

SOUTH HAMS FEDERATION
Spiritual, Moral, Social and Cultural Policy
'The roots to grow, the wings to fly.
All within the love of God.'



Approved: March 2023

Review: March 2025

Malborough with South Huish C.E Primary School

Introduction

This school promotes a Christian ethos, and, by example and direct teaching, follows and promotes the teachings of Jesus, whilst recognising that not all of its members will be practising Christians.

At Malborough with South Huish C of E Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to grow and develop their wings to fly.

Children's spiritual development is fostered through all aspects of our provision. Opportunities are planned throughout the curriculum. We aim to provide an education that, underpinned by our Christian ethos, enables pupils 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.

General Aims

- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to Tpersonal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that enrich our society.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.


Language of Spirituality

At Malborough with South Huish we explain spirituality as **'our relationship with ourselves, our relationship with those around us, our relationship with the world around us and our relationship with that which is beyond/above us.'**

Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.



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- Recognise and reflect on Christian approaches to Spiritual Development.

Moral development

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Recognise the challenge of Jesus' teaching.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgments.
- Ask 'big questions' about life and living.
- Use reflection/spiritual focus/space in the classrooms and in the outside environment

Social Development

As a school we aim to promote 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 the Christian imperative for social justice and a concern for the disadvantaged.

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Recognise Christianity as a world faith.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Windows, Mirrors and Doors

The 'Windows, Mirrors, Doors' approach, developed by Liz Mills, helps us to develop our thinking about spiritual development across the whole curriculum.

WINDOWS: giving children opportunities to become aware of the world in new ways; to wonder about life's 'Wow's' (things that are amazing) and 'Ohs' (things that bring us up short). In this, children are learning about life in all its fullness.



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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

We provide **WINDOWS** throughout our curriculum. We will be having specific lessons with an awe and wonder focus with a variety of stimuli, including photos, videos, music, current events and real-life stories.

MIRRORS: Through high-quality provision, children are consistently challenged to reflect on their learning about religion to help them learn from religion, regardless of whether they have a specific faith.