cultures;
- Arranging high quality educational and residential visits and inviting visitors to the school;
- Encouraging tolerance and appreciation of the beliefs, values, festivals and customs of different cultures e.g. an introduction to other faiths is part of our R.E. curriculum;
- Exploring the diversity of Christianity worldwide and understanding it from a global perspective through encounters with people, literature, the creative and expressive arts and resources from different cultures;
- Promoting the diversity of cultures within Britain; and
- Encouraging children to question other cultures and understand that while there may be differences, there are always many similarities.

Opportunities to nurture the children's cultural development exist in all areas of the curriculum.

Systems for evaluation

St. Peter's School accepts that there are no correct definitions of these terms and that there are no easily definable criteria to measure the success of any policy which aims to promote the spiritual, moral, social and cultural development of children. It is the complex nature of these values, which demonstrates their significance in life and highlights the need to address them in an educationally valid way. These values are difficult to measure so specific outcomes cannot be guaranteed, but it is important that the school's Senior Leadership Team monitors and reviews the policy regularly with regard to its effectiveness.

Collective Worship will also reflect and give a measure as to how successful the school's objectives are in this area.

- The implementation will be discussed regularly at Staff Meetings and Governors' Meetings.
- The impact of The Spiritual, Moral, Social and Cultural Development Policy will be part of the School's SEF, indicating the ethos and distinctiveness of a Church School.

Strategy for maintaining the effectiveness of the Learning for Life Policy

- To ensure that the Governing Body is aware that this policy will be scrutinised by OFSTED and SIAM S inspectors.

- That the school has the responsibility for appointing a member of staff to co-ordinate the policy.
- That the Governing Body gives minuted approval.