

ST. PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY AND GUIDANCE



2026-2027

POLICY FOR SPIRITUAL DEVELOPMENT

Our Vision

We are a fully inclusive school at the heart of the community which encourages learning by providing a welcoming, friendly and nurturing environment rooted in our four Christian Values. These Christian values are central to the ethos of the school, and its teaching, ensuring that every member of the school community, through care and compassion, are treated with the utmost respect as we aim to teach acceptance in a changing world, offering the best possible opportunities and experiences to enable everyone to flourish and fulfil their full potential as a child of God.

St. Peter's is a school founded in the Christian faith, which embodies Christian values in its daily life by promoting, encouraging and celebrating the abilities of all within the school community.

We:

- Promote the highest academic standards in all aspects of the curriculum by ensuring that all pupils develop to their best potential spiritually, morally, socially and culturally.
- Encourage learning by providing a welcoming, friendly and supportive environment in which Christian values are central to the ethos of the school and its teaching.
- Show concern and care, through a strong sense of Christian values, for all members of the school community.
- Create an atmosphere in which pupils are invited to explore issues for themselves, reflect upon and learn from their experiences and those of others and develop sensitivity and a sense of wonder, awe and mystery for the world of which they are part.
- Work alongside St. Margaret's Church to support the spirituality and Christian values of the school.
- Promote understanding of the Christian faith, particularly through the quality of Religious Education and Collective Worship together with a respect for world faiths.

Rationale

SPIRITUAL DEVELOPMENT

St. Peter's C of E Primary School seeks to promote spiritual development within a context of Christian beliefs, values and worship, and to provide pupils with opportunities to explore the Christian faith and develop a relationship with God.

- a set of Christian personal beliefs and values by which to live;
- a sense of transcendence – that there is more to life than “meets the eye”, more than a physical or material existence;
- an awareness of order, pattern, meaning and purpose in the world – leading towards an understanding that for Christians, creation is a revelation of God's loving purposes;
- a capacity for awe, wonder and mystery, an awareness of uncertainty and paradox;
- a sense of personal identity and self-worth and of all others as created in God's image;
- self-knowledge, and an awareness and growth of feelings, emotions and imagination;
- an understanding of Christian teaching on life and death, on suffering, grief and loss;
- an awareness of God's love and care for them personally;
- an understanding of the Christian belief of Jesus as Saviour.

The school sets out, therefore, to provide opportunities in collective worship and throughout the curriculum and life of the school for pupils to:

- be quiet and reflect on life and the world and develop an awareness of God;
- become familiar with traditional forms of Christian prayer and worship including Christian religious festivals;
- become familiar with the Church building;
- give thanks to God for their creation, preservation, salvation and the promise of eternal life;
- use a variety of prayer forms and techniques;
- use their own prayers;
- question, explore, discuss and give an account of their own beliefs;
- understand and evaluate Christian, Islamic, Hindu, Buddhist and Jewish interpretations and responses to life;
- use their gifts of imagination and creativity;
- explore and express feelings and emotions;
- develop respect for others as independent, thinking, feeling people;
- face difficult or distressing matters in a context of loving Christian teaching and support.

Spiritual Development has to take place in a particular context, in our case, that of Christian belief and practice. Christian spiritual development shares features with other forms of spirituality in that it is concerned with coming to know ourselves, learning to reflect on experiences, exploring important questions of how to live and treat others, and so reaching a set of beliefs and values by which to guide our lives. Its distinctiveness, most importantly, consists in its capacity through a context of Christian worship, life and teaching, to offer opportunities for all in the school community to develop a relationship with God through Jesus.

Spiritual development in a Christian context is only possible when there is growth of the whole person. It therefore forms the basis for the other three areas of moral, social and cultural development. The school makes a systematic use of the published Diocesan and National RE guidelines and materials and invites the co-operation and involvement of the incumbent and other clergy. Provision for spiritual development is made in most subjects across the curriculum of the school (see relevant policy statements).

MORAL DEVELOPMENT

The school aims to develop in pupils a moral stance which is based on Christian ideals of love, justice, peace, truth, compassion, redemption and forgiveness based on recognition of others as created in the image of God. We seek to develop in pupils a clear understanding of all these values and enable them to put them into practice in their life in and out of school. The School Behaviour Policy and Code of Conduct affirm these values and set in detail ways of encouraging and rewarding them in line with the Mission Statement. The school will seek to ensure that adult relationships in the school set the best possible Christian example. We believe that both adults and pupils can be helped to live out these Christian values through the action of the Holy Spirit.

