ULEY C OF E PRIMARY SCHOOL

Uley CofE Primary School
Live Learn Flourish

SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY

1 June 17, July 18

ETHOS STATEMENT

We believe that everyone should be given the opportunity and encouragement to be the best that they can be. To this end, we strive to create the right environment, deliver the right content, and embrace new ideas. We apply our school values of trust, friendship, compassion and wisdom to enable every individual to flourish within a moral framework built on Christian values. We believe that this can only be achieved by developing partnerships between pupils, staff, governors, parents and the wider community.

Our School Vision

Live – Learn – Flourish

- ❀ Live: at home, in school, and in our local community

- ❀ Learn: about self, others, and our ever-changing world

- ❀ Flourish: be the best we can be in all that we do

Our School Mission

- ❀ We give all – pupils and staff – the opportunities and encouragement to be the best that they can be

- ❀ We create an environment that has the right balance of challenge and support

- ❀ We deliver a curriculum that is right for our school, inspiring and motivating all, and embracing new ideas

- ❀ We apply our School Core Values of Trust, Friendship, Compassion and Wisdom in all that we do

- ❀ We develop strong and effective partnerships between pupils, staff, governors, parents and the wider community

- ❀ We strive to ensure that all flourish within a moral framework built on Christian values

Rationale

At Uley Church of England Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that allows pupils - opportunities to explore and develop their own values, beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural tradition and an appreciation of the diversity and richness of different cultures. Provision for pupil's spiritual, moral, social and cultural development links four aspects of personal development in which schools have an important part to play.

We strive to be a place which encourages all in it to relate positively to each other, and to be a secure 'base' and foundation for all the children, where together we can work to foster and nurture the spiritual, moral, social and cultural development of all the pupils. The success of this is virtually impossible to measure in concrete terms. It is vital that we create a framework and an atmosphere, or 'ethos' which can be the secure bedrock that supports the pupils' spiritual, moral, social and cultural development.

Aims

- To provide pupils with knowledge and insights into values and beliefs which enables them to reflect on their experiences in a way which develops the spiritual awareness and self-knowledge;
- To teach the principles that distinguish right from wrong;
- To encourage pupils to relate positively to others, take responsibility, participate fully in the community, and develop an understanding of citizenship;
- To teach pupils to appreciate their own cultural traditions and the diversity and richness of other cultures.
- These aims will be achieved mainly through Collective Worship, Religious Education and Personal, Social and Health Education.

Spiritual Education

What is Spiritual Education?

- It is about the heightening of awareness and being more deeply aware of ourselves and others.
- It is about asking the big questions in life and encouraging us to think deeply about those questions.
- It is about seeing ourselves connected to our surroundings.
- It is about self-worth, about us in relationships with others and God.
- It is about who we are.
- It is about that which gives our lives meaning and is found in every human being.

Spirituality is not confined to R.E. lessons or acts of collective worship. We must be aware of its holistic nature and allow pupils to explore their spirituality through and across the whole curriculum.

There are many types of spirituality in the world and that is part of the challenge and joy of encouraging children to develop their own. We need to feel that our children and ourselves are "limitless potential" and our role as educators is to help children develop an open mind, to help them explore ways of seeing the world and to encourage that personal awareness.

Aims

- To develop the children's personal beliefs, and how these make someone what they are.
- To develop self-awareness, self-knowledge and self-respect.

- To develop a sense of awe, wonder and mystery inspired by the natural world.
- To develop the children's ability to express their own thoughts and feelings creatively.
- To develop the recognition and value of the worth of each individual including themselves.
- To develop the way the children use their imagination, and their experience of inspiration, intuition and insight.
- To develop the children's ability to recognise their own feelings and emotions.

Moral Education

What is Moral Education?

Moral education is concerned with developing a child's ability to distinguish right from wrong, to make appropriate choices and to act upon them from conviction. Personal morality combines the beliefs and value of the individual, those of the social, cultural and religious groups to which he/she belongs and the laws and customs of the wider society.

