

St Andrew's CE Primary School

Spiritual, Moral, Social and Cultural Policy January 2015

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at Parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.'

(Ethos statement adopted by the Governing Body)

Introduction

St Andrews aims to provide a firm foundation of Christian values, while respecting the values that alternative faiths provide, to prepare the children for the society in which they live, as children, as teenagers and as adults. The school seeks to equip the children to be able to make informed choices, which not only reflect their own moral, spiritual, social and cultural values but also respects those around them.

At St Andrews we have a strong sense of the holistic approach to education, recognising that we need not only to care for the school family and its community, but to also recognise that each child feels valued as an individual.

We have a strong Christian ethos, promoted through the teaching of Christianity, but also acknowledge that other faiths embrace a similar ethical belief system based upon similar values.

Definitions

Spiritual development- relates to that aspect of inner life through which children respond to the world around them and develop an awareness of God. This will include religious beliefs.

Moral development – relates to the children's behaviour and attitudes and to their knowledge and understanding of what is acceptable and of the difference between right and wrong.

Social development – relates to the children's acquisition of knowledge and understanding which enables them to act responsibly to themselves, to others, to the environment, to property and to play an effective part in the society in which they live by understanding and abiding by the rules that govern that society.

Cultural development – relates to children's increasing understanding of the beliefs, knowledge and skills which together form the identity of their own culture and those of other cultures.

Principles

It is made clear in our prospectus to all parents/carers that Christianity permeates the whole curriculum and school ethos. Parents/carers still maintain the right to remove their child from all forms of Christian Worship, but also need to recognise that their child will be influenced by our day to day activities such as class assemblies, grace before meals and prayers at the end of the school day.

Spiritual, Moral, Social and Cultural development is recognised through the following:

- ◆ **Beliefs:** the development of personal beliefs, including religious beliefs, and how these contribute to one's identity and value.
- ◆ **A sense of awe and wonder:** being inspired by the natural world, human achievement or mystery and being surprised and elated at occurrences outside our everyday experiences.
- ◆ **Search for meaning and purpose:** asking ultimate questions.
- ◆ **Self-knowledge:** developing an awareness of oneself in terms of complexity and limitation. This includes thoughts, feelings, emotions, experiences, responsibilities and self respect.
- ◆ **Feelings and Emotions:** recognising and controlling emotions and feelings and also developing aesthetic awareness by being moved through beauty, art and music. Learning to acknowledge being hurt by injustice or aggression, as well as responding to kindness and caring. Learning to express, thoughts and feelings, through literature and the arts, by using imagination and inspiration.
- ◆ **Relationships:** developing a sense of community by respecting and being sensitive to other people's views and beliefs.
- ◆ **Social Codes:** having an awareness of the codes and rules of conduct expected by the child's social group, class, school or larger community and knowing the consequences of ignoring these rules in terms of sanctions but also in human relationships and friendships.
- ◆ **Moral behaviour and choices:** behaving morally as a point of principle and making their own responsible judgements on moral issues.
- ◆ **Cultural awareness:** having an awareness of the similarities and differences of other cultures, beliefs and lifestyles and respecting other societies.

Aims

We aim to foster Spiritual, Moral, Social and Cultural development through:

1. The ethos of the school
2. The curriculum
3. Collective worship
4. Church links to the community

The Ethos of the School

The Ethos Statement at the beginning of this policy underpins all that we do at St Andrew's.

Our ethos is a culmination of all aspects of school life and involves all personnel – pupils, staff, governors, parents/carers, the local congregations and other outside communities in which the school is situated.

The children are encouraged to promote good standards of behaviour, to care and show respect for their own and other people's property and to value their immediate environment.

The Curriculum

Spiritual, Moral, Social and Cultural aspects are found in all areas of the curriculum and in the cross-curricular themes. However they are most apparent within the Acts of Worship, the teaching of RE, and in such areas as PSHE.

Children's Spiritual, Moral, Social and Cultural development is fostered through the following aims within each area:

Worship and RE

- To develop spiritual awareness of God through worship and prayer
- To develop spirituality through a sense of awe and wonder, through learning about the life and work of Jesus and by identifying the marvellous world of God's creation
- To give opportunity for reflection and to consider miracles and other faith stories
- To develop an awareness of right and wrong
- To use the model of Jesus to learn how to treat others in accordance with the Lord's Prayer
- To help care for others, initially through their immediate family unit, and ultimately through the community and the wider world
- To become aware of how society functions and how we are interdependent
- To develop an awareness of other religions and cultures with particular reference to Judaism and Islam
- To develop an awareness of the traditions specific to other societies and to respect their culture and beliefs

PSHE and Citizenship

- To develop an awareness of self, in connection with self-esteem, confidence and interpersonal relationship
- To acknowledge the importance of a healthy life style that includes physical, social, and spiritual aspects of living
- To accept responsibility for their behaviour and to recognise that the choices made can affect others around them
- To respect alternative points of view and to encourage tolerance of others

- To recognise that everyone contributes to the society in which they live and the wider world
- To recognise their own and each others abilities

English

- To develop empathy and sensitivity through literature and drama
- To develop expression of their own feelings through the spoken word and written word
- To use moral stories as a basis for discussion, e.g. Aesop's fables
- To collaborate in groups, sharing ideas and values
- To develop an awareness of other cultures though stories, which reflect current cultural backgrounds and traditions, including folk tales
- To provide opportunities for children to develop their creativity

