



Spiritual, Moral, Social and Cultural Policy

Godinton Primary School

November 2014

Policy approved by Governor's Strategy Group 12/11/2014

This Policy is due for renewal in Term 2 2016 - 2017

Spiritual, Moral, Social and Cultural Policy

1. The Purpose of this Policy

To ensure that Godinton Primary School provides opportunities for pupils to develop spiritually, morally, socially and culturally.

2. Content of the Policy

In the four areas we have attempted to define the behaviours, attributes and abilities that we would hope to see in our pupils if we were being successful in the delivery of this policy. These behaviours, attributes and abilities are:

Spiritual

- Excitement, generosity of spirit, reflection, creativity, enthusiasm, happiness, wonder, imagination, exhilaration and pride.
- They share thoughts, feelings and views in conversation and make perceptive comments.
- Address the questions of life, grasp the idea of wonder, experience deep feelings about what happens to them and understand how beliefs and values shape motivation.

Moral

- Honorable, respectful, ethical and fair.
- They recognise the need for rules to govern right and wrong conduct.
- Appropriate questioning of all that goes on around them.

Social

- Politeness, courtesy, self-discipline, self-awareness and caring.
- They value others and understand the need to be able to work with others.
- Address their own difficulties and the difficulties of others.

Cultural

- Awareness of their own culture and of other cultures. Recognition of the interaction between cultures.
- They are able to apply their learning to different cultural circumstances.
- Recognise their own need and the needs of others for a wide intellectual development.

3. Procedures and implementation

This will be achieved through:

- Opportunities in the curriculum and especially our curriculum for PSHE and Citizenship
- The general ethos of the school
- Responsibilities undertaken by the children e.g. prefects, monitors, school council representative
- Our implementation of Emotional Literacy initiatives and support

- Whole school initiatives such as participation in activities for Anti-Bullying Week or raising money for a specific charity
- Our whole school target of the week
- An audit of the implementation of 'every Child Matters' across the school
- Adults as role models, high expectations of staff behaviour
- Collective Acts of Worship
- Celebration Assemblies, Rewards and Citizen Tea Parties
- Reinforcements of pupil behaviour around school, setting high expectations for manners, respect for school property etc.
- Opportunity to work with representatives of different faith communities, other cultures or from different countries

4. Equal Opportunities and Racial Equality

All school policies have an explicit aim of promoting race equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

Godinton School provides a broad and balanced curriculum for all pupils. The school accepts the three principles in the statutory inclusion statement for the National Curriculum:

- Setting suitable learning challenges for all pupils
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

We recognise that citizenship presents opportunities for encouraging respect for diversity.

Our curriculum co-ordinators are responsible for ensuring their subject programmes/schemes of work raise awareness of multi-cultural issues and challenge stereotypical views of different racial groups and nomadic communities. In the purchase of resources, our curriculum co-ordinators will ensure that materials reflect and celebrate ethnic and cultural diversity.

5. Looked After Children (LAC)

As for all our pupils, Godinton Primary School is committed to helping every Looked After Child to achieve the highest standards they can. To this end staff will ensure that in delivering the curriculum they set suitable learning challenges of LAC, respond to the diverse learning needs of LAC, and help to overcome the potential barriers to learning and assessment for LAC.