

CRICK PRIMARY SCHOOL

SPIRITUAL, SOCIAL, MORAL AND CULTURAL EDUCATION

STATEMENT

The Governors, Headteacher and Staff of the school believe that spiritual, moral, social and cultural development is the formation of values and as such should permeate the life and work of the school.

We all individually strive to focus on this aspect of children's development throughout the planning and implementation of all curriculum areas and ensure that they underpin the daily life of the school.

UNDERSTANDING

We believe it is important to state our understanding of each of the areas.

SPIRITUAL DEVELOPMENT

The growth of each individual's inner self, and an ability to express this through self respect, worship and creativity leading to personal fulfilment and the search for answers to fundamental questions.

CULTURAL DEVELOPMENT

Understand and respect the beliefs, values, customs, knowledge and skills which form the basis of identity and appreciate the diversity in societies.

MORAL DEVELOPMENT

The developing ability to distinguish between right and wrong and giving the desire to do what is right whilst taking others into consideration.

SOCIAL DEVELOPMENT

Develop an understanding of institutions, structures, cultural influences and processes of society being able to participate co-operatively and productively in the community.

VALUES AND VISION FOR CRICK PRIMARY SCHOOL

Our mission statement serves as our vision

Sharing together, learning together in a caring atmosphere of
trust, mutual respect and harmony

Before we can state our values we need to define the term value.

“Values are those beliefs and ideas that we hold dear and which we stand for and which we seek to live out in our lives and promote in the lives of others.”

“Something we believe in which affects the way we behave.”

The values we hold dear and believe in in school are:-

- Mutual politeness, good manners, respect and trust are essential qualities to be displayed by all members (RESPECT/HONESTY). A caring and supportive environment provides all with the opportunity to express feelings and concerns either through Personal Social Education and sharing time or in private (FREEDOM).
- We provide all in our school with emotional and physical security by creating a positive environment where all are valued. Children are given the confidence to express themselves and ‘have a go’. We aim to give everyone a feeling of self-worth and a positive self esteem (SELF-ESTEEM/SELF WORTH).
- Everyone has the right to be listened to and kept informed of what is happening. We communicate with the children by talking, with our parents and governors through an ‘open door’ policy and regular newsletter. Our contribution to the ‘Crick News’ informs the wider community.
- We actively promote mutual respect and politeness towards everyone in our community and sensitivity towards other’s beliefs, including religious beliefs. We accept that everyone is different and that all have a positive contribution to make to society (COMPASSION).
- We maintain a positive attitude in school and make every effort to turn negatives into positives.
- Children of all ages are given responsibility to take an active part in school life and to look after and help each other (RESPONSIBILITY/LOYALTY/KINDNESS).
- We provide an attractive and cared for environment: children are made aware of their responsibility towards it, valuing, enjoying and caring for it (RESPONSIBILITY/RESPECT).

Through the hidden and planned curriculum we aim to offer learning opportunities for moral, social, spiritual and cultural development.

EXPECTATIONS FOR EACH CHILD**Ways in which we make provision for, foster and develop spiritual, social, moral and cultural education**

- has a good posture and self-esteem
- has self-value and self-respect and is able to value and respect others
- has positive attitudes
- can express innermost thought and feelings and can appreciate creativity in others
- is taking increasing responsibility for themselves and their own learning
- recognising own strengths and weaknesses. To develop and use strengths and endeavour to improve weaknesses
- to celebrate success and cope with failure
- is developing personal beliefs
- has an ability to empathise with other peoples values, feelings, emotions and beliefs and recognise that these may be different from their own
- is able to reflect on their own, and other peoples, lives and beliefs
- has a sense of being moved by beauty and kindness, hurt by injustices or unkindness, a growing awareness of when it is important to control emotions and feelings
- give praise
- positive attitudes are inculcated by the school ethos
- treat everyone with respect
- involve the whole school, governors, parents, teaching and support staff , children, visitors
- special certificates and shield presented to children regularly
- award housepoints
- good classroom management, well planned teaching and varied learning styles
- setting and evaluation of targets - personal targets, targets on the annual report, behaviour targets, work targets
- display of children's work recognising achievement and value
- keep photographic records for children to refer to
- extra-curricular activities - games, art, music
- residential visits
- through R.E. and collective worship
PSE Time
literature and poetry
life-stories - written, given by visitors
learning about all faiths
fund-raising
- looking at the way of life in this and other countries, cultures and ages through - geography, history, R.E., e-mail, music, story telling, foreign links
- using drama and role play as a way in to express feelings

Expectations (cont.)

- has a growing understanding of what is real and imaginary
- is learning to cope with life's patterns - joy, success, trial, death
- has a sense of right and wrong and an understanding of cause and effect
- is developing a sense of conscience
- is willing to make commitments to other people, beliefs and abstract principles like truth and beauty
- is able to forgive
- has an understanding of their place in society (e.g. in the school)
- can value and appreciate other people's points of view
- has an ability to reflect on themselves, how others see them, how they treat others and what others may feel and believe
- has an awareness of their environment, a developing curiosity and a feeling of wonder, and a sense that there may be something 'greater' than themselves
- has an appreciation of the beauty of the natural world
- is aware of the fragility of the environment and a developing appreciation that natural resources are finite and need to be conserved
- has an appreciation of the vastness of the universe and their place in it

Provision (cont.)

- encouraging the emergence of this maturity by their experiences of the world - discussion of stories and legends, recognition of the 'rites of passage' rituals, e.g. tooth fairy, Father Christmas
- through the school organisation and ethos
- school behaviour policy
- children are given individual responsibility
- an expectation that given tasks will be completed well
- in PSE explore expectations of and commitments to, friendships
- discussion inspired by stories
- through R.E. and collective worship - teachings of Jesus, 'life stories' and stories from other faiths
- children are encouraged to work collaboratively, amicably and constructively in group work
- conflicts are resolved through discussion
- given choices to make
- providing a stimulating environment for creative play
- provision of a stimulating, interesting and cared-for internal and external environment
- through the curriculum
- through discussion, visitors, teaching about re-cycling and conservation
- stopping to consider and discuss natural phenomena through video, story, personal experience, R.E.

xpectations (cont.)

- is learning to enquire in an open-ended way
- is able to reflect on their environment

Provisions (cont.)

- made aware of the beauty of the school environment and the wider environment and our very small space within it
- magic moments

Through the activities we offer we encourage the children to reflect upon the meaning and implication of what they have seen, heard and experienced.

Review Date: 2003