



*Growing as we learn. Learning as we grow.
Rooted in Jesus.*

ST MARGARET'S COLLIER STREET CE SCHOOL

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

Review: January 2026

Agreed by Governors: January 2026

Next Review: January 2027

POLICY FOR SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

'Learning as we grow. Growing as we learn. Rooted in Jesus.'

A rural community, learning and growing together, sharing the love of God. We believe that each individual will be inspired and nurtured so that they flourish in their learning, relationships and personal growth so that together we discover life in all its fullness.

As an Anglican Church School, we create and sustain an ethos based on the Christian values of friendship, fairness, respect and helpfulness. We aim to nurture and develop positive spiritual, moral, social and cultural attitudes within our community. Religious Education and collective worship are central to the life of our school, whilst reflecting the rich variety of religious traditions and diversity of our society.

We provide a secure and happy environment in which individuals flourish. Our expectations for achievement are high. We inspire children to develop a love of learning, broadening their creativity and enabling them to discover their full potential. The curriculum will aid this by particularly focusing on:

1. Globalisation and interdependence
2. Identity and diversity
3. Concern for the environment
4. Self awareness and reflection /Empathy
5. Critical and creative thinking

Consequently, we prepare responsible and assured citizens who will make a valuable contribution to society of the future.

The spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children by Governors, staff and parents of our school. It is taught through all subjects of the curriculum and in particular RE and RHE. It supports all areas of learning and can contribute to the child's motivation to learn. It is recognised 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 it can enrich the individual's appreciation of life's experiences and their relationships with others.

School Ethos

The school's vision will be set by the Headteacher and practised by all staff in order to set an effective example for our children. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values.

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 collective acts of worship, children will be introduced to a wide range of beliefs. They will be encouraged to value other people's beliefs, opinions and develop a questioning mind across a wide area of the curriculum, both absolute and non-absolute. The British Values of democracy, rule of law, individuality, mutual respect and tolerance of different faiths and beliefs will be explicitly taught as well as 'woven' into the curriculum.

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

Spiritual Development

Spiritual development is relevant to all children not only those who come from Christian homes.

In order to develop the spiritual aspects of a pupil's life the school will provide opportunities for pupils to:

- Experience the spiritual opportunities of the Christian faith;
- Develop a sense of wonder, awe, mystery and joy;
- Listen, reflect and puzzle;
- Consider their own feelings, likes and dislikes;
- Develop personal beliefs and values and learn to respect the beliefs and values of others;
- Show insights into deep questions about life, change and death;
- Engage in activities which involve questioning, valuing, envisioning, empathising, imagining.

Moral Development:

In order to develop the moral aspects of a pupil's life, the school will provide opportunities for pupils to:

- Understand and experience the moral dimension of the Christian faith;
- Recognise the unique value of each individual;
- Develop a sense of right and wrong within a supportive environment;
- Develop self-esteem and take responsibility for one's own actions;
- Be aware of the needs of others;
- Reflect on moral principles;
- Morally reflect beyond their own immediately experiences to national and international issues.

Social development

In order to develop the social aspects of a pupil's life, the school will provide opportunities for pupils to:

- Relate positively to others;

- Participate fully and take responsibility in class and school;
- Use appropriate behaviour across a range of situations;
- Work cooperatively with others;
- Use own initiative responsibly;
- Understand our place in our family, school and society and engage in activities which benefit others;
- Use language appropriately in a range of contexts and groups;
- Develop an international perspective through the school's link with Malawi.

Cultural development

In order to develop the social aspects of a pupil's life, the school will provide opportunities to:

- Develop a sense of belonging to pupils' own culture and being proud of their cultural background;
- Respond to cultural events;
- Share different cultural experiences;
- Respect different cultural traditions;
- Understand codes of behaviour, fitting to cultural tradition;
- Develop a balanced approach to retaining the traditions of our Christian society, whilst perceiving in a positive light the contribution of other cultures, past and present.

The school encourages and values:

- Telling the truth
- Keeping promises
- Respecting the rights and property of others
- Acting considerately towards others, working effectively as a 'team'
- Helping those less fortunate and weaker than ourselves
- Taking personal responsibility for one's actions
- Self discipline
- Inclusive behaviour and to accept with dignity other people's values and beliefs,

and we reject:

- Extremism
- Bullying
- Discrimination
- Unkindness
- Deceit
- Dishonesty
- Irresponsibility

We will discuss with our 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 enhanced through acts of worship in class.

Classroom strategies providing opportunities for spiritual, moral, social and cultural development include:

- Class worship – a sense of belonging
- Time provided for confidential support and opportunity for children to communicate with teacher
- Celebration of everyone's work
- Varied grouping of pupils fostering sound relationships with everyone
- Opportunities for reflection, stillness and quiet time
- Use of stories
- Time for pupils to share experiences. These may be unpleasant but challenging times can contribute to children's spiritual development
- Visitors to the school from different cultural or religious backgrounds

Impact:

- When children first come into school they continue to learn to cooperate and work together. This continues throughout the whole school, learning through play activities, a variety of groupings, controlled activities and by observing the way that staff work together.
- We also value the family that the children come from and our 'open door' policy to parents encourages the child to see that we are working in cooperation with their parents.
- Children are happy and value themselves and others as unique individuals.
- Children have the skills to collaborate critically, respectfully and creatively with each other and with a caring approach
- Children are able to reflect upon their behaviour and others and can evaluate what makes for good behaviour
- Children of all abilities achieve in all lessons. All children, including disadvantaged and children with SEND are given the knowledge and cultural capital they need to succeed in life.
- Because children have developed a good understanding of British Values, they make a positive contribution and responsible and assured citizens.

And finally, we want to develop the whole child and will endeavour to raise their self esteem through praise, badges and other means which highlight both academic and social achievements.

Equal Opportunities

The Governing Body, Headteacher and all Staff are responsible for ensuring that all aspects of the school's Spiritual, Moral and Cultural Development Policy and its application promote equality for all pupils.