

# **Gainford Church of England Controlled School**

## **Spiritual, Moral, Social and Cultural Development Policy – Jan 2014**

### **Mission Statement:**

This policy is carried out within the context and spirit of the school's Mission Statement. It supports and reinforces the aims of Gainford C.E. School, valuing all children equally and as individuals.

At Gainford Church of England School, our prime aim is to ensure the optimum development of each pupil as an individual person who is given the challenge and opportunity to develop his/her full potential in a happy, stimulating and secure environment, reflecting the school's Christian ethos.

Our expectation is that on transfer to secondary school he/she will be able to readily access all aspects of the curriculum at Key Stage 3 with enthusiasm and confidence and be able to grow as an individual with high self-esteem, a respect for others and a willingness to play a positive role in society.

### **Introduction:**

In contrast to the policies for specific curriculum subjects, this policy relates to the whole life of the school of particular importance in promoting spiritual, moral, social and cultural development (SMSC) is the example set by adults in the school, the quality of relationships and the standard of daily collective worship.

At Gainford C.E. School spiritual, moral, social, and cultural development will be promoted not only through all the subjects of the curriculum but also through the ethos of the school and collective worship.

### **Rationale:**

The Education Reform Act (1988) requires the curriculum of a maintained school to 'promote the spiritual, moral, cultural, mental and physical development of pupils at the school:

- Provision for SMSC development will be inspected by both OFSTED and Section 48 inspectors.
- All maintained schools-including church schools – must provide a daily act of Collective Worship for all registered pupils.
- The connection between good results in the curriculum and high standards in SMSC development is widely acknowledged and is evident in a significant number of OFSTED reports.
- The SMSC aspects of education concentrate on the development of the pupil as an individual and as a personality, aiming to enrich and extend the human existence of each child in relation to the values, attitudes, beliefs and consequent behaviour acquired during school years.

## Definitions:

Spiritual development relates to the quest for individual identity and the search for meaning and purpose in our existence. It is associated with a dimension of life which is not necessarily experienced through the physical sense, but has much to do with feelings and emotions, and attitudes and beliefs. The term 'spiritual' need not be synonymous with 'religious'; all areas of the curriculum may contribute to pupils' spiritual development.

Moral development is concerned with pupils' ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong.

The system of rules and codes of behaviour established in our school is an important early introduction to issues of fairness for all and to the consequences of operating outside the acceptance rule system. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of consequences or sanctions. Moral development based on Christian principles, should enable pupils to become increasingly responsible for their own actions and behaviour.

Social development refers to the development of abilities and qualities that students need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects.

The school, but in particular the classroom, provides a suitable environment for promoting social development within a Christian context. Pupils learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led to support others and to recognise the different skills of other group members can be developed when children work co-operatively.

Cultural development refers to the development of knowledge and understanding of differing cultural beliefs, customs and traditions. It is an increasing appreciation of the systems of values and attitudes which form the basis of identity and cohesion within societies and groups.

## Overall Aims

- That pupils are reflective about beliefs, values and more profound aspects of human experience, enabling them to develop curiosity in their learning, and as thoughtful, responsible individuals
- That pupils develop and apply an understanding of right and wrong in their school life and life outside school
- For pupils to take part in a range of activities requiring social skills
- To develop awareness of and respect for diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability
- For pupils to gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training
- To develop an appreciation of theatre, music, art and literature

- To develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain
- For pupils to respond positively to a range of artistic, sporting and other cultural opportunities
- For pupils to understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life

#### Aims for Spiritual Development:

- The ability to listen and be still
- The ability to sense the sacred, the holy, the divine
- The ability to sense wonder and mystery in the world.
- The ability to sense the special nature of human relationships
- The ability to transcend the mundane
- The ability to reflect

#### Objectives for Spiritual Development:

- To develop the skill of being physically still, yet alert.
- To develop the skill of being mentally still, concentrating on the present moment
- To develop the ability to use all ones senses.
- To promote an awareness of and enjoyment in using ones imaginative potential
- To encourage quiet reflection during a lesson or assembly.
- To encourage thought and reflection on own personalities and inner sense
- To develop pride in own achievements
- To develop individual self-confidence in expressing inner thought in a variety of ways
- To consider the mystery of God and the wonder of his world
- To find an inner confidence and peace
- To understand strengths and weaknesses and strive to overcome these weaknesses

#### Aims for Moral Development:

- To understand the principles lying behind decisions and actions
- To be able to take moral decisions for themselves
- To assume moral responsibility through belief and conviction.
- To be able to distinguish between right and wrong.

