



# Spiritual, Moral, Social and Cultural Development Policy

Full copies of our policies and procedures can be found on our website or are available from the office [www.newburland.leics.sch.uk](http://www.newburland.leics.sch.uk)

Date: 10/05/23

Issue: 2

Review: 05/28

**Newton Burgoland Primary School**  
**Spiritual, Moral, Social and Cultural Development Policy**

‘The spiritual and moral are essential elements of what makes us human; in many ways these dimensions give us our uniqueness as human beings. There are multiple pathways into spiritual and moral understanding; all have validity according to historical and cultural norms’.

(John Burnham West, Vanessa Huws Jones, 2007).

Spirituality is the journey to find authentic, unified and profound understanding of the essential self which informs action, sustains hope and enables personal transformation. It may be found in the search for self, truth, social justices, community, beauty and love.

Moral development is the search for an answer to the question: □ How am I to live my life?

Within the school community and other communities:

- How are we to live our lives?

It is about virtues, rules, informed choices and understanding the consequences.

Spiritual, moral, social and cultural development is an authentic journey, not a set of learned behaviours. It is a learning process that involves intellectual activity.

Spiritual, moral, social and cultural development at Newton Burgoland Primary School enables all pupils regardless of faith or background to seek and refine answers to the following questions:

- **The search for self**

What makes ‘me’ me?

What is left if I am not described as ‘child of...’ or ‘friend of...’?

How do I know who I am?

How do my parents, friends, siblings describe me?

Who do I want to be in five years, ten years?

How would I describe my self?

What has made me who I am?

Do I like myself?

When do I feel most comfortable being me?

What do I need from others?

What happens to me when I die?

What gives me hope?

- **The search for truth**

Why am I here?

Is there a unifying purpose to our lives?

Are there answers or only better questions?

Is it possible to find completeness and unity in this life?

How do I make sense of what is happening to me?

Who can help me on this journey? How do I know I can trust them?

Does accepting someone else's solution mean I stop asking questions? Do I accept who I am or search for a better me?

- **The search for social justice**

Have I come to help or am I part of the problem?

What does it mean to be truly human?

How do I demonstrate my commitment to social justice and equity in my daily life?

Am I genuinely inclusive?

What are the boundaries to my commitment?

Is my anger and indignation creative and positive?

How authentic is my commitment?

- **The search for community**

To what extent are my values aligned with those of the school?

To what extent do people share, cooperate and collaborate?

How much voluntary activity is there?

What is done to ensure the long term viability of the community? How do we celebrate being a community?

- **The search for beauty** What can you see?

What can you hear?

How does it make you feel?

- **The search for love**

Do you know how many ways you are loved?

At Newton Burgoland Primary School we aim to create a learning climate for spiritual, moral, social and cultural development by:

- Valuing the individual
- Asking why
- Encouraging choice
- Exploring friendship and respect
- Developing empathy and compassion
- Being inclusive, equitable and fair
- Encouraging democracy and participation
- Engaging with the natural world

- Valuing happiness
- Being hopeful
- Looking for beauty and being creative
- Making time for reflection and stillness
- Accepting death and loss
- Celebrating the richness of our lives
- Encouraging pupil involvement in the development of the moral code
- Applying the moral code consistently
- Modelling appropriate behaviours
- Engaging in dialogue to secure commitment and understanding
- Celebrating appropriate behaviour
- Challenging inappropriate behaviour
- Monitoring, reviewing and evaluating the relevance and validity of the moral code
- Providing opportunity for deep and profound learning
- Valuing the individual

Spiritual, moral, social and cultural development is not taught in isolation. It is embedded in the school curriculum, and it is a part of all learning and all interaction.