



Grange View C.E. First School
 Grange Road, Widdrington
 Morpeth, NE61 5LZ.
 Telephone: 01670 790 686
 email: admin@grangeview.northumberland.sch.uk
 Headteacher: Mrs Louise Laskey



We aim to SPARKLE!

Our Christian Vision is that- Everyone sparkles.

Grange view welcomes everyone to flourish and thrive. We are lifelong learners that strive to achieve our God given potential.

So don't hide your light! Let it shine brightly before others.

Matthew 5:16 The Passion Translation of the bible

Our Ethos

The children are living a Christian life where they aim to sparkle, thinking about our core Christian Values; Love, Friendship, Trust, Forgiveness, Respect and Wisdom

Our Aims

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.



Grange View C.E First School

Spiritual, Moral, Social and Cultural Development Policy

April 2020

At Grange View CofE First School we believe that the Spiritual, Moral, Social and Cultural development of the children within our School is of paramount importance.

It is crucial for individual pupils and it is crucial for society as a whole. We believe it is the heart of what education is all about - helping pupils grow and develop as people.

Spiritual, Moral, Social and Cultural Development is cross curricular and promotes the aims and principles of all policies across the school. These policies all underpin the Curriculum model as putting the child at the centre of all we do.

Staff endeavour to make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils in all areas of the curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle time, collective worship.

The importance of relationships between all school staff, parents and governors is crucial. These relationships will be characterised by mutual respect, positive attitudes, by the willingness to listen and be listened to and by the valuing of all pupils.

We have the daunting privilege to be able to help shape our children's future. We must hold our children in the palm of our hands, nurture and protect them, yet provide them with exciting and adventurous challenges. Provide good role-modelling and inspirational learning opportunities which stimulate their minds, bodies and souls and give them the ability, to become solution-minded individuals who work for co-operation not conflict, people who are prepared to show tolerance and celebrate multi-cultural and multi-faith differences and uniqueness.

Spiritual development- page 3

Moral development – page 6

Social development- page 9

Cultural development – page 12

Spiritual Development

Rationale:-

‘Spiritual Development is the development of the awareness that there is something more to life than meets the eye, something more than the obvious, something to wonder at, something to respond to’
(Terence Copley)

Developing spiritually involves helping each of our pupils to become a person in the fullest sense of the word. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

Developing spiritually means:

- Making sense of our lives so that we find a meaning and purpose for living, a uniqueness, understanding of self and others.
- Acquire a set of personal beliefs and a faith by which to live.
- Develop an ability to communicate their beliefs, their values and experiences to others and to listen to those beliefs, values and experiences of others with courtesy and respect.
- Develop a better understanding of themselves and their relationship with others and the environment, a sense of awe and wonder, and for some this will mean a better understanding of their relationship with God.
- Develop self-confidence and self-esteem, the factors that determine the sort of people they will become.

Aims and Purposes:-

We aim to promote Spiritual Development both implicitly and explicitly by acting as excellent role models and providing a rich environment whereby pupils learn:-

- to value themselves
- to value relationships
- to value School/Community and wider Society
- to value the environment/our world

Guidelines and Teaching Strategies:-

The aims set out above contain within them the following teaching and learning objectives, through which Spirituality can be developed in our School.

Valuing themselves:-

- recognising their own inner life; who they are and what makes them unique.
- reflecting on and questioning their beliefs, values, emotions, feeling and interpretations;
- developing self-respect;
- acquiring an understanding of themselves and their responses to fundamental questions, including questions about God and the meaning and purpose of life.

Valuing relationships:-

- understanding and appreciating love, friendship and interdependence as major sources of well-being and happiness ;
- caring for others, showing they are valued;
- exercising compassion, good will and commitment in relationships.

Valuing School/Community and wider Society:-

- understanding and appreciating the importance of harmony within School/Community and the wider world, to human well being.
- understanding and carrying out their responsibilities as pupils and members of the community;
- cooperating with others in the pursuit of truth, freedom, justice and peace.

