

Spiritual, Moral, Social and Cultural Development

Pupils who are **developing spiritually** are likely to be developing some or all of the following characteristics:

- a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour
- an awareness and understanding of their own and others’ beliefs
- a respect for themselves and for others
- a sense of empathy with others, concern and compassion
- an increasing ability to reflect and learn from this reflection
- an ability to show courage and persistence in defence of their aims, values, principles and beliefs
- a readiness to challenge all that would constrain the human spirit: for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination
- an appreciation of the intangible – for example, beauty, truth, love, goodness, order – as well as for mystery, paradox and ambiguity
- a respect for insight as well as for knowledge and reason
- an expressive and/or creative impulse
- an ability to think in terms of the ‘whole’ – for example, concepts such as harmony, interdependence, scale, perspective
- an understanding of feelings and emotions and their likely impact.

Schools that are encouraging pupils’ **spiritual development** are, therefore, likely to be:

- giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples’ lives
- where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them
- encouraging pupils to explore and develop what animates themselves and others
- encouraging pupils to reflect and learn from reflection
- giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful
- developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected
- accommodating difference and respecting the integrity of individuals
- promoting teaching styles which:
 - value pupils’ 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?’
- monitoring, in simple, pragmatic ways, the success of what is provided.

Opportunities at Beeston Fields Primary and Nursery School

- Developing religious values through RE curriculum
- Developing understanding through the PSHE curriculum
- Collective worship
- Opportunities to ask ‘big questions
- share and respond to personal beliefs
- Links with Beeston Free Church
- Celebration of different religion festivals eg Harvest, Diwali
- Discussions around understanding and respecting the beliefs of others in assemblies and class teaching
- Class identities
- School values
- Visits to places of worship
- Visitors in school
- Quite spaces / reflection time
- Learning outside the classroom
- Cross-curricular projects
- Investigations
- Show Racism the Red Card
- Equality Policy
- School Values
- Kindness Project
- Acts of Kindness
- Peer mediators
- Play Leaders
- Representations of different languages cultures around school
- Assemblies linked to festivals, feelings, emotions etc
- Children decide what they want to know about a topic prior to teachers planning
- Creative homework projects
- Nurture support
- Nurture interventions
- School ethos
- Child produced anti bullying policy
- Anti bulling week
- Charity work