



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

### **Believe and Achieve**

**Believe in ourselves, those here to help us and God  
Achieve our goals and celebrate success in every area of school life**

*With God there is no limit to what you can do. There is no obstacle you can't overcome.  
Through Him, all things are possible.' Matthew 19.26.*

This underpins our **Christian vision** statement at St Nicholas:

*Our school is a happy place where everyone is valued, every child can thrive and reach their full potential and where we live out our Christian values celebrating the uniqueness of each individual.*

Our **values** are: kindness, hope, perseverance and responsibility.

At St Nicholas School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Policy reviewed by:	School Effectiveness Committee
Policy adopted by GB:	October 2024
Chair of Governing Body:	Lucy Parr
Headteacher	Rizelle Crouch
Policy review due:	October 2026

## Aims

We believe spiritual, moral social and cultural development is promoted through the school ethos, the climate of the school, collective worship, all curriculum areas, behaviour code, extra-curriculum and other activities.

We encourage the spiritual, moral, social and cultural development of children bearing in mind the following points:-

- To encourage pupils to develop their own beliefs and values about life and religion
- To promote an appreciation of alternative individual and shared beliefs
- To develop appropriate personal and social behaviour in response to other cultures and environments
- To develop an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences and the development of self-respect
- To recognize and value the worth of all individuals irrespective of gender, ethnicity, sexuality or religion thus developing a sense of community and the ability to build relationships with others
- To promote curiosity in order to make sense of the world
- To live out our core values of Hope, Kindness, Perseverance and Responsibility

## Spiritual development

We see spiritual development as the way pupils acquire personal beliefs and values, especially on questions about religion, whether life has a purpose, and basic personal and social behaviour.

We try to help pupils make sense of these questions through the curriculum, worship, the school ethos and stilling/mindfulness opportunities within the curriculum. We see spiritual development as an important element of a pupil's education and fundamental to other areas of learning.

We aim to provide learning opportunities that will enable pupils to:

- Enhance their spiritual awareness through quiet/reflection spaces
- Experience stilling/mindfulness through the curriculum
- Sustain their self-esteem in their learning experience
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Empathise with others
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life
- To live out our core values of Hope, Kindness, Perseverance and Responsibility





At St Nicholas, we provide children with openings for spiritual development in three vital ways:

**WINDOWS:** giving children opportunities to become *aware* of the world in new ways; to *wonder* about life's 'Wows' (things that are amazing). Here, children are learning *about* life in all its fullness.

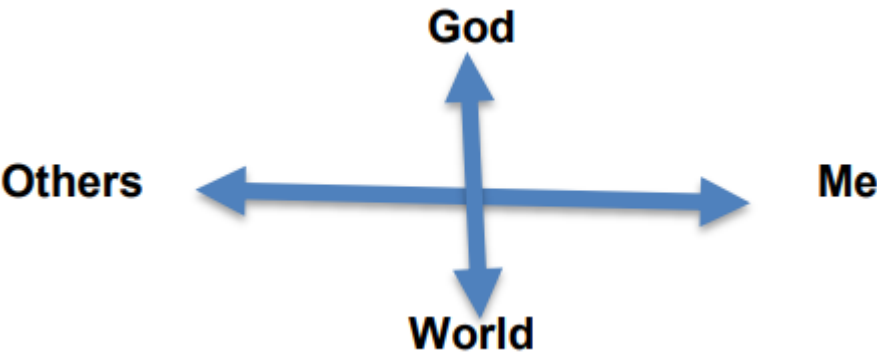
**MIRRORS:** giving children opportunities to *reflect* on their experiences; to *meditate* on life's big questions and to consider some possible answers. In this they are learning *from* life by exploring their own insights and perspectives and those of others.

**DOORS:** giving children opportunities to respond to all of this; to do something creative

as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to live by putting into action what they are coming to believe and value.

	<p><b>Windows = Beauty</b></p> <p>What is inspiring to me about this? Looking at the world to notice all the wonders.</p>
	<p><b>Mirrors = Self</b></p> <p>How do I feel about this? What are my experiences?</p> <p>Thinking about ourselves and how we feel about things.</p>
	<p><b>Doors = Others</b></p> <p>What can I learn from others? How can I make a difference in the world?</p> <p>Understanding how other people feel.</p>
	<p><b>Candles = Beyond</b></p> <p>What do I believe? Asking 'Big questions' of life and consider possible answers <b>Reflecting on our learning and experiences</b></p>

By referring to relationships, adults and children can also reflect on spirituality in different contexts. The 'Reflecting on Relationships' diagram shows how the whole community can demonstrate Jesus' teaching in their lives:



**Moral development**

We believe that pupil’s moral development involves:

- Acquiring an understanding of the difference between right and wrong and a moral

conflict

- A concern for others and the will to do what is right
- Reflecting on the consequences of their actions
- Learning how to forgive themselves and others
- Developing knowledge, skills, understanding, qualities and attitudes in order for them to make responsible moral decisions and to act on them

We aim to provide learning opportunities that will enable pupils to:

- Tell the truth
- Keep promises
- Respect the rights and property of others
- Act with consideration towards others
- Help those less fortunate than themselves
- Take personal responsibility for their actions
- Have self-discipline
- And be able to: promoting the values of respect, kindness, compassion, fairness, forgiveness, love, honesty and trust (Ephesians 4:2)

### **Social development**

We believe social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society.

We aim to provide learning opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity
- Learn about service in the school and wider community
- Begin to understand social justice and a concern for the disadvantaged

### **Cultural development**

We believe pupil's cultural development involves pupils acquiring:

- An understanding of cultural traditions
- And an ability to respond to a variety of aesthetic experiences

We want our pupils to acquire:

- A respect for their own culture and that of others
- An interest in others' ways of doing things and a curiosity about differences

We want our pupils to develop:

- Knowledge, skills, understanding, qualities and attitudes that they need to understand, appreciate and contribute to culture

We aim to provide learning opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society
- Develop an understanding of their social and cultural environment

### **Spiritual, Moral, Social and Cultural Development and the Curriculum**

We believe spiritual, moral, social and cultural development takes place across all curriculum areas and within activities that provide opportunities to allow pupils to:

- Talk about personal experiences and feelings
  - Express and clarify their own ideas and beliefs
  - Speak about difficult events
  - Share thoughts and feeling with other people
  - Explore relationships with friends, family and others
  - Consider others needs and behaviour
  - Show empathy
  - Develop self-esteem and respect for others
  - Develop a sense of belonging
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•Develop the skills and attributes that enable them to develop socially, morally, spiritually and culturally

### **Visits and Visitors**

Visits and visitors play an important part in the spiritual, moral, social and cultural development of pupils. Of particular benefit are visits to places of worship, places of natural beauty or special scientific interest.

### **Monitoring and Evaluation**

The quality of spiritual and moral development may be monitored through:

- lesson observations;
- work sampling;
- monitoring of planning in all curriculum areas ;
- displays;
- pupil and staff interviews;
- feedback from parents;
- incident records.

Evaluation will be recorded in an annual update of Self Evaluation form

### **Review**

This policy will be kept under review annually by the Senior Management Team, and will be reviewed in accordance with cycle of Policy Reviews.