

Policy Document

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT; RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP; TUTORIAL PERIODS

A SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Preamble

The Ofsted Framework for the inspection of schools under Section 9 of the Education (Schools) Act 1992 requires that the main findings of the report on a school should incorporate summary judgements on the four reporting requirements, the third of which is “the spiritual, moral, social and cultural developments of pupils”.

Descriptions

- **Spiritual** – the growth of the spirit, understanding own strengths and weaknesses, self respect, creativity, will to achieve own full potential and ability to ask, and try to find out answers to life’s major questions, including questions about the existence and nature of God in order to foster personal awareness and non-material well-being throughout life.
- **Moral** – the development of understanding of the difference between right and wrong, understanding of moral dilemmas, the will to do what is right, a willingness to consider others with concern and the ability to cope with moral conflict.
- **Social** – the development of understanding of the responsibilities and rights of being members of families and various communities (local, national and global) and the ability to relate to, and work with , others for the common good and to live up to these responsibilities and exercise these rights.
- **Cultural** – the development of understanding of how people of different cultures think, feel, create, behave and live. Its aim is to develop students’ sense of belonging within, value for, and engagement with local, regional and national cultures. At the heart of cultural development lies the encouragement of students to question, analyse, evaluate and reflect on their responses and the responses of others within a range of different cultural contexts and aesthetic experiences.
- Although each area is separately described, in classroom practice there will be greater interdependence.

STUDENTS' SPIRITUAL AND MORAL DEVELOPMENT

- The Academy aims to encourage students' spiritual and moral development and to create an ethos of tolerance to all religious groups.

Students' development in this area is addressed implicitly in the following ways:

- Academy aim;
 - Collective worship;
 - Students' behaviour and attitude;
 - Tutor periods;
 - The curriculum;
 - Students' relationships;
 - The code of conduct;
 - The rewards and support system
 - Assemblies;
 - Pastoral guidance and support;
 - Academy organisation and communication.
- Others areas where evidence of development in moral and spiritual aspects may be found would include:
 - Giving students responsibility (e.g. student receptionists);
 - Student council;
 - Celebration of Achievement evenings;
 - Charity weeks and Mufti Day participation;
 - Holocaust Memorial Day;
 - Work Experience;
 - Foreign visits;
 - Residential journeys and field trips;
 - Faculty Captains and Prefect system;
 - Team Games.

PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHEE)

- Section One of the 1988 Education Reform Act established general principles which entitle all pupils to a curriculum which is balanced and broadly based and which promotes the spiritual, moral, social, cultural, mental and physical development of pupils at the school and of society; and which prepares such pupils for the opportunities, responsibilities and experience of adult life.
- Harris Academy Falconwood promotes the general progress and well-being of individual students. The staff provide guidance and advice to students on educational and social matters.
- At Harris Academy Falconwood elements of PSHEE are delivered in different parts across the curriculum. Mapping of the curriculum and assemblies will indicate that the following issues, in particular, are integral to a student's education:

- communication skills
- decision making
- equal opportunities
- target setting
- health education
- responsibility
- citizenship
- personal relationships
- economic awareness
- social concern
- self-development
- self-confidence
- self-awareness

(This list is not exclusive)

KS3 PSHEE & KS4 PSHEE

- In addition to the above:
 - PSHEE is delivered as a discrete unit in each year group through Citizenship lessons. Total curriculum time in KS3 is three terms delivered at the beginning and close of the academic years. The remainder of the curriculum is given over to Citizenship but the lessons continue to cover relevant and appropriate PSHEE concepts. KS4 receive PSHEE through a comprehensive and challenging RE curriculum that gives students the opportunity to explore the risks and choices that they may have to take in their lives from a moral and legal standpoint. Again KS4 Citizenship also provides students with PSHEE learning opportunities through the one lesson a week allocation.

KS3 PSHEE Coverage:

- Drug Misuse
- SRE
- Bullying
- WRL
- Healthy Living
- Discrimination
- Financial Capability

KS4 PSHEE Coverage:

- Abortion
- Discrimination
- Tolerance
- WRL
- RISK
- Rights
- Responsibilities
- Managing Conflict
- Financial Capability

- Special events and outside speakers run sessions on SRE and Drugs Education.

CULTURAL DEVELOPMENT

- At the heart of cultural development lies the encouragement of students to question, analyse, evaluate and reflect on their responses and the responses of others within a range of different cultural contexts and aesthetic experiences.

CITIZENSHIP

- The National Curriculum for Citizenship at KS3 is delivered in a timetabled lesson. At KS4 all students cover Citizenship topics as part of special events when elements of the normal timetable are suspended once each half term. It is anticipated that all students have the opportunity to take GCSE Citizenship at KS4

RELIGION AND PHILOSOPHY – R&P

- The 1988 Education Reform Act requires that the subject of Religious Education is the essential component of the “Basic Curriculum”, which includes the ten National Curriculum Core and Foundation Subjects. It is part of the curricular offer to all students, Year 7-11, at Harris Academy Falconwood. The R&P Syllabus at Harris Academy Falconwood reflects the fact that the religious traditions in Great Britain are – in the main – Christian, whilst taking account of the teaching and practises of other principal religions represented in Great Britain, aiming to encourage respect for those holding different beliefs and to help promote students’ moral, spiritual and cultural development.