Mathematics

- To develop a sense of awe and wonder by looking for patterns and symmetry in nature
- Through mathematical games, to learn conventions of playing fairly
- To develop an awareness of other cultures through looking at pattern e.g Islamic patterns, different currencies, measurements and Arabic number system

Science

- To develop a sense of awe and wonder through exploring the beauty, delicacy, enormity and variety of the created universe
- To consider the ways in which light, sound and water are used as symbols for religious rituals
- To become aware of moral and ethical issues in the scientific world
- To develop a concern for our world and to understand the need to treat all living things with care and respect
- To consider how scientific inventions have affected society, e.g. electricity

Humanities

- To develop a sense of awe and wonder by discovering the world around us
- To provide an opportunity for reflection through learning about natural forces and observing beauty in our environment
- To develop an awareness of moral issues though considering the effects of people's decisions, inventions and actions on our lives and on our world
- To understand that actions of the present day affect people in the future, and that actions in the past have affected our lives today

- To consider the effects of pollution and conservation on our environment
- To become aware of features which provide for social and leisure activities through learning about our environment
- To develop cultural awareness through looking at life in different countries, cultures, customs, music, clothes, and traditions

Art/DT

- To develop a sense of awe, wonder and appreciation through the work of different artists and through their own work and that of others
- To begin to express their own feelings through the creative arts
- To develop an awareness of other cultural traditions through studying a range of artefacts from different cultures and countries

Music

- To develop a sense of awe, wonder and appreciation by providing opportunities for children to listen to, and respond to, a range of music
- To enable the children to express feelings through listening and performing
- To develop an awareness of interaction with and dependency on others when performing collaboratively
- To value the role of others
- To respect and value cultural diversity and be aware of cultural heritage through listening to a variety of music from other countries and cultures
- To learn about our own heritage through listening to a range of music and songs

P.E.

- To develop a sense of wonder at personal achievements
- To develop an understanding of other people's feelings through reflecting what it is like to win or lose
- To recognise strengths and weaknesses and to help and support each other
- To empathise through the celebrating of achievements and supporting failure
- To work co-operatively as part of a team
- To develop a moral sense and self-discipline by observing rules and encouraging sporting behaviour
- To be aware of appropriate acceptable behaviour at large sports fixtures
- To become aware of the games of different cultures
- To provide opportunities for all children to have equality of access to all sports and games

Inclusion

- To encourage empathy and social skills
- To manage their feelings in a range of contexts
- To become responsible citizens
- To encourage a sense of self worth
- To develop an awareness of inner peace
- To make and sustain friendships
- To deal with unresolved conflicts effectively and fairly
- To solve problems with others and/or themselves
- To recover from set backs and to recover in the face of difficulties
- To play co-operatively
- To stand up for their rights and for the rights of others
- To participate in the setting of achievable goals and targets
- To encourage the sense of self motivation
- To understand and value the similarities and differences between people
- To recognise and celebrate when they have achieved a target
- To be able to recognise and appropriately manage their feelings

Foundation Stage

- To establish constructive relationships between children
- To help the children to learn respect for themselves and others
- To respect other children cultures and their own so that they develop a positive self image
- To enable children to learn about different relationships
- To respond to significant feelings and to showing a range of feelings when appropriate
- To have a sense of self in different communities
- To value self in the context of well-being and control
- To show concern and care for others and living things in the environment
- To understand what is right and wrong and why
- To consider the consequences of their words and actions for themselves and others
- To look closely at similarities, differences, patterns and change in the world around them
- To comment and ask questions about where they live and the natural world
- To respond in a variety of ways to what they see, hear, smell, touch and feel

Collective Worship (see separate Policy)

Daily collective worship is an integral part of the day because it sets into context the whole ethos of our school as being part of a caring Christian community where everyone is valued. It is a time where coming together as a living community allows for a real sense of the spiritual and a tangible sense of the divine.

Of paramount importance to assembly teaching is that children know how to apply what they have learnt, and that they know that Christian principles are for every day, not just for Sundays and Church. St Andrews has close links with the church and we encourage a sense of responsibility towards each other.

The school supports a range of charities throughout the year and visitors are invited for special assemblies or to see the children in their classrooms. Parents/carers are invited to attend their child's class assembly. At Christmas performances collections are taken and shared out between charities which have links with the school.

On Fridays both Key Stages celebrate 'Good Work' from the children and each class teacher is able to name one Pupil of the Week to receive a certificate.

Church Links

Each week the priest from St Andrew's Church attends to take a weekly Act of Worship, in the school, with KS2 and approximately on a fortnightly basis with KS1. He also holds a half-termly Eucharist with a different year group each time. We have also held a successful Community Eucharist after school, and these services are planned to continue on a termly basis.

The significant Christian festivals such as Harvest, Christmas (Nine Carols and Lessons), Lent (Ash Wednesday and Palm Sunday) and Easter (Easter Readings and Hymns) are all held in Church. We have celebrated St Andrew's Day both in school and in the church. St Andrew's School also holds a Leavers Day Service and End of the School Year Service in the Church.

The produce which the children bring to the Harvest Festival is taken to the church and distributed to those in need. The children and parents/carers are also asked to advise the head teacher of anyone they know to be in need and several food parcels are made up accordingly and distributed by the children.

At Christmas time the School Choir visits a number of 'Homes for the Elderly' within the parish to sing a number of carols. This is always well received by those who listen, by those who care for them and by the children themselves.

The Spiritual, Moral, Social and Cultural development of pupils at St Andrew's is an integral part of daily school life, with Christianity as the foundation faith and model which underpins the ethos of the whole school.