



## **A Policy for Spiritual, Moral, Social and Cultural Development**

October 2024

### **Rationale**

In this Church of England School the ethos is founded on Christian values and beliefs and in particular the unique capacity and worth of each child.

Our school vision is to grow God's family through faith, hope and love, dedicated to realising the full potential of each other.

### **Aim**

Pulford Church of England V. A. Lower School (Pulford) aims to encourage the spiritual, moral and cultural development of children.

- the word 'spiritual', according to the OFSTED framework, is not synonymous with religious and should be interpreted broadly
- it does this in co-operation with the pupils' parents or carers, who have the major role in promoting such values
- whilst there are Christian morals, there is debate over some issues of right and wrong

One of the main aims of Pulford is to help children appreciate human aspirations and achievements, and to develop an understanding of personal, moral and religious values, and respect for people's beliefs and cultures.

We aim to:

- Promote spiritual, moral, cultural, mental and physical development of pupils at the school and in society.
- Prepare children for the opportunities, responsibilities and experiences of adult life
- Enable children to distinguish right from wrong, to respect the civil and criminal law of England and to appreciate the rule of law is essential for well-being and safety.
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in Britain and to respect and support participation in the democratic process. Promote respect and consideration for differences in gender, race and religion.
- Develop the individual strengths of all pupils and to help and provide support in areas for development.
- Inspire and stimulate the pupils in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills.
- Help our pupils towards independent learning and equip them with the life skills needed for them to take their place in a fast changing society.
- Develop respect for religious and moral values and understanding of other races and religions and ways of life while challenging opinions, stereotyping or behaviours that are contrary to British Values.

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- Help pupils to understand the world in which they live.
- Develop a sense of responsibility, consideration for others, self-respect and self-confidence.

**The spiritual development of pupils is shown by their:**

ability to be reflective about their own beliefs (religious or otherwise) and perspective on life; knowledge of, and respect for, different people's faiths, feelings and values; sense of enjoyment and fascination in learning about themselves, others and the world around them; use of imagination and creativity in their learning; willingness to reflect on their experiences

**The moral development of pupils is shown by their:**

ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England; understanding of the consequences of their behaviour and actions; interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

**The social development of pupils is shown by their:**

use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds; willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively; acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

**The cultural development of pupils is shown by their:**

understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others; understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain; ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities; knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain  
willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities; interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum.

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**At Pulford spiritual development is shown by:**

- Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on people's lives (e.g. acts of daily worship, visitors, RE, History and PSHE curriculum)
- Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them (altar and candles lit in worship, daily opportunities provided for prayer reflection spaces and more).
- Encouraging pupils to reflect and learn from reflection (daily modelled opportunities provided for reflection)
- Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful (Literacy, Drama, Music, Dance curriculums, Year Group performances, celebration worship, and special events such as Remembrance Service).
- Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected (Class rules, Relationships and health Policy, School Committees, Celebration Worship)
- Accommodating difference and respecting the integrity of individuals.
  - Promoting teaching styles which: values people's questions and give them space for their own thoughts, ideas and concerns; enable pupils to make connections between aspects of their learning; encourage pupils to relate their learning to a wider frame of reference, for example asking 'why', 'how' and 'where' as well as 'what'.
- Taking seriously and valuing our Collective Worships and RE lessons, recognising that these events in particular provide opportunities for learning, understanding, and spiritual development.
- Promoting good mental health and wellbeing throughout our provision

**At Pulford moral development is shown by:**

- Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school (relationships and health policy, school and class rules taking part in e.g. Anti-Bullying Week, daily act of collective worship)
  - Promoting racial, religious and other forms of equality (Racial, Inclusion, Equal Opportunities, learning support policies)
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong, (School Council elections, RE, English and History curriculum)
  - Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making (School Council, Children's Safeguarding policy, NSPCC Assemblies, E-Safety Assemblies)
  - Rewarding expressions or moral insights and good behaviour (Leaf awards, Class systems, House Points)
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community (celebration of religious festivals, visitors from other cultures, and themed days/weeks for year groups)

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- Encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment (values awards).
- Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship (Literacy; History; RE; PSHE; worship; drama).
- Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc. (Each class has a cross, library reflective area, Christian values display in hall, changing altar banners and colours, general environment).