Valuing the environment:-

- understanding and appreciating the interconnectedness of all forms of life;
- reflecting on and celebrating the earth and universe as sources of sustenance, inspiration and challenge to human creativity – it is in our hands!

There are five areas through which Spiritual Development is actively promoted in Grange View Church of England First School:

- The Mission Statement.
- The Whole Curriculum, including PSHE, RE and Forest Sch.
- Collective Worship
- Extra Curricular Activities
- Links with the Church and the Community

The Whole Curriculum:-

Spiritual Development is not taught as a separate subject or curriculum area, it is not content driven. It flows through the entire school curriculum.

Collective Worship:-

Children are engaged daily with an extensive and varied program of worship; planned and led by staff, visitors and by the pupils themselves

It is a time for pupils & adults to pray, reflect, sing or be silent. It gives everyone the opportunity for their own `spiritual time` with God and with each other. See Collective worship policy.

Links with the Church and the Community:-

We have close links with our local church. The local Vicar visits school to participate in Collective Worship and other school activities. Once a month the church community run an after school club for children and their parents. The support offered both formally and informally to the whole workforce supports our `spiritual` development beyond measure – relationships between all stakeholders in school provide excellent role models for pupils.

Several members of the Parish support learning in school as volunteers.

Members from other Christian Churches in the local area are welcomed into school to lead worship.

Global Awareness:

Through fund raising activities pupils are encouraged to support a variety of initiatives and organisations Locally, Nationally and Internationally.

Assessment and Co-ordinator responsibility

We cannot teach Spiritual Development, but we can provide learning opportunities for it to happen, these can then be monitored and evaluated, but often not as written outcomes as these are personal experiences to each individual pupil – however we aim for the impact that Spirituality has on our pupil's lives to be clear for all to see. Each child matures and grows while in our school and learns about compassion & forgiveness.

The Whole Staff will Monitor and Evaluate the Spiritual Development opportunities provided for our Pupils by:-

- To undertake occasional audits of school displays to ensure there are opportunities to learn about other countries/cultures and that they do not reinforce stereotypes
- To compile and update a bank of resources (including artefacts and books) to support teachers in helping pupils to learn about other cultures
- To complete work scrutinies to ensure work reflects SMSC principles and values of the school and wider community.
- Ensuring that their policy documents and schemes of work make opportunities for SMSC Development.
- Ensuring that the Collective Worship they are leading will incorporate the opportunities for SMSC Development.
- As part of the Monitoring and evaluation Review cycle the staff may be required to annotate medium/short term planning to highlight SMSC Development opportunities to aid the review process.

Moral Development

Rationale:-

Morality - how people behave, including their intentions, motives and attitudes. Moral development is about pupils developing empathy, being able to put themselves in someone else's place and being able to see things from different points of view.

At Grange View pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. We work towards an understanding of what is right and wrong, from this basis we hope that pupils may develop the ability to make judgements and to become increasingly responsible for their own actions and behaviour.

Moral Development:

- To be able to distinguish between right and wrong.
- Know that society has commonly agreed norms of behaviour.
- Know that religions have codes of behaviour by which their followers live out their lives, and knowing that not everyone agrees about what is right and wrong.
- Acquire a moral value system of their own.
- Develop their own beliefs about what is right and wrong and begin to live out their life according to their own beliefs. Understanding how this might affect themselves and others.
- To be able to make decisions, accepting and understanding consequences of their actions.

Aims and Purposes:-

Moral development refers to the pupils' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong.

We aim to promote Moral Development both implicitly and explicitly by acting as excellent role models and providing a rich environment whereby pupils learn:-

- to value themselves
- to value relationships
- to value School/Community and wider Society
- to value the environment.

Guidelines and Teaching Strategies:-

The aims set out above contain within them the following teaching and learning objectives, through which Morality can be developed in our School.

Valuing themselves:-

- Living with integrity according to what they understand to be right.
- Discipline themselves to make responsible use of their talents, rights and opportunities.
- Balancing their rights and responsibilities and those of others when making decisions about how they should act.