It is insufficient for children simply to conform to an imposed set of Christian standards. The school therefore aims to provide opportunities for pupils through the curriculum and school life to:

- develop an understanding of right and wrong;
- develop an understanding of the need for shared values and accepted rules of conduct in school and community;
- develop self-discipline and a loving concern for others;
- understand links between behaviour and beliefs, including the teachings of the Gospel;
- stand up for and put into practice our Christian values despite external pressures.

In order to achieve this children need to develop the following habits and skills:

- appreciate the feelings and concerns of others;
- develop and sustain relationships;
- reflect on questions of right and wrong and on their own values;
- discuss their own beliefs and feelings;
- listen with respect to the views and opinions of others;
- discuss and debate issues rationally and sensitively;
- exercise care and responsibility for others.

The exploration of moral issues, of questions of right and wrong, and of Christian teaching on appropriate ways in which to live, will be fostered within the programme of collective worship and RE and through various curriculum subjects, including English, Drama, History, Science, Technology, PE and games and PSHE. The school offers guidelines to teachers on Christian approaches to teaching controversial or sensitive issues (see other relevant policy statements, e.g. Sex Education).

The school seeks to recognise and affirm good conduct, commitment and service to others through its reward system and through celebration and thanks in the context of collective worship.

SOCIAL DEVELOPMENT

In accordance with Christian belief, the school sets out to foster the commitment and ability to live and work with others, to share resources and to show concern and responsibility for others in the school and wider community. Classroom management will seek to promote group co-operation and mutual responsibility. Children will be pointed to the value and importance of working, playing and praying together.

The school seeks to avoid a predominance of groupings based on a single sex or interest, or social or ethnic background. It sets out to offer a wide range of educational, social, sporting and extra-curricular activities to all its members. In sport, there will be a balance of individual and team activities, both competitive and noncompetitive. Responsible leadership roles will be encouraged in a range of activities, including extra-curricular.

Social skills are developed through a full range of activities in school so that children will become polite, tactful and confident.

Children are encouraged to participate in and contribute to the life of the Church and the community. (Voluntary groups, choir or other involvement in church worship, parish and community activities).

The school's programme of fund-raising, the ways funds are raised and the Christian, charitable and other causes chosen contributes to developing the habit of care and support for those in need. Pupils are given the opportunity to choose charities the school should support and to take an active part in planning and carrying out fundraising.

Social achievement and service to church or community are recognised and celebrated as described in the previous section.

CULTURAL DEVELOPMENT

The school aims to broaden children's horizons by introducing them to a range of cultural activities and experiences, by building up an appreciation of their own cultural heritage and traditions and introducing them to examples of the variety of cultures, beliefs and ways of life. At the same time the school will seek to emphasise and express its Christian foundation, values, beliefs and way of life.

- Experience and appreciation of the rich heritage and range of cultures in Britain, in particular through English, Drama, History, RE, Music, Art and Sport.
- Appreciation and respect for other cultures, faiths and ways of life, in particular through use of the Diocesan RE syllabus and relevant curriculum materials (see the school RE Policy), and through the study of language, Art, Music, Geography and (food and other) Technology.
- Educational visits to museums, events and places of cultural and historic interest.
- The school sets out actively to promote mutual respect and harmony between different racial and ethnic groups.

Contributions to Spiritual Development from:

Communication, Language and Literacy	Skills	School Provision
• Stories and poetry which explore being human and which may be inter-related; • Imagining and creating different scenarios of context and event; • Biography: telling of one's own story and learning of the life stories of others; • Using words to express thought forms; • Symbolic uses of words, seeking ways in which to express the inexpressible; • Developing social skills and appropriate language through PSHCE/circle time and Playground Friends.	- Self expression - Development and expression of own beliefs - Development of and awareness of feelings - Development of values - Use of imagination and interpretation. - Expressing responses in experience.	- Drama - Worship - Literacy - Self expression PSHCE/Circle time - Modelling social skills - Structured conversations - Explanations, reasoning, presentations - E-learning apps and flip cameras - Small world play - Creative Play - Puppets - Role Play - Competitions e.g. poetry - Library visits - School trips

