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OUTSTANDING IN ALL AREAS

CHERRY TREE SCHOOL SOCIAL, MORAL, SPIRITUAL AND CULTURAL POLICY

DATE AGREED / REVIEWED: SEPTEMBER 2017, SEPTEMBER 2018, SEPTEMBER 2019, SEPTEMBER 2020, SEPTEMBER 2021, SEPTEMBER 2022, SEPTEMBER 2023, SEPTEMBER 2024, SEPTEMBER 2025

DATE OF NEXT REVIEW: SEPTEMBER 2026

HEADTEACHER SIGNATURE:

MANAGEMENT COMMITTEE CHAIR SIGNATURE:

ALL STAFF MUST HAVE ACCESS TO THIS POLICY, AND SIGN TO CONFIRM THAT THEY HAVE READ, UNDERSTOOD AND WILL ADHERE TO ITS CONTENTS.

Cherry Tree Social, Moral, Spiritual and Cultural Policy

Introduction

All staff and volunteers at Cherry Tree work together to create a happy, challenging, stimulating and caring environment in which pupils can enjoy their time at school and celebrate their achievements.

The school strives to build a community which encourages all its members to develop a healthy respect for each other. In addition, we provide a happy, stimulating and caring environment where there are opportunities, encouragement and stimuli to develop each pupil to reach their full potential.

This policy relates to the whole life of the school and its role in promoting spiritual, moral, social and cultural development (SMSC) by the example set by staff in the school and the quality of relationships they espouse.

Spiritual Development

This area relates to the beliefs, feelings and emotions through which pupils acquire worthwhile insights into their own lives. All areas of the curriculum may contribute to spiritual development. Although education and spiritual development are not synonymous, school experiences can make a significant contribution to spiritual development.

At Cherry Tree, the pupils will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

- Develop their self-esteem, self-knowledge and belief in themselves.
- Allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs.
- Explore the spiritual values of others through stories, lunchtime question and thought of the day, music, art and religious education.
- Allow them to express themselves in a variety of ways and give them time to reflect on their own experiences.
- Allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others.

This is delivered through:

1. Humanities projects which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values.
2. A PSD vocational programme.
3. World affairs every morning which develops their knowledge and understanding of the world around them.
4. A pupil support structure that is focused on learning and providing appropriate information advice and guidance for pupils as well as opportunities to explore pathways of development.
5. Educational enrichment trips, creative partnerships and visiting professionals provide pupils with a range of experiences, which may promote a sense of awe and wonder about the world.

6. A reflective approach to learning through formative assessment techniques – pupils having ownership and understanding of where they are, where they need to get to and how they are to do it.
7. A rewards system developing pupil self-esteem through a choice of activities at the end of each term.
8. Displays of pupil work bring a sense of pride in the work pupils produce and therefore a sense of expressing the talents of the individual.
9. The use of school council to involve pupils in the life of the school. To promote their voice and a sense of belonging.
10. Question and fact of the day at lunch times are used to promote acceptance and tolerance of others.

Moral Development

Moral development refers to the pupils' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The school has a well-established Behaviour Policy and staff promote a supportive approach to the management of challenging behaviour. We promote the concept of being:

- Kind and considerate.
- Helpful to others and listening to what they have to say.
- Quiet around the school holding appropriate conversations.
- Committed to school and classroom rules.
- Committed to a healthy, safe and environmentally friendly school.
- Committed to looking neat, clean and tidy with a pride in the school uniform.
- Equipped and ready for learning.

This is delivered through:

- Clear models of good behaviour from staff and visitors and reinforcement of school and classroom rules both inside and outside of lessons.
- Discussions based on moral issues, where appropriate, across the school community from the start of the day and across all lessons.
- A PSD vocational programme.
- 1-1 personal development lessons for pupils to discuss areas of development and strategies to support them.
- World affairs time, developed and reinforced during tutor time through world news.
- Fund raising activities for nominated charities, in addition to national charity events which give rise to discussion around morality.
- The use of pupils in teams across the school: Pupil council; Prefects, Peer Mentors.
- ICT lessons focused on the dangers of the internet and related issues.
- School council meetings to promote pupils' voices and to give them a platform to give their thoughts, feelings and ideas.

Social Development

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society.

Pupils will be encouraged to:

- Maintain and develop relationships within the school whilst working successfully with other pupils and adults in the school community.
- Respond to the opportunities being offered, to show initiative and to take responsibility for their own learning in the school community.
- Gain an understanding of the wider society through their parents/carers, the school and local and wider communities.
- Actively participate in the school community and beyond into the wider community outside of school.

We provide opportunities for pupils to:

- Interact with all staff in school and with external partners of the school in an appropriate and outstanding manner.
- Engage in teams across the school such as the School Council and to be prefects and peer mentors.
- To take part in electing a school council spokesperson to feedback views, ideas and concerns to their peers.
- Use a democratic voting system chaired by the School council spokesperson.
- Experience, in programmes of study, the development of skills in speaking, listening and key reflective work where pupils have the ability to learn both with teacher interaction and support, but increasingly with more independent study.
- Engage in the PSD vocational programme.
- Participate in the wider community through visits to Rosedene elderly people's home in the local community.
- Engage in school presentations, talent shows, fetes using the local church and including neighbours and community of Cherry Tree.

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.

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 that 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, sport and other media.
- Broaden, develop and enrich their interests and insights through interacting with opportunities the school and the wider community provides.

We encourage:

- Educational visits to experience other cultures and ways of life.
- Educational visits to places of interest such as: libraries, museums, galleries, theatres, places of worship and other educational establishments in order to better understand other cultures and ways of life.
- PSD programme for all pupils.
- Topic work across the school which explores “culture” in all its various forms in relation to specific subject areas.
- After school club enrichment activities.
- Access to the Internet in order to explore cultures and activities as extension learning.

Role of Senior Leaders and Key Staff

- To promote and facilitate enrichment events in school.
- To promote pupil “voice” opportunities and the related teams in order to maximise pupil participation.
- To encourage staff and pupils to be involved in enrichment activities which are spiritually, morally, socially and culturally engaging both inside and outside the classroom.
- Promote discussions in tutor time around world affairs.
- Promote discussions at lunchtime with the question and thought of the day.

Expectations of stakeholders

All stakeholders expected to support and be engaged in the implementation of this policy through every engagement that they have with each other; in tutor time and in the course of daily interactions (with each other) in their classes and outside classrooms to promote and celebrate the equality and diversity of the school community.

This policy will be reviewed at least annually by the Headteacher and or the Management Committee