Valuing relationships:-

- acquiring and practising those skills needed to form and sustain good relationships – being a good friend
- respecting the privacy and property of others;
- earning loyalty and trust and confidence.

Valuing School/Community and wider Society:-

- acquiring the will and the ability to be responsible members of the School, local, national and global communities;
- setting aside self-interest to work for the common good;
- understanding and respecting the rule of law.

Valuing the environment:

- accepting stewardship of habitats, species and the environment shaped by humanity
- recognising their personal obligation to promote the well-being of all, including generations and species other than our own.

There are five areas through which Moral Development is actively promoted in Grange View Church of England First School:

- The Mission Statement.
- The Whole Curriculum, including PSHE & Thinking Skills
- Collective Worship
- Extra Curricular Activities
- Links with the Church and the Community locally, nationally and globally.

The Whole Curriculum:-

Moral Development is not taught as a separate subject or curriculum area, it is not content driven. It flows through the entire school curriculum; in particular, subject areas such as PSHE and RE give many opportunities for discussion to take place.

Collective Worship:-

A unique time for pupils to explore and share beliefs, to celebrate the various achievements of pupils and members of the community that are held to be of worth and to think about the meaning and purpose of life, to think about the needs of others and to develop a sense of community. As a Church school our Collective Worship is based on Christian beliefs we promote understanding, tolerance and forgiveness. See collective worship policy.

Links with the Church and the Community:-

We have close links with our local church. The local Vicar visits school to participate in Collective Worship and other school activities. Once a month the church community run an after school club for children and their parents. The support offered both formally and informally to the whole workforce supports our 'moral' development beyond measure – relationships between all stakeholders in school provide excellent role models for pupils.

Several members of the Parish support learning in school as volunteers.

Members from other Christian Churches in the local area are welcomed into school to lead worship.

Global Awareness:

Through fund raising activities pupils are encouraged to support a variety of initiatives and organisations Locally, Nationally and Internationally.

Assessment and Co-ordinator responsibility

Moral Development is not taught as isolated subject but is part of the whole life of the school. We provide clear models of good behaviour and aim to be good role models. We develop codes of conduct alongside the children so that they have an understanding of why these are necessary. Incidents, which occur in school, may give an opportunity for teaching about morality and behaviour.

We provide learning opportunities for moral development to happen, these can then be monitored and evaluated, but often not as written outcomes as these are personal experiences to each individual pupil – however we aim for the impact that moral development has on our pupil's lives to be clear for all to see. Each child matures and grows while in our school and learns about understanding, compassion & forgiveness.

The Whole Staff will Monitor and Evaluate the Moral Development opportunities provided for our Pupils.

- To undertake occasional audits of school displays to ensure there are opportunities to learn about other countries/cultures and that they do not reinforce stereotypes
- To compile and update a bank of resources (including artefacts and books) to support teachers in helping pupils to learn about other cultures
- To complete work scrutinies to ensure work reflects SMSC principles and values of the school and wider community.
- Ensuring that their policy documents and schemes of work make opportunities for SMSC Development.
- Ensuring that the Collective Worship they are leading will incorporate the opportunities for SMSC Development.
- As part of the Monitoring and evaluation Review cycle the staff may be required to annotate medium/short term planning to highlight SMSC Development opportunities to aid the review process.

Social Development

Rationale:-

The Social development enables pupils to become conscientious participants in their family, class, school, the local, wider and global community. Within this there should be a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

- To relate positively to others
- To participate fully and take responsibility in class and school
- To use appropriate behaviour across a range of situations
- To work cooperatively with others
- To use own initiative responsibly
- To understand our place in our family, school and society
- To be sensitive to the needs and feelings of others
- To work as part of a group
- To interact positively across a range of situations, e.g. clubs, sports activities, visits, church services, etc.
- To develop an understanding of citizenship and to experience being a part of a caring community
- To show care and consideration for others e.g. sharing and turn taking
- To realise that every individual can do something well and have something to offer.