Religious Education	Skills	Provisions
• An inner way of looking at and making sense of pupils' own experiences and the experiences of others; • A focus on the beliefs and values of world religions; • A reflection on personal meaning; • Consideration of ultimate questions and the answers which belief systems offer; • A personal engagement with our local church.	- Exploration and sharing of beliefs - Meditation and silence - Exploration and development of tolerance - Application of ideas and belief to own life and those of others - Reflection	- Collective Worship - Reflection Areas - Prayer Spaces - Prayer Rooms - RE Scheme of Work - Multi-faith resources

Problem solving, reasoning and numeracy	Skills	Provision
• Processes which use creative resources e.g. organising, manipulating, predicting; • Grappling with ideas of size and time and space; • Seeking to explain and to represent numbers as symbols, signs used to express the unknown; • A source of wonder, delight and excitement; • Exploring concepts such as infinity; • Cause and effect; • Seeking pattern and order.	- Drafting skills - Organising - Predicting - Communicating - Understanding statistics: people, life, morality - Concepts of the infinite in spatial or numerical awareness	- Numeracy Scheme of Work - Problem Solving - Extra-curricular work - After School Clubs - Links with science, music and art

Creative Development	Skills	Provision
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• Bringing together the sensory, the physical, the emotional and the spiritual; • Awakening and tapping into inner selves; • Expressing experiences in response to different concepts e.g. beauty, freedom, love, courage; • Expressing experiences in response to different stimuli such as art or music; • Considering the expressions and responses of others; • Celebrating achievement; • Making overt links between the physical and the spiritual e.g. in displays through questioning "I wonder?"; • Application of creativity in Worship.	Expressing responses Appreciation of the human spirit Expression of feelings Expressing hopes, fears, joy Appreciating others' experiences Creativity Reflection	Outdoor Education including visits Working with resident and visiting artists Opportunity for free play/free choice Creative curriculum After school activities Independence in choosing materials/tools Variety of media including ICT Spiritual comment or thought-provoking question on displays Use of variety of media in Worship Music
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Physical Development	Skills	Provisions
• An awareness of the relationship between the emotional, the spiritual and the physical; • Focussing on the individual and on the corporate; • Connections between physical and spiritual well being; • Goals measured in respect of the physical but with themes of spiritual and emotional emphasis; • Expressions of identity and recognition of belonging and commitment; • The physical self as an expression of self-respect and self-worth; • Challenges demanding commitment, tenacity, trust; • Development of the individual through co-operation and the support found in a team; • Explore issues of fairness, honesty, commitment.	Individuality Sense of self-worth – each child made in God's image Self-respect Fairness Honesty Healthy lifestyle Self-confidence Sense of well-being Choices	After School Clubs e.g. Dance Football, Gymnastics, Rugby PE Curriculum Sports Leaders Playground friends Gardening Club Eco Warriors Swimming Festivals/Sports Day Y2-Y6 Residentials

Technological Areas of the Curriculum	Skills	Provisions
• Reflection upon human needs and values; • Encountering issues of moral judgements and conflicting values; • Application of creativity, imagining, thinking, making, applying, developing; • Application of creativity in Worship.	Creativity Use of the environment Judgements about issues of values Choices	Interactive Whiteboard Images After school clubs e.g. G&T Technology Club Lego Challenge Club Flip cameras Beebots/Roma ICT Scheme of Work Opportunities to select own multimedia presentation Creative Curriculum – building/making models Creative use of ICT in Worship

Knowledge and Understanding	Skills	Provision
• Enquiry of the natural world and of human being; • Searching for the distinctiveness of being human; • Seeking to find a place for human being in the whole cosmos; • Encountering chaos, order, mystery, beauty and ugliness; • Presenting challenges to the way society and individuals live e.g. conservation; • Considering ethical questions; • Identifying and exploring scientific ways of answering questions raised by human experiences; • Reflecting on what kinds of questions science can answer/cannot answer; • Exploration of ethical issues; • Stewardship of the planet/environment; • Promoting equality and diversity; • Developing a sense of belonging in the community and wider world.	Observation of natural world Questioning Wonder of cosmos Respecting the spirit of the scientific quest Enjoyment and fascination Reflection Responsibility Tolerance	History/Geography/Science Scheme of Work Eco Warriors – Recycling Wind Turbine Links with schools locally, nationally and internationally Times for reflection Displays and images Visits and visitors e.g. Fire Brigade Charitable events, especially through the school council Gardening Club and class allotments

