

DUNNINGTON CE PRIMARY SCHOOL



SPIRITUAL MORAL SOCIAL AND CULTURAL POLICY

Date of Policy: May 2024

Date of Review: March 2024

Member(s) of staff responsible:

Jessica Bradley

Governor(s) responsible:

Policy and Premises

Signature of Chair of Governors:

Date:



'Growing and learning together and aiming to be the best that we can be, in an environment based on Christian values.'

Spiritual Moral Social and Cultural Policy

Responsibility Effort Security Politeness Enjoyment Care Tolerance

I have come that they may have life in all its fullness.

John 10:10

Rationale

The school mission statement underpins our school's Christian ethos. Through our curriculum and our relationships with one another, we promote Christian values, whilst recognising that not all of our school community will be practising Christians.

We recognise that the personal development of pupils- spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

We therefore aim to provide an education that offers pupils opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

The integrity and spirituality of pupils from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families. We believe that every individual has a part to play in our spiritual development as a community.

The school community will be a place where pupils can find acceptance for themselves as unique individuals, and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

Every lesson counts. Every interaction matters. Every day is vital.



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Our Christian Vision

Dunnington CE Primary School is a place where we encourage children to develop enquiring minds, a lifelong love of learning and a respect for one another and the world in which they live.

It is rooted theologically in Proverbs 22:6, 'Start children off in the way they should go and even when they are old, they will not turn from it.' and 1 Peter 3:8 'Be sympathetic, love one another, be compassionate and humble.'

Our Definition of Spirituality

'Spirituality includes the sense of otherness beyond the immediate and physical. It includes the sense of wonder and creativity, of awe and excitement, working more often through the imagination and intuition than through the rational.' John Cox

Here at Dunnington CE Primary School, we see spirituality as the ability to reflect inwards, have a sense of awe and wonder relating to the world around us, and a curiosity about life, in all its fullness. We believe there are opportunities to grow in this across the curriculum, and woven into the interactions of day to day life in school, and our community.

We utilise the work of David Hay and Rebecca Nye, to help us frame the different areas of spiritual development:

Self Being a unique person, and recognising how we can grow and learn as an individual	Others Growing in compassion, empathy and other values which impact and develop the relationships in our lives
World and Beauty The ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity	Beyond Thinking beyond the 'everyday', and considering the transcendental and 'what ifs?' of life

All of these four areas can intertwine in different ways, coming together to form the fulness of spiritual development.

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We have several interpretations of spiritual development, based on the research of Liz Mills and Rebecca Nye, which we share with our adults and children:

Doughnuts:



Liz Mills, a primary teacher and Lead teacher for RE, uses the 'donut analogy' to help us to understand the concept of spirituality – the outside are the things that we can see, hear, touch – the tangible part of our humanity. The inside/hole – are the things that we cannot see, our emotions, or our soul. The outside only exists because of the inside/hole.

"Isn't it odd. We can only see our outsides, but nearly everything happens on the inside."
The Boy, The Mole, The Fox and The Horse

Windows, Mirrors and Doors:



Windows are for looking out onto the world and becoming aware of its wonders, both the 'wows' and 'ows'; things that are 'awe-full' and make us wonder and be grateful and things that are 'awful' and make us wonder and ask questions.

Mirrors are for looking into and reflecting, alone and together, to see things more clearly, for thinking and asking important questions learning from our own and each other's responses.

Doors are for looking through in order to then act or express this in some way in response; for moving on, making choices, and doing something creative, active and purposeful in response.

I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well.

Psalm 139: 14

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AIMS

We aim to develop children's different spiritual capacities, including children's ability to:

- be guided by their beliefs and values and be willing to voice these
- be self-aware and empathise with the experience of others in the school and wider community
- love themselves, care for themselves, believe in their potential to achieve, and find inner strength and resilience when facing challenges
- exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder
- be intrigued by mystery and be open to an awareness of the transcendent in the whole of life
- be comfortable with stillness and silence and open to engage in reflection
- be ready to say sorry when mistakes are made, to forgive themselves and to forgive others
- be willing to take risks and to reflect, learn and grow following experiences of failure as well as success
- demonstrate curiosity and open mindedness when exploring life's big questions
- appreciate and be thankful for what is good in life like friends and family, and show generosity towards others

Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.'

Joshua 1. 9

In addition to the above, we also aim to provide learning opportunities that will enable pupils to:

- distinguish between right and wrong
- recognise the unique value of each individual
- listen and respond appropriately to the views of others
- take initiative and act responsibly with consideration for others
- show respect for the environment
- make informed and independent decisions
- develop an understanding of their individual and group identity.
- learn about their role and responsibility within school and the wider community.
- show empathy, care and respect for others
- recognise the value and richness of cultural diversity and how these influence individuals and society
- develop an understanding of their social and cultural environment.

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