Aims and Purposes:-

We aim to promote Social Development both implicitly and explicitly by acting as excellent role models and providing a rich environment whereby pupils learn:-

- to value themselves
- to value relationships
- to value School/Community and wider Society
- to value the environment

Guidelines and Teaching Strategies:-

The aims set out above contain within them the following teaching and learning objectives, through which Social skills can be developed in our School.

Valuing themselves:-

- Understanding and being confident in the contribution they make to their families and to local, national and global communities.
- Taking responsibility within their own capabilities for their own lives.
- Striving with others for knowledge, wisdom and understanding

Valuing relationships:-

- understanding and appreciating the contribution to human well-being of a wide range of relationships
- accepting and respecting differences

- cooperating with others in pursuit of shared goals

Valuing School/Community and wider Society:-

- Beginning to understand that Schools and Communities and Counties have committees and bodies of people who work for the common good
- Take responsibility for their own well-being and take part in the decision taking matrix of school – school council/surveys etc.

Valuing the environment:

- Recognising that a happy life-style is best achieved when people are working together cooperatively, where everyone is listened to and respected, and that sometimes compromises have to be made.
- Understand and appreciate the universe in which we live.

There are five areas through which Social Development is actively promoted in Grange View Church of England First School:

- The Mission Statement.
- The Whole Curriculum, including PSHE, RE
- Collective Worship
- Extra Curricular Activities

Links with the Church and the Community

The Whole Curriculum:-

At GV the whole curriculum reflects the importance that we give to the Social Development of Pupils within our School.

Social Development is not taught as a separate subject or curriculum area, it is not content driven. It flows through the entire school curriculum, although subject area such as PSHE and RE give many opportunities for discussion to take place.

Collective Worship:-

A unique time for pupils to pray, meditate, reflect, be silent and to share socially many issues with God and with each other. Many of the themes help the children understand the needs of society as a whole. See collective worship policy.

Links with the Church and the Community:-

We have close links with our local church. The local Vicar visits school to participate in Collective Worship and other school activities. Once a month the church community run an after school club for children and their parents. The support offered both formally and informally to the whole workforce supports our 'moral' development beyond measure – relationships between all stakeholders in school provide excellent role models for pupils.

Several members of the Parish support learning in school as volunteers.

Members from other Christian Churches in the local area are welcomed into school to lead worship.

Global Awareness:

Through fund raising activities pupils are encouraged to support a variety of initiatives and organisations Locally, Nationally and Internationally.

Assessment and Co-ordinator responsibility

Social Development is not taught completely as a separate subject area. We provide learning opportunities for it to happen throughout the curriculum and all school life. These opportunities are observed, monitored and evaluated, but the outcomes are difficult to formally assess, as these are personal to each individual pupil.

The Whole Staff will Monitor and Evaluate the Social Development opportunities provided for our Pupils by :-

- To undertake occasional audits of school displays to ensure there are opportunities to learn about other countries/cultures and that they do not reinforce stereotypes
- To compile and update a bank of resources (including artefacts and books) to support teachers in helping pupils to learn about other cultures
- To complete work scrutinies to ensure work reflects SMSC principles and values of the school and wider community.
- Ensuring that their policy documents and schemes of work make opportunities for Social Development.
- Ensuring that the Collective Worship they are leading will incorporate the opportunities for SMSC Development.
- As part of the Monitoring and evaluation Review cycle the staff may be required to annotate medium/short term planning to highlight Social Development opportunities to aid the review process.

Cultural Development

Rationale:-

Cultural Development

Cultural development refers to pupils increasing understanding and response to those elements, which give societies, and groups their unique character. The school will promote the cultural traditions of our own area and the ethnic and cultural diversity of the world, so that the children have the freedom to make informed choices and in the simplest of terms, accept cultural diversity.

The pupils will be encouraged to:

- Appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills. Recognise those similarities and differences may exist between different societies and groups.
- Experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media
- Broaden, develop and enrich their interests and insights.