#### Objectives for Moral Development:

- To develop sense of right and wrong
- To respect the rights and property of others.
- To develop skills and attitudes to make moral decisions
- To help those less fortunate than ourselves.
- To act considerately towards others.
- To understand reasons for behaviour in particular situations
- To take responsibility for one's own actions.
- To exercise self-discipline.
- To consider consequences of actions and effect on others.
- To develop positive attitudes and relationships
- To conform to rules and regulations for the good of all
- To develop standards and a moral code for life
- To consider moral dilemmas

#### Aims for Social Development:

- To relate positively to others.
- To participate fully and take responsibility in the classroom and in the school.
- To use appropriate behaviour, according to situations.
- To engage successfully in partnership with others.
- To exercise personal responsibility and initiative.
- To understand that, as individuals, we depend on family, school and society.

### Objectives for Social Development:

- To share such emotions as love, joy, hope, anguish, fear and reverence.
- To understand different kinds of behaviour both good and bad eg sharing, caring, selfishness, greed
- To have high expectations of own and others behaviour
- To show sensitivity to the needs and feelings of others.
- To respect the less able and realise there are things each person can do well
- To consider other people's point of view
- To work as part of a group, team
- To develop skills to tackle own disagreements and conflicts (with assistance of adults when necessary)
- To interact positively with others through contacts outside school e.g. sporting activities, visits, church services, music festivals etc.
- To develop an understanding of citizenship and to experience being part of a whole caring community.
- To show care and consideration for others by sharing and taking turns.
- To develop attitude to overcome difficulties and see possibility of achieving success
- To be socially aware that there are differences in families

### Aims for Cultural Development:

- To develop a sense of belonging to pupils own culture and being proud of their cultural background.
- To respond to cultural events.
- To share different cultural experiences.
- To respect different cultural traditions.
- To understand codes of behaviour, fitting to cultural tradition.
- To explore other cultures and beliefs

### Objectives for Cultural Development:

- To develop an awareness and recognition of what a 'cultured person' appreciates in terms of music, art, drama, literature etc.
- To develop a love of learning.
- To develop an understanding of British cultural tradition, including Christianity.
- To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond.
- To celebrate different cultures
- To explore similarities and differences between cultures
- To develop the ability to value current cultural enthusiasms, icons, music and media, critically and independently of peer pressure.
- To be tolerant and understanding of other faiths and cultures

### Provision of Opportunities:

Spiritual, moral, social and cultural development may take place within discrete subjects; through cross-curricular links and through the day to day life of the school.

### Ethos:-

At Gainford Church of England School we aim to provide a happy, stimulating and secure environment, reflecting the school's Christian ethos where each pupil is given the challenge and opportunity to develop his/her full potential.

We endeavour to provide an environment and ethos, in which children and adults can grow and develop in spirituality and where positive attitudes and consistency provide children with good role models, and similarly, older children are expected to demonstrate good behaviour to younger children. Adults acknowledge and apologise for own mistakes and children are encouraged to politely challenge adults about mistakes or injustice. All children are valued equally whatever their stage of development, and are entitled to maximum success. The ethos encourages safe, sensible behaviour incorporating good manners, consideration, courtesy and respect for others whilst encouraging imagination, inspiration and reflection.

### Within R.E, worship and PSHCE, the School will:

- Allow pupils to investigate and reflect upon their own beliefs and values.
- Provide opportunities for pupils to share what is meaningful and significant to them, including the 'darker' side of life.
- Provide opportunities for prayer/reflection/silence, the exploration of inner space.
- Encourage a balance of music, speech, silence and the creative arts when exploring spiritual development.
- Explore the use of symbol, image, allegory and metaphor in the curriculum
- Explore what commitment means.
- Emphasise the Christian moral perspective whilst also offering models of morality in other faiths.
- Promote respect for people and property.
- Build the School Community and promote an understanding of the difference between right and wrong.
- Helping pupils understand how their actions affect others.
- Praise good behaviour positively and reward publicly.
- Provide opportunities to discuss and explore differences, similarities, equal rights, peer pressure and discrimination.
- Promote a sense of justice.
- Encourage independence and self control
- Provide opportunities to acquire and develop those skills, values and attitudes which enhance willingness to participate, to work co-operatively and help others.
- Learn about society including the family, the local community, the world of work and the social, legal, religious, economic and political aspects of life.

