Defining spiritual, moral, social and cultural development

The spiritual development of pupils is shown by their:

Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
Sense of enjoyment and fascination in learning about themselves, others and the world around them
Use of imagination and creativity in their learning
Willingness to reflect on their experiences

Our school supports children's spiritual development by:

Giving children the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives
Ensuring children are given experiences of 'awe and wonder'
Giving children the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful
Developing a climate or ethos within which all children can grow and flourish, enjoying individual liberty and mutual respect
Have an ability to make responsible and reasoned judgements
Accommodating difference and respecting the integrity of individuals, including tolerance of those with different faiths and beliefs
Promoting learning opportunities which value children's questions, encourage deeper questions and give them space for their own thoughts, ideas and concerns
Providing High Quality Collective Worship opportunities delivered by all staff, members of the clergy and holding Collective Worship as a whole school community with
Parents/Carers and allowing children time to reflect on these learning experiences.

The moral development of pupils is shown by their:

Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
Understanding of the consequences of their behaviour and actions
Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

Our school supports children's moral development by:

Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school; for example, Behaviour Policy, Class & School Rules and E-safety.
Promoting all forms of equality
Challenging stereotypes
Giving pupils opportunities across the curriculum to explore and develop moral concepts and values –for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.
Developing an open and safe learning environment in which pupils can express their views and practise moral decision making
Rewarding expressions of moral insights and good behaviour
Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.

The social development of pupils is shown by their:

Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
To show an interest and understanding of, the way communities and societies function at a variety of different levels.

Our school develops pupil social development by:

Identifying key values and principles on which school and community life is based
Fostering a sense of community, with common, inclusive values; for example, through Atherton and Tyldesley Sports Association (ATSA), working with the local community Wigan in Bloom and supporting charities.
Promoting all forms of equality.
Giving pupils opportunities in which to work co-operatively; for example, through Teams, School Council, Worship Council, Science Ambassadors and Sports Leaders.
Encouraging pupils to recognise and respect social differences and similarities
Providing positive experiences to reinforce our values as a school community –for example, through Family Services, team building activities, residential experiences, school productions and Class Worships
Providing opportunities for engaging in the democratic process and participating in community life
Providing opportunities for pupils to exercise leadership and responsibility
Providing positive and effective links with the world of work and the wider community; for example, visits from The Fire Service, Police Officers and Parents/Carers who represent businesses

The cultural development of pupils is shown by their:

Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
Interest in exploring, understanding of, and respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Our school develops cultural development by:

Extending pupils' knowledge and use of other cultures throughout the curriculum and within Collective Worships.
Encouraging our children to think about special events in life and how they are celebrated
Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and visits and encouraging pupils to reflect on their significance
Reinforcing the school's cultural links through displays, photographs, exhibitions, etc.
Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre visits, museum visits and the use of emerging technologies to connect with peers and visitors from around the world.