**At Pulford social development is shown by:**

- Identifying key values and principles on which school and community life is based (worships based on Christian values, working closely with parents, 'PTA' events, whole school fundraising, links with All Saints Church, LC2 events, House groups, sports day)
- Fostering a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability and religion can flourish (whole school ethos and shared values, Diversity group)
  - Encouraging pupils to work cooperatively (buddies, speaking and listening partners)
  - Encouraging pupils to recognise and respect social differences and similarities (RE, PSHE curriculum)
- Providing positive corporate experiences; for example, through assemblies, sports teams, residential experiences, school productions (school council, Pulford paper, Worship Team, year group performances, recorder, French or Spanish assemblies, nativities, year group trips/ events sporting events and competitions, inter-class competitions)
  - Providing positive and effective links with the world of work and the wider community (Welsh and Kenyan schools, Supporting Bhati, links with All Saints Church, fundraising, sporting tournaments)

**At Pulford we promote pupil's cultural development by:**

- Celebrating the attitudes, values and traditions of diverse cultures (Geography, RE, History, Literacy, Art, Dance, Music curriculums, visitors from different cultural backgrounds, themed weeks)
- Recognising and nurturing particular gifts and talents ('Pulford's Got Talent' Sporting competitions, musical performances, leading worship with memory verses, prayers or music.)
  - Providing opportunities for pupils to participate in literature, drama, music, art and craft and other cultural events and encouraging pupils to reflect on their significance
  - Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness (Prom Praise, trips to museums etc., concert performances, travelling theatre groups, themed weeks)
  - Reinforcing the school's cultural values through displays, posters, exhibitions, etc.
- We provide a range of lunchtime and after school clubs such as football, multi sports, recorder, French, Spanish, art and more.

**Religious Education (RE)**

RE has a special role in this process. It should enhance pupils' own spiritual, moral, cultural and social development by:

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- developing awareness of the fundamental questions of life raised by human experience and how religious teachings relate to them
- responding to such questions in the light of their own experiences and with reference to the teachings and practices of the Church of England
- reflecting on their own beliefs, values and experiences in the light of their study
- develop a positive attitude towards other people and their right to hold beliefs different from their own, and to living in a religiously diverse society.

**By the end of key stage 1**, pupils should have had opportunities to enhance their own spiritual, moral and cultural development by:

- talking and listening about things that matter to them
- listening to what others have to say
- talking about some of the puzzling questions in life
- exploring the sense of belonging to a community
- exploring the difference between right and wrong
- expressing themselves creatively in art, drama, dance and music.
- discussing feelings e.g. happy, sad, angry
- exploring times of quiet reflection on a story or other experience
- talking about things being fair or unfair
- responding to the wonder and beauty of the natural world

**By the end of key stage 2**, pupils should have had opportunities to enhance their own spiritual, moral and cultural development by:

- discussing matters of personal concern arising from their personal beliefs and commitments
- showing care and consideration in listening and talking about the beliefs of others
- exploring questions of the meaning and mystery of life
- developing an understanding of what it means to belong to a community
- discussing the differences between right and wrong and the nature of individual responsibility
- expressing ideas and innermost thoughts in art, drama, dance and music
- discussing feelings and emotions
- exploring times of stillness in order to reflect quietly on what has been studied
- developing ideas of fairness

### **Organisation and Management**

The spiritual, moral and cultural development co-ordinators at Pulford are the Leadership Team, who work in partnership with the RE and other subject co-ordinators. Any resources are purchased as the need arises.

### **Assessment, Reporting and Recording**

While this aspect of the pupil's development is important, it is inappropriate to make judgements on an individual's spiritual development. It is the provision that is recorded and monitored.

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### **Monitoring and Evaluation**

The co-ordinator monitors and evaluates the spiritual and moral development of pupils through:

- observation
- talking to staff and pupils
- displays
- work sampling
- collective worship observation

### **Visits and Visitors**

Visits play an important part in the spiritual, moral and cultural development of pupils. Of particular benefit are visits to places of worship, natural beauty or special scientific interest. Visitors of other faiths are also invited to visit the school and talk to the children about their own faith. International links with other schools through the School Council, our link with Bhati and Reru Primary and Secondary schools in Kenya and with Ysgol Rhiwlas in Wales, ICT, all help the children with their cultural understanding.

### **Equal Opportunities**

Pulford School is committed to a policy of equal opportunities for all pupils. Spiritual and Moral Development is an entitlement for all pupils regardless of their own belief or lack of belief.

### **Review**

The governors keep this policy under review according to the rolling programme. The next review is due Autumn 2027.

This policy should be read in conjunction with: RE policy, Health, safety and security policy, Mental health policy, PSHE policy and RHE policy.

Policy endorsed by the Governing Body – Autumn 2024.

Signed: Chair of the Governing Body

### **Equal opportunities**

All young people will be treated equally, regardless of disability, race, creed or gender. The policy will be applied regardless of culture, faith or belief.

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