



## **NEWBOLD SCHOOL**

# **Spiritual, Moral, Cultural, Social and Citizenship Policy**

*Reviewed September 2024 by Mrs J Crissey & Mrs M Jennings  
Ratified November, 2024, by Newbold School Board of Governors.*

*Next Review: Autumn Term, 2027.*

Newbold School aims to prepare all its pupils for the opportunities, responsibilities and life experiences they will encounter by providing spiritual, moral, social and cultural development within a Christian context.

### **Spiritual Development**

As a Seventh-day Adventist Christian School, Newbold adopts an integrated faith and learning programme, whereby spiritual development is at the core of the overall school curriculum and where our pupils are encouraged to explore their values and beliefs within their learning opportunities.

Further in-depth opportunities for spiritual development arise in the RE, PSHE and Forest School programmes, as well as in class and whole-school worship and celebration.

Pupils should be encouraged to:

- live by a set of values and beliefs within Christian teachings, supported by our behaviour code (Respect Times Five), while at the same time respecting the values and beliefs of others religious/non-religious groups;
- enjoy the world in which they live through their senses - considering the mystery of God and the wonder of His creation (e.g. at Forest School activities)
- develop self confidence in expressing their inner thoughts in a variety of creative ways (e.g. artistically, emotionally and through the performing arts);
- have the opportunity to find inner confidence and peace in their school lives;
- practise occasional quiet reflection, but also celebrate loudly and enthusiastically when appropriate;

- explore, recognise and begin to understand human emotions and how they affect human behaviour.

### **Moral Development**

Newbold pupils are encouraged to develop an understanding of the difference between right and wrong, moral dilemmas, the will to do what is right, a willingness to consider others with concern and to cope positively with difficult situations.

Generally, pupils are taught that they should:

- take responsibility for their own actions
- respect the rights and property of others
- appreciate the feelings and concerns of others
- help those less fortunate than themselves
- tell the truth
- keep their word, unless it becomes inappropriate to do so
- exercise self-discipline
- develop high expectations for their behaviours and achievements
- develop positive attitudes
- conform to rules and regulations for the good of all.

Sex education takes place in a context that promotes good sexual health and the values underlined in Christianity.

### **Social Development and Citizenship**

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about functioning effectively in a multi-racial, multi-cultural society and it involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the interpersonal skills necessary for successful relationships.

Pupils should:

- learn to show sensitivity to the needs and feelings of others
- develop an understanding of citizenship and experience being part of a caring community
- share emotions such as love, joy, hope, fear and reverence
- show respect for people, living things, property and the environment
- develop leadership and responsibility
- interact positively with others.

Personal responsibility, reliability, kindness and consideration of others are considered to be of equal value with academic achievement in the school reward and achievement system.

The school promotes British values into the fabric of the school character. Democracy is demonstrated through election to the School Council.

### **Cultural Development**

Newbold School is highly diverse in its population. Children come to us from a large variety of cultural settings and backgrounds. We see this as a vast resource, whereby our children are able to develop a respect for and an understanding of differing cultures, customs and traditions. We encourage the pupils to question, analyse, evaluate and reflect on their responses and the responses of others within a range of different cultural contexts and experiences.

Newbold is a Christian school, as are our school worships and assemblies. However, it is our desire to engender respect for the religions of others, acknowledging the sincerity of those with beliefs different from our own. We are a culturally diverse school, with pupils from many different backgrounds, and we value our

Pupils should:

- develop an awareness and recognition of their own cultural and values and all that a cultured person appreciates in terms of music, art, drama and literature;
- value their own cultural heritage, recognizing and appreciating the diversity and interdependence of all cultures;
- develop an understanding of the British cultural tradition, including Christianity and the influences that have shaped this country's cultural heritage;
- appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing racial equality.

NB. For many Newbold children, their own culture may be a mixture of British culture and that of their native culture (or it may not be British at all). However, the culture of Britain should be valued and respected as much as any other to provide a true balance of equality and mutual respect.

### **Celebrating Different Cultures:**

We celebrate the cultures of other nations in a variety of ways - e.g. through International Day, when children have the opportunity to sample food, styles of art and dances from other regions. Our monthly Friday Feast days, run by our PTFA, also include a range of delicious food from different countries.

In addition, our RE programme examines a variety of different faiths and their cultural heritage - e.g. Buddhism/Nirvana, Islam/Ramadan, Judaism/Sukhat and more.

Respecting people of other faiths and cultures is central to our school ethos and our codes of behaviour.

**In order to promote opportunities for spiritual, moral, social and cultural development as a whole, the school will:**

- encourage pupils to express their creativity and imagination
- foster a sense of respect for the integrity of each person
- create an atmosphere that enables pupils and staff to speak freely about their beliefs
- create opportunities within the curriculum to include SMSC in current schemes of work
- encourage extra-curricular opportunities throughout the school
- encourage off timetable events and whole school events
- support community, church and school links
- encourage staff, prefects and senior pupils to act as good role models throughout the school
- actively reward friendship, consideration of others , kindness, reliability and social responsibility