Objectives

- The four main objectives of the R&P Subject Area are that students should acquire a knowledge, understanding and awareness of Christianity as the predominant religion in Great Britain and the other principal religions represented in the country; explore and reflect on human experiences; learn necessary skills through the study of R&P, and develop sensitive attitudes and responses to a range of issues through the study of R&P. For more information refer to Harris Academy Falconwood R&P Handbook. R&P objectives are fulfilled through the work of a variety of curriculum areas including Religion and Philosophy lessons, Assemblies, Tutor time and special events for Year 9 and P16 students.

COLLECTIVE WORSHIP

- The Harris Homily is used both in tutor time and Faculty Assemblies.

Faculty Assemblies

- These will take place once a week in the Assembly Hall. The students will be seated on chairs.
- Faculty assemblies will be delivered by members of staff, students or outside speakers.

- Assembly organisers are responsible for selecting a ‘Thought for the Week’ and for preparing follow-up material for the tutors to use in the discussion period.
- On their assembly day staff from each faculty will register their tutor groups in the Assembly Hall. The Head of Faculty will be in the Assembly Hall while the students arrive. Tutors should be in the Assembly Hall by 8.25 a.m. Assemblies will start promptly at 8.30 a.m.
- Faculty assemblies should aim to be inclusive, in the following ways:
 - Assemblies should be student centred, relating to students’ own experience and relevant to student’ concerns;
 - Assemblies should provide the opportunity for students to consider spiritual and moral issues and to explore their own beliefs;
 - Assemblies should foster a sense of community; a sense of shared values, identity, outlook and purpose;
 - Assemblies should reinforce positive attitudes;
 - Students should be active participants wherever possible either in the delivery of the assembly or through listening and joining in;
 - There should be no need for students to withdraw from these assemblies.

Faculty Assemblies should also aim to be educational reflecting the aims, purposes and ethos of the Academy. Curricular work may also be integrated, and links made.

Faculty Assemblies should be spiritual.

- They should provide a breathing space in the Academy day, a time to reflect and to refresh the spirit in a peaceful atmosphere.
- A variety of words, music and images could be used to sensitise students to the spiritual dimensions of life.
- Opportunities or spaces for individual reflection, including worship should be made. This will be facilitated by the use of a purposeful silence.

Faculty assemblies will be based on an appropriate termly theme which promotes Christian values. “Christian” does not exclude values from other faiths.

- *The assemblies will be mainly of a broadly Christian character. Each week a quote from the Bible or other text will be the “Thought for the Week”. The assembly will reflect the thought for the week.*
- *All assemblies are concluded with the Harris Homily and a few moments of silent reflection.*

D TUTOR PERIODS

- The atmosphere in tutor periods should reflect the general ethos of the Academy. During tutor periods tutors should expect and implement the same ground rules as stated in “Practical Strategies for Effective Lessons/Enrichment & Registration”

Tutors should use tutor time to:

- Ensure a smooth induction to the Academy/new year and the tutor group;
- Ensure that attendance is monitored and non-attendance is discussed;
- Ensure that there is a regular home/Academy communication via the student's planner (and that it is kept up to date) and that homework is set and completed regularly;
- Monitor the student's emotional and physical well being as an integral part of the group;
- Provide clear guidelines on appropriate behaviour;
- Focus on Whole Academy issues, i.e. the Academy's Equal Opportunities and Anti-Bullying Policies;
- Have a well informed 'pivotal' role between subject teachers and home with a thorough knowledge of the student's educational background;
- Have a co-ordinating role in the student's formation of their Celebration of Achievement folders. Monitoring the achievement/under-achievement of each student;
- Ensure that tutorial periods are purposeful and relevant to Academy life;
- give the students the opportunity to conscientiously think about spiritual and moral values and explore their own beliefs through the Harris Homily;
- give the opportunity for silent reflection and discussion about the Assembly and 'Thought for the Week'.

The timetable for tutor periods for each faculty is set out in Appendix 2

Monitoring, Evaluation and Review

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

Spiritual, Moral & Cultural Development Policy
Revised July 2009 by A Milford
Revision due July 2011

APPENDIX I: References

- DfEE Circular 1/94
- An Ofsted discussion paper (February 1994)
- Guidance of the Inspection of Secondary Schools, Ofsted 1995
- The Promotion of Pupils' Spiritual, Moral, Social and Cultural Development: The contribution of subject teaching in Secondary Schools and Academies, QCA discussion document (November 1998)

The Harris Homily

*This is the time when we spend a few
Moments in quiet reflection, according to our
Own personal beliefs of God, thinking about
The individual contributions that we can make
to our Academy.*

*We ask for the strength and courage to be
Good citizens, to respect others and to practise
Courtesy, consideration and co-operation so
That we may share equally the benefits of our
community.*

APPENDIX 2: Timetable for Tutor periods

Assembly and Tutor Time Activity Rota

Assemblies:

Monday – Arts, Tuesday – Communications, Wednesday – Post 16, Thursday – Science and Maths, Friday – BET

Timetable for Faculty tutor time activities is as follows:

	ARTS	COMMS	S&M	BET	P16
Monday	Assembly	ECM	Literacy	Assembly Follow Up	UCAS/Careers
Tuesday	Assembly Follow Up	Assembly	Numeracy	Literacy	Work Skills Level 3
Wednesday	Literacy	Assembly Follow Up	ECM	Numeracy	Assembly
Thursday	Numeracy	Literacy	Assembly	ECM	Assembly Follow Up
Friday	ECM	Numeracy	Assembly Follow Up	Assembly	UCAS/Careers

PM registration to be used for planner checks and planner signing