

A Policy Statement for Spiritual, Moral, Social and Cultural Development at Deal Parochial CEP School



Last reviewed and updated - September 2014
Next review due September 2017

Signed
Date

Values Statement

At Deal Parochial Primary School the curriculum is firmly rooted in its Christian foundation: enabling every child to grow spiritually and emotionally; fostering imagination and a deep sense of personal identity and self worth; providing guidance through the loving example of Jesus Christ.

Mission Statement

Our hope is that each child at Deal Parochial Primary School will develop an appetite for learning that will endure throughout their lives. To achieve this, the curriculum will need to motivate and excite children so that they engage fully in learning, cultivate positive attitudes and relationships, make good progress and fulfil their true potential – being the best that I can be.

In Line with our school Values and Mission Statements we want our pupils to be successful learners (who enjoy and achieve), confident individuals (who are able to make good life-style choices) and responsible citizens (who care for others -locally, nationally and globally).

The academic and personal development and well-being of every child/young person in our school is of paramount importance to us here at Deal Parochial CEP School. This includes recognising the importance of providing a range of opportunities for our pupils/students to respond to, that supports their spiritual, moral, social and cultural development. Fundamental to our school's ethos is the belief that by educating the 'whole child' we are enhancing their life chances.

Academic excellence is important in everything we do in order to help our pupils/students reach their full potential. We are aware that a focus on personal development in general and spiritual, moral, social and cultural development in particular, contributes to academic achievement, since it raises motivation and self-esteem and leads to a better learning environment in which our pupils/students will flourish. We are committed to empowering our pupils/students to be confident, healthy, happy, reflective and well-informed people who are able to make informed choices and decisions.

Spiritual, moral, social and cultural development

NB: Whilst each dimension is outlined below separately there is a great deal of overlap between the four areas.

Spiritual development:

Spiritual development - to be human is to be spiritual since human beings are more than the purely physical. For some, the spiritual is intimately bound up with belief in God (however defined or understood) whilst for others it is bound up with the human spirit alone.

We are committed to:

- celebrating the religious and non-religious beliefs and values that our pupils/students bring as part of their family/cultural heritage and to building an awareness of and respect for others' spiritual and religious beliefs
- fostering common human values (e.g. love, tolerance, forgiveness) and building spiritual capacities (e.g. sensitivity and responsiveness, inner strength and resilience) to promote self-worth, self-esteem and a valuing of others
- helping our pupils/students come to an understanding of themselves as unique individuals (for some this will be inextricably linked with their belief in God/the divine) and encouraging them to reflect on ultimate questions
- developing their curiosity, imagination, creativity and aesthetic responses to life and learning, and promoting a sense of awe and wonder.

As a Church of England Primary School we are committed to cultivating pupils' spiritual development following advice from the Anglican Dioceses of Canterbury and Rochester. Guidance given in 'Shaping the Spirit', recognises that spiritual development is part of being human and that there are many ways to nurture and express this. As a Church of England school we endeavour to ensure that we are promoting and developing distinctively Christian spirituality. This duty derives from the religious character of our school and its instrument of government.

The Statutory Inspection of Anglican and Methodist Schools, (SIAMS) requires that Church of England schools be judged by their effectiveness and distinctiveness as Church schools. Within the inspection framework, the school must demonstrate that the spiritual development of its pupils is shaped by Christian traditions and approaches and that Christian spiritual development is encouraged throughout the curriculum and management of the school.

Traditionally the word 'spirituality' has been used by Christians to refer to the practices and activities which they undertake in order to seek God's presence and to develop a relationship with God. The Christian understanding of God is that there is one God in three persons: God the Father and Creator; Jesus Christ, his incarnate Son; and the Holy Spirit, the power of God in the world. God is revealed by scripture, tradition and reason as the Father dwelling in unity with the Son and the Holy Spirit.

At Deal Parochial our intention is that pupils' Christian spiritual development and experience should reflect this richness and diversity. Pupils should be given opportunities to consider the implications of their own faith position (whatever it is) and the faith of the Church throughout the curriculum, by a range of appropriate activities and challenges, in a spirit of exploration, inquiry and openness.