Some of the ways in which we promote cultural development at GV are:

- Educational visits
- Religious Education programme
- Collective worship
- Topic work
- Sensory experiences from other cultures
- The overall ethos of the school
- Visiting artists, musicians, and people from other cultures
- Visits to the libraries and museums
- Access to the Internet (Supervised)
- Multicultural / themed days
- Community cohesion policy and links with other schools in other countries.
- questioning
- ultimately to make informed judgements about cultural opportunities offered to them

Aims and Purposes:-

We aim to promote Cultural Development both implicitly and explicitly by acting as excellent role models and providing a rich environment whereby pupils learn:-

- to value themselves
- to value relationships
- to value School/Community and wider Society
- to value the environment.

Guidelines and Teaching Strategies:-

The aims set out above contain within them the following teaching and learning objectives, through which Cultural awareness can be developed in our School.

Valuing themselves:

- Developing a sense of their own identity
- Recognising how they, themselves are affected by a range of different cultural influences.
- Exploring, expressing, and reflecting on ideas, thoughts and feelings through a variety of forms of expression; appreciating a wide range of cultural contexts and aesthetic experiences
- Participating in a range of cultural activities

Valuing relationships:-

- Understanding how and why other people may think, feel, create, behave and live differently.
- Learning that a lack of cultural understanding can create problems
- Learning how to appreciate difference, and diversity.
- Recognising common values across cultures.

Valuing School/Community and wider Society

- developing a sense of belonging;
- understanding school/society as a mixture of the School, local, regional, national and international cultures;
- understanding how cultures interact and schools/societies change;
- making a contribution to school or society in general and accepting praise for its worth.

Valuing the environment:-

- identifying aspects of the environment which act as cultural influences;
- developing sensitivity towards the environment – appreciating the impact the environment has on own or others culture.

There are five areas through which Cultural Development is actively promoted in Grange View Church of England First School:

- The Mission Statement.
- The Whole Curriculum, including R.E, PSHE
- Collective Worship
- Extra Curricular Activities
- Links with the Church and the Community

The Whole Curriculum:-

Opportunities to nurture the cultural development of the children exist in all curriculum area at GV, the creative areas, PHSE, RE and collective worship in particular exposes children to a wealth of stimuli from their own culture and those of others. Visits out of school and visitors to the school will support this teaching. Teaching encourages participation in and appreciation of the wealth of cultural traditions and the beliefs associated with these. We encourage tolerance and appreciation of the beliefs, value and customs of different cultures.

Collective Worship:-

Through acts of collective worship we encourage an understanding of children's own culture and beliefs and nurture understanding of different cultures, faiths and cultural diversity. See collective worship policy.

Links with the Church and the Community:-

We have close links with our local church. The local Vicar visits school to participate in Collective Worship and other school activities. Once a month the church community run an after school club for children and their parents. The support offered both formally and informally to the whole workforce supports our 'cultural' development beyond measure – relationships between all stakeholders in school provide excellent role models for pupils.

Several members of the Parish support learning in school as volunteers.

Members from other Christian Churches in the local area are welcomed into school to lead worship.

Global Awareness:

Through fund raising activities pupils are encouraged to support a variety of initiatives and organisations Locally, Nationally and Internationally.

Assessment and Co-ordinator responsibility

- To undertake occasional audits of school displays to ensure there are opportunities to learn about other countries/cultures and that they do not reinforce stereotypes
- To compile and update a bank of resources (including artefacts and books) to support teachers in helping pupils to learn about other cultures
- To complete work scrutinies to ensure work reflects SMSC principles and values of the school and wider community.
- Ensuring that their policy documents and schemes of work make opportunities for Social Development.
- Ensuring that the Collective Worship they are leading will incorporate the opportunities for SMSC Development.
- As part of the Monitoring and evaluation Review cycle the staff may be required to annotate medium/short term planning to highlight Social Development opportunities to aid the review process.

Date: May 2020

Signed: _____

Chair of Governors

Review: