



Science

"Every child a Scientist"



The Kingswinford School
A science college Academy
Spiritual, Moral, Social and Cultural Development Policy

AIMS

One of the central aims of the school is to work towards the development of well rounded individuals, ready to take their place as adults in society.

The specific values of the school include the promotion and recognition of:-

- a common vision and sense of belonging by all, acting considerately and sensitively towards other people having respect for honesty and truth.
- the diversity of people's backgrounds, respecting others, their property, their rights and their beliefs.
- the belief that life opportunities are available for all.
- the continuation of positive relationships, accepting responsibility for one's actions and recognising the need for self discipline and commitment.
- the development of caring and thoughtful individuals within school and the wider community.

The school aims to create and sustain an ethos which will foster the spiritual, moral, social and cultural development of all students through:

The whole curriculum

The PSHE programme

Assemblies and fund charity raising events

Extra curricular and enrichment activities

Opportunities for student voice / involvement

RATIONALE

At The Kingswinford School we teach rights, respect and responsibility to all of our students. We hope that the teaching of a variety of topics encourages these character traits in our students to prepare them to become good adult citizens within British Society and we aim to foster 'Britishness'. We aim to be a '*Health Promoting School*', including giving all our students opportunity to develop their understanding of the three core PSHE themes: Health and Wellbeing, Relationships and Living in the Wider World. Throughout the wider curriculum and the school community, we actively promote the general ethos of *British values* and the development of *SMSC intelligences* for our students.

"The successful education of the whole child"

SPIRITUAL DEVELOPMENT

Spiritual development enables students to look within themselves, at their human relationships, at the wider world and at their vision of the divine or the ultimate reality with characteristics such as courage, hope, acceptance, strength, insight, compassion and love, so that they can better face the opportunities and challenges offered by life.

The school curriculum and extra-curricular activities enable students to consider their own position on moral and religious issues.

MORAL DEVELOPMENT

Moral development enables students to take an increasingly thoughtful view of what is right and wrong, to recognise the needs and interests of others as well as themselves and develop characteristics such as truthfulness, kindness, unselfishness and commitment to virtues such as integrity, justice and the will to do what is right. This can enable students to reflect on the value of living in ways that respect the well-being and rights of each person.

The school curriculum and extra-curricular activities challenge students to justify their views by sharing them with others, listening to others and encouraging them to resolve their disagreements.

SOCIAL DEVELOPMENT

Social development enables students to relate to others successfully through an understanding of the responsibilities and rights of being a member of various communities – family, school, local, national and global. It enables students to develop social skills, qualities, attitudes and characteristics such as tolerance, respect and a willingness to get involved.

The school curriculum, extra curricular and enrichment activities provide opportunities for students to co-operate and work as part of a team where they need to consider the views, feelings and wishes of others.

CULTURAL DEVELOPMENT

Cultural development enables students to develop their sense of their own place and identity in society and value and participate creatively in their own culture and the cultures of others by developing their appreciation of the arts, sport, music, travel

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and other aspects of culture. Cultural development makes a contribution to human wellbeing through enabling participation in diverse varieties of cultural life for the enrichment of individuals and communities. Cultural development enables students to develop understanding, qualities and attitudes which lead to appreciation or participation in local, regional, national and global cultures.

The school curriculum and extra-curricular activities provide opportunities for students to recognise, experience, reflect on, and appreciate cultural diversity.

‘Academies are all-ability, state funded schools managed by independent sponsors. An Academy is required to provide RE as part of their curriculum for all pupils. The RE that is taught in an Academy must be in accordance with the funding agreement. The funding agreement may state that RE will be taught in accordance with the locally agreed syllabus.

The Education Act 1996 states that an agreed syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions represented in Great Britain.’

The Kingswinford School has adopted the Dudley Agreed Syllabus.

SPECIFIC REQUIREMENTS

The Deputy Headteacher is responsible for

- Reviewing this policy regularly
- Review of Curriculum Area’s contribution to the spiritual, moral, social and cultural development of students.
- Informing the Governing body.

Curriculum Area Leaders are responsible for

- Keeping an overview of their subject’s contribution to the spiritual, moral, social and cultural development of students as part of their Curriculum Area Self-Evaluation Form
- Identifying cameos of good practice regarding spiritual, moral, social and cultural development

Governors are responsible for

- Reviewing this policy regularly
- To be aware how the school curriculum contributes to the spiritual, moral, social and cultural development of students in the school

Parents / carers are responsible for

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- Supporting the school in the spiritual, moral, social and cultural development of their children.
- Having an outline of the policy via the website.

Students are responsible for

- Engaging with the opportunities provided by the school for their spiritual, moral, social and cultural development

Policy distributed

Governors 20/10/14
SLT/ELT
Staff