### Within the Curriculum:-

All subjects contribute to the spiritual, moral, social and cultural development of pupils.

- Exploring an imaginative approach to the world.
- Developing a sense of enquiry and open-mindedness.
- Developing an awareness of order and pattern in the world.
- Creating an atmosphere which enables pupils and staff to speak about their beliefs.
- Fostering a sense of respect for the integrity of each person.
- Encouraging pupils to develop a personal view on ethical questions raised in science.
- Developing responsibility in learning and setting personal targets.
- Listening to the view points and ideas of others.
- Acquiring a code of behaviour when visiting a place of worship.
- Learning about another culture presented through a cross-curricular approach (see guidance).

### Beyond the Formal Curriculum, the School will:

- Encourage pupils in personal conversations and during discussions in lessons, to express such feelings as wonder, change, unease, injustice or inequality whilst listening carefully to others' questions and responses.
- Treat pupils, staff and governors with respect, regardless of personal feelings.
- Invite close involvement with the church, and regular participation in church services.
- Set high expectations through formal discussion which will lead to raised awareness of high moral standards inside and outside the classroom.
- Provide pastoral care from all staff giving pupils the chance to see caring in action.
- Provide opportunities to welcome or give a vote of thanks to visitors and visits from outside school culture.

There are a number of out of school activities and community links and these reflect the importance Gainford Church of England School puts on these opportunities to develop children's interests, talents and abilities whilst supporting and enhancing the curriculum. The school has achieved:-

- Healthy Schools Award
- Investors in Children
- Anti-bullying accreditation
- Artsmark
- Becta Award
- Primary Science Quality Mark
- Eco-Schools Award

Out of school clubs (as part of Wrap Around Care) include: football, dance, chess, fencing, ukulele, recorder.

The School supports various charities including:

MacMillan Cancer Relief, Convoy Aid Romania, Poppy Appeal, Butterwick Hospice, Comic Relief and Disaster Emergency appeals.

### Management:

The SMSC co-ordinator, Mrs. Jo Kidd in conjunction with the headteacher will:

- Advise colleagues on resources, policies and information.
- Ensure that the policy for SMSC reflects the aims of the school and takes into account guidance offered by the Diocese, LA and DfE.
- Involve all staff in decisions and policy making.
- Attend relevant in service and disseminate information to staff.

Appendix

Spiritual, Moral and Cultural Development November 2013

Much evidence can be found in the various Celebration files in HT Office

Statement from Ofsted Evaluation Schedule	Reception	Year 1/ Year 2	Year 3/Year 4	Year 5/ Year 6
..are reflective about beliefs, values and more profound aspects of human experience, enabling them to develop curiosity in their learning, and as thoughtful, responsible individuals	Singing to Luncheon Club Using garden and storytelling area for reflection, and to collect items to reflect upon the world around us. Celebrate festivals such as harvest Diwali and Wasak.	Singing to Luncheon Club Using garden for reflection on uniqueness(PHSE Autumn 2013	Reflecting on the life of contemporaries from other cultures. i.e Nepalese children in Mountain topic	Archbishop of York Young Leader Awards  Diana Award Leaver's Assemblies in Gainford and at Durham Cathedral
	<i>Whole School</i> Whole School Curriculum, RE, Collective Worship in all its forms eg celebration and class-led worship, SEAL curriculum, Harvest Festival, Fundraising eg Red Nose Day, Convoy Aid Romania, selling poppies, aid for the Philippines and various fundraisers for Butterwick Hospice, solar panels / energy audits.			
..develop and apply an understanding of right and wrong in their school life and life outside school	We complete work from 'A time to talk' with Ginger the bear every week. We develop our class rules together.	Circle time activities Devising classroom rules Dogs' Trust visit (responsible dog ownership)	Deciding on class rules Class discussions about issues such as litter in the village.	Class debates and discussions
	<i>Whole School</i> Whole School Curriculum,SEAL curriculum inc SEAL assemblies, Anti-bullying Week, Collective Worship, Code of Conduct / Behaviour Management systems, Housepoint System, Targets, Playground buddies, links with the Church eg Remembrance assembly,			
..take part in a range of activities requiring social skills	Nativity, We complete work from 'A time to talk' with Ginger the bear every week. Sharing stories with	Nativity Sharing stories with Class 4 children Hosting parents/carers for Show Box appeal	KS2 – Production Educational visit- Middleton-in-Teesdale Filed Study Centre	Residential trips – Robinwood and London KS2 – Production Cake Sale for charity

