

The Federation of the Church Schools of Shalfleet and Yarmouth

Achieving Together for a Brighter Future



SPIRITUAL MORAL SOCIAL & CUTURAL A STATEMENT OF POLICY

Approved by	TG
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Signed _____ Date _____

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT A STATEMENT OF POLICY

INTRODUCTION

In the Federation of the Church Schools of Shalfleet and Yarmouth we believe we should:

- Treat children equally and get to know them well
- Identify and develop each child's skills and talents
- Help each child develop as a whole person ~ socially, emotionally, physically, intellectually, culturally and morally.
- Try to instill enthusiasm and curiosity for school life and education which will continue throughout life
- Encourage self-discipline and a sense of independence and responsibility within the school community and for the wider community
- Emphasise, praise and encourage positive achievements in all pupils: applaud efforts to help and show tolerance to others
- Provide a consistent school environment, where children know they may develop within the bounds of school rules and in the knowledge that if mistakes are made they may 'start again'
- Provide opportunities for parents to be involved in children's progress and achievement

Our Church School Federation will respect each child as a unique being, a child of God, loved and accepted in an ethos which encourages and celebrates difference. We will provide opportunities for every pupil to develop as a rounded human being both academically and through personal development with a life and moral code based on Christian values and teaching. There are opportunities for spiritual growth.

The schools both accept and promote a set of values and beliefs based on Christian authority. In obeying Jesus' command 'love God and love your neighbour as yourself' we will offer a way of life that acknowledges the integrity of the person, who may or may not accept these values and beliefs. Relationships in the Federation are based on the Christian principle that all should be loved and accepted as they are.

Our Schools will work with the Church, other partners and agencies to promote holistic personal development, based on the example of the life of Jesus.

It is about:

- Children developing lives that reflect Christian values and teaching as we nurture personal faith and spiritual growth
- Enabling children to love their neighbours as themselves
- Encouraging children to develop awareness that as members of a Christian family they have shared responsibilities and are able to make valuable contributions to the lives of others
- Children knowing they are accepted as they are, they are of equal worth and unique in the sight of God

The four areas can be defined thus:

SPIRITUAL DEVELOPMENT: relates to an awareness of mystery through which reflection pupils acquire insights into their own personal being and their place in the world.

MORAL DEVELOPMENT: refers to a pupil's understanding, attitude and behaviour to what is right and what is wrong.

SOCIAL DEVELOPMENT: refers to a pupil's progressive acquisition of the competencies and qualities needed to play a full part in society.

CULTURAL DEVELOPMENT: refers to a pupils developing understanding of beliefs, values and customs in social, ethnic and national groups different to their own.

SPIRITUAL DEVELOPMENT

- Giving pupils the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact on people's lives
- Giving pupils the opportunity to understand human emotions and feelings, the way they impact on 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
- Offering pupils, the opportunity to appreciate the beauty and wonder of the natural environment
- Accommodating difference and respecting the integrity of individuals

We will do this through:

- *Junior Leadership Team; celebrations and praise; use of and visits to the local environment; science explorations in the grounds and local area; visits to the wider area; opportunities for gardening; celebration of religious festivals; RE; PSHE; Collective Worship; literacy; dance; music; art; drama; history and core learning skills for life.*

MORAL DEVELOPMENT

- Providing a clear moral code for behaviour which is promoted consistently through all of school life
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities to explore and develop moral concepts and values throughout the curriculum e.g. 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
- Modelling through the quality of relationships and interactions the principles we wish to promote e.g. fairness, integrity, respect for persons, pupil welfare, respect for minority interests, resolution of conflict and keeping promises
- Recognising and respecting the codes and morals of any different cultural groups represented in the school and groups which are in the wider community.
- Encouraging children to take responsibility for their actions e.g. respect for property, care of the environment and code of behaviour
- Providing models of moral standards through the curriculum
- Reinforcing the school's values and beliefs.

We will do this through:

- *Displays around each school; all Curriculum Areas; PHSE; celebration of religious festivals in RE; Behaviour Policy Safeguarding policy & practice; SEN policy; inclusion, Equal Opportunities; Celebration Assemblies; Collective Worship themes; whole school charity events; Junior leadership and Learning Leaders; reward systems; school and class rules; School Values.*

SOCIAL DEVELOPMENT

- Fostering a sense of community with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging children to work co-operatively
- Encouraging children to recognise and respect social differences and similarities e.g. where they live, different kinds of family models, age issues
- Providing positive corporate experiences e.g. special curriculum events, productions, assembly, school council
- Help pupils develop personal qualities which are valued in society e.g. thoughtfulness, honesty, respect for differences, moral principles, independence, inter-dependence, self-respect
- Help children relieve tensions between their own aspirations and those of the wider group
- Provide opportunities to participate in the democratic process and participate in making community decisions
- Providing children with opportunities to exercise leadership and responsibility

- Making members of the wider community welcome in our school and keeping them informed of development

We will do this through:

- *Single Equalities policy; Home-School Agreement; events including Christmas & Summer fairs; involvement with community projects and events; joint federation events; partnership with local Churches; Open days; Website; newsletter; notice board; community board; involvement in community events; local paper; class responsibilities; pupil librarians; votes in class on a variety of issues; KS2 buddies; Yr6 pupils with responsibilities; mixed year group curriculum events; RE; literature; PSHE*

CULTURAL DEVELOPMENT

- Providing children with opportunities to explore their own cultural assumptions and values
- Celebrating the attitudes, values and traditions of diverse cultures
- Recognising and nurturing particular gifts and talents
- Developing partnerships with outside agencies and individuals to extend pupil's cultural awareness
- Reinforcing the school's cultural values through displays and photographs
- Using ICT and the world-wide web and written methods to extend partnerships with those from other cultural backgrounds

We will do this through:

- *Geography; RE; History; Literacy; Library; Collective Worship; Art; Dance; Music; celebrating festivals; G&T events, local area sports events, school productions*

Promoting teaching styles that:

Value pupil 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'.

Answering Pupils' Questions which have Spiritual and Moral Development Implications

Consideration is given to the age of the child and the situation in which a question arises.

At all times we hope that we will be sensitive to the situation. It is our aim to give our own opinion, seek the opinion of others within the class/group and allow time for class discussion.

Members of the Governing Body and Parents

Regular contact is maintained with both members of the Governing Body and parents. We encourage parents to contact us about any issue that concerns them.