**Tacolneston & Morley CE Primary Academies Federation**

*As each has received a gift, use it to serve one another, as good stewards of God's varied grace*
*1 Peter 4:10*

*Work together, learn together, grow together…*

# Spiritual, Moral, Social and Cultural Policy

All policies at Tacolneston & Morley CE Primary Academies Federation should be taken as part of the overall strategy of the school and implemented within the context of our Safeguarding Policy and our vision, aims and values as Church of England Schools.

# Agreed: Spring 2023

# Head Teacher:          Governor:

# Review: Spring 2026

# Spiritual, Moral, Social and Cultural Policy

**Executive Head Teacher:  Mrs Laura Green**
**Chair of Governors: Mr Alan Kent**

We are committed to promoting each child's spiritual and moral, social and cultural development.

<u>Spiritual Development</u>

*The Church school offers a spiritual and moral basis for the development of human wholeness and a sure foundation for personal and social values based on the person and ministry of Christ. The Church school offers a distinctive language for understanding life and interpreting human experience.  As a community of faith, the Church school should, in its best expression, reflect the nature of the Trinity, a life shared and defined by reference to others. Here we can begin to discover who we are, why we are, and – perhaps most importantly – what we might be.*

The Way Ahead
Church of England Schools in the New Millennium
Church House Publishing 2001

Spirituality can be broadly defined as the *'third dimension'* of  existence alongside the physical and mental. Spiritual awareness involves self awareness or self knowledge, forming relationships, asking ultimate questions in the search for the meaning and purpose of life, a sense of awe and wonder, beliefs and values, creativity and feelings and emotions.

<u>Aims of Spiritual Development at Tacolneston & Morley Federation</u>

- To develop the ability to use all one's senses
- To foster the emotional life of the pupil, particularly with regard to the experience of feelings
- To sustain the self esteem of pupils in their learning experiences
- To promote opportunities for stillness, silence and reflection
- To develop individual self confidence in expressing inner thought in a variety of ways
- To develop an acknowledgement and awareness of the principles and values by which we live
- To recognise the value of relationships and each person as a person of worth
- To provide opportunities for the expression of imagination, insight, empathy and understanding throughout the curriculum
- To encourage the search for meaning, the quest for learning and the joy of knowing

- To secure an effective spiritual dimension for all pupils alongside our Christian mission

To fulfil these aims we:

- Embrace the recommended Church of England Values For Life and the values of freedom and democracy that underpin the society in which we live and teach.
- Involve every area of the curriculum, including PSHE in contributing to the pupil's spiritual development
- Actively value individuals through our policies and reward systems, in class circle times, in assemblies and times of collective worship and especially in the ways we value and display children's work.
- We involve pupils in decision making and taking responsibility by creating classroom codes of conduct and through regular meetings of the School Council and Ethos Group.
- Have regular times of stillness and reflection in Collective Worship and daily periods of class quiet reading and prayer time.
- Encourage everybody to listen carefully to others.
- Aim to develop thinking skills associated with spirituality in thematic assemblies and collective worship and in celebrating all children's successes, however small.
- Provide a coherent scheme of work for Personal, Social, Health and Citizenship Education that encompasses aspects of spiritual education in its work on relationships, values and beliefs. We have also use of PATHS materials to support our PSHE curriculum.
- Acknowledge the valuable contribution made by R.E. towards the spiritual development of the children, and especially the opportunities to explore, reflect on and respond to human experiences.
- Encourage all staff of the school to follow the principles of Tacolneston & Morley Federation in providing a caring, safe and supportive pastoral environment using opportunities as they arise as well as those planned for to enhance the children's confidence of their place in the school and the wider community.

Moral Development

Moral development is the process by which people establish their own moral framework in life as they come to decide **what** is right and wrong, **why** it is right and wrong, and **how** they are going to respond to that knowledge.

At Tacolneston & Morley Federation we aim to:

- Provide a learning environment that is safe, stimulating, happy and orderly, which ensures effective teaching and learning and encourages pupils to be actively engaged  in their education

- Promote and implement an effective approach to self-control and assertive discipline through our Behaviour policy.
- Deliver a programme of 'Values' which is at the core of our mission. These values are based upon Christian principles, which are reviewed annually and promoted through Collective Worship; within the curriculum and as part of our behaviour rewards system
- Provide a balanced curriculum which incorporates the National Curriculum and promotes moral, intellectual, social, physical, spiritual, cultural and emotional development
- Encourage the development of personal qualities such as lifestyle, resourcefulness, confidence in a changing world, respect for other people, cultures and environment, awareness of industrial and economic understanding and an appreciation of the responsibilities of citizenship
- Ensure that the school environment and curriculum provide all children with opportunities to succeed and feel valued, whatever their background, sex, creed, ethnic group or abilities
- Involve parents in the joint responsibility of the education of their children, including the development of skills of courtesy, co-operation and respect for school routines and property
- Promote the school facilities as a resource for the community and play a part in developing that community
- Maintain a working environment for all staff that is congenial, safe and focussed on effective well being for all, whilst providing challenge. There are opportunities for professional and personal development whilst being conducive to maintaining individual commitment to the core purpose of the school.

