



Calow Church of England (V.C.) Primary School

Spiritual, Moral, Social and Cultural Policy

Mission Statement

This Policy is carried out within the context and spirit of the School's Mission Statement. It supports and reinforces the aims of Calow Primary School, valuing all children equally and as individuals.

At Calow Church of England (V.C.) Primary School we will work in partnership with home and church to offer excellence in education rooted in the Christian Faith. We will support and nurture all children in our care so that they may realise their full potential.

Introduction

The whole ethos of our school seeks to aid the spiritual, moral, social and cultural development of the children in our care. We value our school community and aim to provide an education of the highest quality within the context of Christian belief and practice.

Spiritual Development

Our whole school environment seeks to promote spiritual awareness. To provide the children with experiences that promote a love of learning and that enhance the spiritual awareness. At the heart of spirituality lie our faith, our beliefs and our values.

Spiritual development is vital to our whole development. It is concerned with developing the most distinctive and desirable capacities of an individual. It is concerned with what goes beyond what each individual can 'know, do and understand' and is primarily about what sort of person they are becoming.

Spiritual development is about helping our children to value and respect themselves and each other and helping them to examine, develop and live out their own faith in response to the experiences that they meet.

Spiritual development is something which takes place in every area of school life; across the curriculum and in extra curricular activities.

- Spiritual awareness is enhanced through learning about life, learning from life and learning how to live our lives.
- We encourage our children to learn how to value and respect others' beliefs and to understand that what you believe matters as it can have an impact in life.
- We help our children to understand that there are some situations in life without one, clear answer and that they should try to discover answers for themselves.
- We try to develop their ability to reflect and to be still in the business of each day.

As a Church School we place special emphasis on the specific teaching and beliefs of the Christian faith, both within the daily life of the School and through the Curriculum.

Staff provide a role model for the children by sharing in the joy of discovery and in the mystery of creation. As individuals, they may share something of their own spirituality with both colleagues and pupils.

Within the curriculum, pupils will be able to explore:

- An imaginative approach to the world

- A spirit of enquiry and open-mindedness
- An approach to the holy or the sacred
- An awareness of order and pattern in the world

Within R.E., Worship and P.S.H.E., the School will:

- Allow pupils to investigate and reflect on their own beliefs and values
- Provide opportunities for pupils to share what is meaningful and significant to them, including the 'darker' side of life
- Provide opportunities for prayer/reflection/silence, the exploration of inner space
- Encourage a balance of music, speech, silence and the creative arts when exploring spiritual development
- Explore what commitment means
- Always invite a response and never coerce

Beyond the formal curriculum, the School will:

- Encourage pupils in personal conversations and during discussions in lessons, to express such feelings as transcendence, wonder, transience and change, paradox and unease, injustice or inequality whilst listening carefully to others' questions and responses
- Treat pupils, staff and governors with respect, regardless of personal feelings
- Invite close involvement with the Church, and regular participation in Church services

Moral Development

Children are encouraged to know and understand the difference between right and wrong and how to explore the issues when this is not clear. They are encouraged, by example, to respect and value all adults and their contribution to the school, regardless of status.

We aim to encourage truthfulness and a respect for justice and for the property of others. In the library children are taught to care for books. Artefacts are shared, valued and treated with care e.g. holiday souvenirs. Stories from the Bible enable the children to reflect on feelings, leading to discussion in Collective Worship and Circle Time.

All staff strive to be fair and consistent when dealing with children. Praise and sanctions are used appropriately. Each individual has a part to play as a member of our 'school team', regardless of gender, colour or ethnicity.

Children are encouraged to talk about areas of conflict, the cause of a quarrel, the effect of name calling upon the victim, in an attempt to promote the development of self-control.

The system of rules and codes of behaviour established in our School is an important early introduction to issues of fairness for all and to the consequences of operating outside the accepted rule system. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of consequences or sanctions. Moral development, based on Christian principles, should enable pupils to become increasingly responsible for their own actions and behaviour.

Our objectives for Moral Development include pupils being encouraged to:

- Tell the truth
- Respect the rights and property of others
- Keep a promise
- Help those less fortunate than ourselves

- Act considerately towards others
- Take responsibility for one's own actions
- Exercise self-discipline
- Develop high expectations
- Develop positive attitudes
- Follow rules and regulations for the good of all

Social Development

Social Development refers to the development of abilities and qualities that pupils need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects.

School Council gives children the opportunity to have their say. The meetings are appropriately 'chaired' and a 'secretary' scribes the minutes for reference. Ideas from Council are often taken further and the children know that they can make things happen.

Our objectives for Social Development include pupils being encouraged to:

- Share such emotions as love, joy, hope, anguish, fear and reverence
- Show sensitivity to the needs and feelings of others
- Work as part of a group
- Interact positively with others through contacts outside school, e.g. sporting activities, visits, church services, music festivals etc.
- Develop an understanding of citizenship and to experience being part of a whole caring community
- Show care and consideration for others by sharing and taking turns
- Realise there are things each person can do well

Cultural Development

Cultural development refers to the development of knowledge and understanding of differing cultural beliefs, customs and traditions. It is an increasing appreciation of the systems of values and attitudes which form the basis of identity and cohesion within societies and groups.

Children are encouraged to understand aspects of their own and other cultural environments, including religious, social, aesthetic and ethnic. By learning about the different ways in which people live and worship, children develop a tolerant attitude towards others.

The termly themes for Collective Worship provide a vehicle for raising awareness of the beliefs, values, attitudes, customs, knowledge and skills of their own and other cultural environments.

The theme Celebrating Difference highlights differences that exist within Britain – a multi-faith society e.g. Christianity, Judaism, Hinduism, Islam and Sikhism. It also provides opportunities for celebrating the multi-cultural nature of our society within the unity of respect for its tolerant and democratic traditions.

Children are taught to recognise that similarities and differences may exist between different societies and groups. In the delivery of History, Geography, Music and Art similarities are noted and differences are valued.

The school library contains a wide selection of reference and fictional books from many countries and cultures. Children and adults share experiences of visits to other countries. They share photographs, artefacts and diaries in addition to identifying countries visited on a map of the world or on the globe.

Our objectives for Cultural Development include pupils being encouraged to:

- Develop an awareness and recognition of what a 'cultured person' appreciates in terms of music, art, drama, literature etc.
- Develop a love of learning
- Develop an understanding of British cultural tradition, including Christianity
- Appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond
- Develop the ability to value current cultural enthusiasms, icons, music and media, critically and independently of peer pressure

Special Needs

The integration of children with special educational needs leads to a growth in understanding the needs of others as well as their own. Children learn to be tolerant, compassionate and to empathise with those whose gifts, circumstances and talents differ from their own.

Responsibilities

The Governing Body is responsible for:

- Ensuring that the Church Foundation of the school is honoured and that the S.M.S.C. Policy promotes an ethos based on Christian principles and practice.
- Ensuring that S.M.S.C. Policy is put into practice and monitored by the appropriate governor.

Monitoring & Evaluation

S.M.S.C. development is an on-going process. Formal discussion and evaluation, involving all staff, will take place regularly.

The Headteacher has responsibility for overseeing the provision and the monitoring and evaluation of S.M.S.C. development.

Equal Opportunities

Our school is committed to equality of opportunity which will allow all adults and children to realise their potential, socially, academically, physically and spiritually, and to make the maximum contribution to the school and wider community, both now and in the future. Equality of opportunity should be experienced and expected by everyone within all areas of school life.

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