	Class 4 children			'Love Food' initiative Archbishop of York Young Leader Awards
	<i>Whole School</i> Whole School Curriculum, Extra-curricular activities, group work in lessons, School Council, team sport, chess, PTA events eg Christmas Fayre, Carols Around the Tree, Big Spring Clean, Big Sing, Talent Show After school/ breakfast club activities			
..develop awareness of and respect for diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability	Anti-bullying week activities.	Anti-bullying week activities	Racial Bullying assembly led by Police Nov 2012	Paralympic sports (Oct 2012) Racial Bullying assembly led by Police Nov 2012 Involvement with Childline (Jan 2013)
	<i>Whole School</i> Whole School Curriculum, RE Curriculum, Anti-bullying week, SEAL activities, Collective Worship, 'Vision Skills' (Oct 2012),			
..gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training	Going for goals and moving on SEAL work	Going for goals and moving on SEAL work	Child Pedestrian Safety Campaign Tutorials with headteacher First Aid Training (June 2013)	Bikeability Safety Carousel Transition Arrangements Enterprise Events Master-classes Interaction/ lessons with teachers and students from local secondary schools  Tutorials with headteacher First Aid Training (June 2013) 'Love Food' initiative

	<i>Whole School</i> Moving up Day, Pupil involvement in writing school reports, target-setting, PE Week, counselling when required, Anti-bullying week, digital safety curriculum			
..develop an appreciation of theatre, music, art and literature	Visits to our village theatre, appreciation of art from famous artists during art lessons.	Visits to our village theatre, appreciation of art from famous artists during art lessons.	Big Sing Tees River Trust artwork (July 2013)	Visit to Lion King and Globe Theatre
	<i>Whole School</i> Whole School Curriculum, Reading a range of books for enjoyment, Music Lessons, violin lessons (KS2), Nativity (KS1), Summer performance at Academy Theatre (KS2), Literature in English Lessons, World Book Day, Visiting bands eg Compara Batiola (July 2013) Village Art Exhibition, Egg –decorating competition, Christmas Pantomime, Dwaine Pipe Play (March 2013) Book Fair, visits to Bowes Museum, Talent Show			
..develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain	Voting for who gets the head teachers award. Open discussions when children ask about the current news.	Monitoring jobs Preparing for school councillor elections; taking part in voting	Campaigning and participation in hustings and elections for school councillors.  Deputising for Buddies/monitors	Extra responsibilities around the school. Campaigning and participation in hustings and elections for school councillors.
	<i>Whole School</i> School Council (esp from Y2), SEAL curriculum, other opportunities to vote eg school meals menu,			
..respond positively to a range of artistic, sporting and other cultural opportunities	Discussions and assemblies about current news. Swimming lessons, participation in sports day.	Swimming / Climbing lessons	Swimming / Climbing lessons School football team training and participation in Teesdale League Chess League	Swimming / Climbing lessons School football team training and participation in Teesdale League Chess League
	<i>Whole School</i> Whole School Curriculum, PE Lessons, PE Week (Oct 2013), School Sports Day, Village Sports Day, Village Art Exhibition, Extra-curricular, Horticultural Show, Story Tellers Chair area, Art Competitions e.g. design a logo for Parish Council.			
..understand and appreciate the range of different cultures within school and further	Visit of Buddhist Monk, celebration of Diwal	Visit of Buddhist Monk	Chernobyl talk (March 2013)	Chernobyl talk (March 2013)

afield as an essential element of their preparation for life	and Wasak within RE sessions.			
	<i>Whole School</i> RE lessons, Barnabas days, Links with the Church / christian ethos, aspects of MFL, Collective Worship, visits and visitors eg Japanese students, Lesotho Link, links with other school			

HB Nov 2013