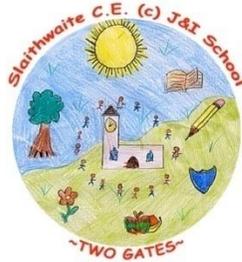


Slaithwaite CE J & I School



Policy for Spiritual, Social, Moral and Cultural Development

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Spiritual, Social, Moral and Cultural Development

What do we mean by 'Spiritual'? some thoughts;

- A sense of awe and wonder
- A sense of something/someone greater, a divine being
- A sense of reflection on events, feelings, emotions
- A sense of questioning and a search for meaning
- A sense of self-awareness and empathy with others

The following definition is offered in the OFSTED Framework for Inspection:

'Spiritual development relates to that aspect of inner life through which pupils acquire insights into their personal existence which are of enduring worth. It is characterized by reflection, the attribution of meaning to experience, valuing a non-material dimension to life and intimations of an enduring reality. 'Spiritual' is not synonymous with 'religious'; all areas of the curriculum may contribute to pupils spiritual development'.

How do we aim to promote spiritual development?

- Through the whole ethos of the school, its values and attitudes
- Through collective worship and religious education
- Through the full range of the curriculum offered
- Through all our relationships in school
- Through our teaching and learning environment

Pupils are provided with opportunities to think about themselves and develop a sense of personal worth (e.g. during 'circle time', health education, through the schools Marking Policy and the promotion of self esteem in the Behaviour Policy).

Pupils are given opportunities to investigate, reflect upon and communicate their own beliefs, feelings and values (e.g. through literature, poetry, art, music, dance and drama and the outdoor environment).

Pupils are given opportunities to experience feelings of awe and wonder (e.g. through science, math's, trips out of school, poetry, literature, art, music, dance and drama and the whole school environment).

Pupils are given opportunities to question, search for meaning and look for patterns (e.g. in history, geography, P.E., science, maths, literature and art and outdoors).

Pupils are given opportunities for quietness and stillness.

We seek as a school to provide opportunities at all times in our teaching and in the daily life of the school.

Moral development

The school aims to work closely with parents to foster an awareness of what is right or wrong. We have a comprehensive whole-school Behaviour Policy which aims to promote, recognize and reward positive behaviour, whilst dealing fairly with negative behaviour. Parents are informed about good behaviour as well as about negative behaviour. We aim to provide a consistent framework, based on the following promises:

It is important to

- Be truthful
- Be trustworthy
- Respect other people and their property
- Be courteous to other people
- Be helpful to those in need
- Take responsibility for our own actions

The Behaviour Policy needs to be read in conjunction with this.

Social development

We aim to help pupils to play a full life in society, in the school, in the local community and also in the wider community.

Within the classroom we group children for a variety of reasons. We aim to ensure a balance of ability grouping and social grouping.

In the playground we exercise careful supervision and intervene to encourage games where necessary. The lunchtime supervisors have playtime equipment and there are specific arrangements for wet playtimes. We have a Lunchtime Playleader who leads activities and playtime monitors (children) who support play.

We have a range of visitors in the school and the children are encouraged to be polite, friendly and welcoming. (Within the constraints of our safeguarding policy).

Within the local community we have links with St. James's Church and visit several times each year, for services, R.E. work and to visit the Friendship Group, a group of senior citizens who meet at the Church for a luncheon club. The Friendship Group and The Good Companions (another group of senior citizens) also visit school on social occasions. We sometimes lead the worship in church and at other times take an active part.

We support the wider global community through our prayers and through supporting charity appeals e.g. Children in Need, LEPR, Comic Relief, Diocese, Barnardo's etc and we usually support CART through our Harvest appeal. We have a link Nursery in Misindi, Uganda. The children email, raise funds and regularly communicate with the nursery. We have visitors in school from the nursery and a parent link who updates us on a regular basis.

Smile Squad/Play Leaders/School Council/Green Team

We have a number of groups for children in school, these run at different times in the school year. Children can join or are elected to these groups. Each group seeks to promote our school ethos amongst all children. Children receive training if they join these groups and then perform a specific role in the spiritual and moral and social development of others in school through everyday work.

Cultural development

Cultural development, in its widest sense, is closely connected to aspects of spiritual, moral and social development.

School may not be the strongest influence upon pupil's cultural development, but we can play a significant role.

Because cultures change over time, pupils need to know about features of the past which have influenced and shaped the present, and to consider how we, the present generation, are shaping the future. We have regular planned days in school where we look at other cultures and countries.

Because we live in a multi-cultural society it is important that we promote an awareness of, and respect for, a diversity of cultures. We aim to promote cultural diversity in our use of literature, music, art and design, dance; clothes, worship and artefacts for role play, in the images we portray through displays around school, our collective worship and cultural days.

Interim Review: October 2014

Full Review: October 2015