In order to develop their relationship with God, we provide our pupils with opportunities to:

- pray
- worship
- celebrate festivals
- read and reflect on the Bible
- listen to sacred music
- look at sacred art
 - Find God in the world around them, in all things
 - Encourage awe and wonder
 - Give thanks to God

These Christian spiritual practices are included in our school, particularly within Collective Worship and explored in the RE and wider curriculum. The school environment aims to enrich pupils' Christian spiritual experiences and awareness by way of symbols, displays, occasions for contemplation and quiet, and interactive prayer opportunities, like prayer-trees.

Moral development:

Moral development – knowing what is right and wrong and acting on it accordingly. We are committed to empowering our pupils/students with the ability to recognise what is right and wrong and act upon it accordingly. We are committed to encouraging them to take personal responsibility for their actions. Everyone is expected to abide by our behaviour code which includes:

- being truthful and honest, keeping promises
- respecting the rights and property of others, their opinions and customs, even when they are different from our own
- acting respectfully and considerately towards others
- helping others (within our school community and also locally, nationally and globally)
- solving differences of opinion in non-violent ways.

Consequently, we reject all forms of bullying, cruelty, dishonesty, falsehood, rudeness, irresponsibility, violence and discrimination (e.g. racism, sexism, homophobia, ageism).

Social development:

Social development - developing an understanding of rights and responsibilities of living in community; of being a 'responsible citizen'.

We aim to enable the individual to meet his/her responsibilities towards themselves and others through:

- fostering the skills and qualities of team building through the development of self-confidence, cooperation, sensitivity to others, reliability, initiative and understanding
- providing an environment where pupils/students can take responsibility for themselves and others in school and in the wider society (local, national, global).

Cultural development:

Cultural development - knowledge and understanding of own and others' cultural traditions.

We value and celebrate the cultural diversity of our school, our society and the world in general by:

- promoting an appreciation of our own cultural tradition(s) and encouraging an appreciation of other people's cultural traditions including those represented in the school as well as in the local, national and global communities
- celebrating the richness of culture and tradition.

In the light of this we will:

- ensure that the spiritual, moral, social and cultural development of our pupils/students is taken seriously and appropriately promoted across the curriculum and in the wider life of the school by, for example:
 - providing an appropriate range of effective teaching and learning strategies that enable pupils/students to reflect on and respond to issues of spiritual, moral, social and cultural importance and concern; encouraging them to learn how to be physically still and yet mentally alert as they think deeply about (reflect on) such issues; using their senses and developing their curiosity, imagination and creativity
 - encouraging all our children/young people to act responsibly and take responsibility for themselves and others; maintaining a positive climate in school in which all are valued and respected and expected to make positive contributions to school life
 - supporting staff in an understanding of these important dimensions of human development as part of the educational process; identifying training and resource needs; ensuring that staff new to our school are inducted into our policy and practice surrounding these areas of personal development
 - encouraging all teachers to plan for and respond to opportunities to encourage children/young people to address these issues within the context of different subject's/area's programmes of study; expecting curriculum leaders to take into consideration spiritual, moral, social and cultural development issues as part of subject planning and monitoring processes
 - recognising the importance of our collective worship programme in supporting and encouraging pupils/students to respond to these issues
 - ensuring that a senior member of staff (e.g. Deputy Headteacher with responsibility for teaching and learning) has oversight of spiritual, moral, social and cultural development across the school
 - reviewing the effectiveness and impact of our policy and practice as part of our cycle of school development (at least once every three years), including taking into account Ofsted/denominational inspection expectations.

The following are closely linked with our spiritual, moral, social and cultural statement and policy;

School Values and Mission statements

SEF

Equal Opportunity Policy

Collective Worship Policy

Our Home/School Agreement

Behaviour Policy
Personal, Social, Health and Economic education and Citizenship
Curriculum Policy
RE Policy
The new National Curriculum, including British Values.