The basic principles that our school aims encourage include:

- A strong Christian commitment
- Good and effective organisation and communications
- Good working practices, co-operation and care for property
- Positive, respectful relationships and a recognition of the need for qualities including perseverance and forgiveness, hope and humility
- The pursuit of learning and truth, developing everyone's potential within and beyond the establishment
- Recognising the value of all individuals, celebrating diversity and differences

The following aims for pupil's moral development result from our basic values:
- Pupils should know what is expected of them and why such behaviour is expected
- Pupils should learn to make intelligent and responsible moral decisions and be congratulated for doing so
- Pupils should have the will to do what is right

We promote these aims in the following ways:

Through:

- **Teaching and learning styles**

All staff are expected to adapt their approach and teaching styles to meet the personal and learning needs and interests of their pupils, sending out the message that individuals are cared for and listened to as people of value:

- **Pastoral Support**

If the children need support or want to talk to an adult, they know that a number of staff will be available as necessary. Staff will ensure that they give time to each individual. Staff includes all adults present at the school;

- **Behaviour**

Our expectations are high and pupils are made aware of behavioural expectations through our school rules.

- **Relationships**

We are an inclusive school where relationships are effective and supportive. Good relationships are promoted throughout our school community and a happy, secure and safe atmosphere is considered essential to maintain well being for all

Pupils are actively involved in determining the whole school rules and class rules which they are expected to observe in school and in class. The children are involved in the negotiation of class rules at the beginning of each year. These are displayed in each classroom.

Pupils are given a lead by example from older members of the school community, especially those in authority. The development of the school buddy system helps this process.

All staff in the classroom and the playground automatically monitor pupil's behaviour.

Moral and value messages are delivered during times of collective worship and the ethos of the school community is also reinforced. Assemblies and collective worship may focus on values, morals and behaviour issues as well as celebration of achievement. These are built into the collective worship plans and are also included as issues arise.

Moral values are accessed throughout the curriculum as it is recognised that all subjects can raise moral questions and challenges.

Opportunities to explore moral issues particularly arise during PSHE, circle time, School Council meetings, Ethos Group meetings and R.E.  We are also able to explore moral issues with our parents/carers during our termly Parent Forum meetings.

**SMSC Education within the curriculum**

Spiritual and Moral, Social and Cultural questions and challenges can arise in almost any curriculum area:

- RE and collective worship make a major contribution to pupils' understanding of the relationship between beliefs and behaviour, and the values and priorities of believers of different faiths

- Collective worship is an important vehicle for delivering moral messages and reinforcing the ethos of the school community
- Staff talk to children on topics such as relationships as part of the PSHE curriculum and when specific situations arise. Self esteem, bullying, conflict management etc., are part of the PSHE programme
- Moral issues can be brought to the School Council
- English raises moral issues in many different ways, allowing the pupils to empathise with others and approach issues from different points of view. Speaking and listening exercises are the opportunity to listen to and evaluate the views of others
- Drama and music can develop collaboration or encourage pupils to explore complexities in human relationships in a safe environment
- Art and creativity provide visual and aesthetic stimulation and an opportunity to consider diversity, similarity and difference in other cultures
- History and geography raise questions about alternative structures and systems of society or encourage the evaluation of historical figures and their actions. They may raise questions of prejudice and discrimination
- Our global links provide an insight into social and cultural diversity
- Science – moral issues will arise through the study of the environment, the use of material resources, sustainability and environmental issues, health education and safety issues
- The Personal, social and Emotional strand of the Early Learning Goals addresses pupils' moral development and is integral to their learning in the Foundation Stage
- Charity work/ supporting the community and raising awareness of the needs of others provides valuable opportunities for reflection
- Children are encouraged to use their initiative and instigate activities that enable them to demonstrate commitment to particular good causes or personal charities
- Roles and responsibilities – librarian duties, buddies and monitors create opportunities

**Monitoring, Assessment and Reporting**

Teachers will automatically monitor pupils' responses and behaviour in the classroom and playground. They will know which children struggle with an understanding of right / wrong, truth / falsehood in their dealing with others. Staff record specific details on the behaviour log, stored on the school server. Moral development is assessed by observation of pupils' behaviour and the manner in which they express their understanding verbally or non verbally. Feedback is provided as appropriate and dialogue takes place with parents and guardians in order to support personalised learning for individuals