Aims

- To develop moral behaviour, based on principles and choices.
- To develop an understanding that the children have a responsibility for their own actions.
- To develop self-discipline.
- To develop respect for other people and their property.
- To develop an understanding that a community needs rules and that as the children get older they should act on them from conviction, rather than from fear of getting into trouble.
- To develop knowledge of the conventions of conduct agreed by society.
- To develop the ability to learn from their experiences and to question their own reactions to these experiences
- To develop a secure value system based on personal views, experience and self-knowledge.

Social Education

What is Social Education?

Through social education we create opportunities for children to gain an understanding of the communities in which they function – the family, the school and the wider community to lead them to an understanding of the structures and processes of society.

Aims

- The children accept that there are group rules to which they need to abide by.
- For the children to set themselves in the community in a way that allows them to relate to others, and to learn that other people are also important in the community.

- To accept that they have a social responsibility, and to understand that their actions can have an effect on the community.
- To understand that other people have attitudes and opinions that may be different from their own, but these deserve their respect.
- To learn social interaction with other people is an enjoyable activity,
- To be aware that in the wider community there can be potential dangers
- To develop the ability to identify stereotypical attributes in themselves and others.

Cultural Education

What is Cultural Education?

Cultural development in schools is concerned with the participation in and appreciation of cultural traditions, which can help children develop wider and more balanced insights. Different societies, with diverse aesthetic contributions, customs and artistic skills, have all contributed to make our society what it is. It is important that children appreciate the part that different cultures have had in enriching the experiences that are available to them. They also need to appreciate the contribution of their own culture to these experiences.

Some of our children will have access to a wider cultural diversity than others, and so we must attempt to create cultural, aesthetic and stimulating activities which will allow all of our children the opportunity of cultural development.

Aims

- To develop an understanding and knowledge of their own culture and traditions
- To develop an understanding and knowledge of the way other cultural traditions are expressed.
- To develop an understanding and knowledge of the contribution that different cultures over a period of time have made to the artistic, musical and the wider aesthetic heritage that is available to them.

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions and circle time will give pupils opportunities to:
- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying.
- Share thoughts and feelings with other people.

- Explore relationships with friends/ families / others.
- Consider others needs' and behaviour.
- Show empathy.
- Develop self-esteem and respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally- e.g. empathy, respect, open-mindedness, sensitivity, critical awareness.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work cooperatively and collaboratively.
- English: speaking and listening (sensitivity to others); personal expression and creativity through writing; exploring issues through drama; reading as a way of seeing the world from other people's perspectives.
- Maths: appreciation of the intrinsic beauty of shapes and patterns and numbers; the concept of infinity; the uncertainty of investigation, perseverance.
- Science: investigations do not always have the correct answer; discoveries that have enhanced human life; the planets and the solar system; growth, germination, human development; dying.
- History: appreciation of the spans of time covered by history; development of human societies; heroism; human achievement.
- Art: creativity; appreciation of the works of others (children and adults); the ability to experiment; perseverance; cultural links.
- Music: creativity; appreciation; traditional and cultural links; working in a team to produce a piece of music; beauty and wonder.
- PE: team work; striving for excellence; celebration of what each can do; enjoyment of life; health; sportsmanship; fair play.
- Geography: our place in the world; other cultures and ways of living; the power of natural forces; the fragility of nature; ecological issues.
- ICT & DT: investigating; being creative; persevering; co-operating; responses to the media.
- RE: asking questions, empathy and respect for the beliefs and values of others; traditions of worship.

In addition, work in the citizenship units of work will directly add to the development of these aims and objectives.

Monitoring and Evaluation
Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:
- Monitoring the delivery of the citizenship programme.
- Regular discussions at staff meetings.
- Sharing of classroom work and practice.
- Monitoring of collective worship.
- Monitoring extra curricula activities.
- Evaluating resources and the part paid by visitors to the school.
- Governor visits by Foundation Governors.