

Queen Elizabeth's Grammar, Alford

A Selective Academy



Spiritual, Moral and Cultural Education Policy

Rationale

The Education Reform Act of 1988, following the tradition established in the 1944 Education Act, requires that maintained schools should provide a balanced and broadly based curriculum which:

- i) *“Promotes the spiritual, moral, cultural, mental and physical development”* of the pupils as a whole. The aim of the school shall be to develop the spirit and individuality of the pupils as well as teaching the formal academic subjects. This requirement is echoed in subsequent educational acts and documentation.
- ii) We at Queen Elizabeth’s aim to develop this by our general ethos and in our aims and values, although we do not always do this in an overt way.
- iii) Although religious education and the tutorial system play an important role in this area, it is the shared responsibility of every department.
- iv) All departments will therefore provide opportunities for students to reflect on questions concerning the individual’s place in society and the meaning and purpose of life. This will be done overtly as well as by encouragement and example.
- v) Daily assemblies will provide opportunities to celebrate the successes of the school and of individuals, as well as beginning the day on a thoughtful and positive note.

Spiritual Development

Spiritual education is not concerned exclusively with religious education. The whole ethos of the school, as stated in our Aims and Values, plays an important part in this aspect of the child’s development. We aim to encourage “mutual respect, care and honesty” and “to develop pride in achievements and an atmosphere which encourages respect”.

It is, therefore, our aim to encourage the spiritual side of our pupils by helping them to, and expecting them to:

- i) Develop self-esteem through encouraging them to help each other in their daily school life, to help with annual fundraising both for the school and for charity in the wider work, including the collection for Christmas hampers for the local day care centre for the elderly.
- ii) See other points of view, to take those views seriously and to show that they respect and value other people and their opinions.
- iii) Develop inner strengths and resilience and stand up for what they believe to be right.
- iv) Be prepared to champion the underdog rather than taking a purely utilitarian view of life
- v) Delight in success, both their own and that of others.
- vi) Accept that it may be worth taking a risk in order to achieve a greater purpose.
- vii) Understand ‘who and what’ they are and ‘who and what’ they may become.
- viii) Develop and appreciate a sense of ‘awe and wonder’ at the enormous diversity within the world around them.



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Moral Development

Closely related to the pupils' spiritual development, as outlined above, is their moral development. The content of tutorial (PSHEE) and religious education will give students a chance to consider their own ethical stance on a variety of moral issues, but again it is not exclusively the concern of these departments. Therefore:

- i) Every department should be aware of opportunities that will arise in class discussions or written exercises.
- ii) The ethos of the school, as outlined in the aims and values, will also encourage moral development as the code of conduct encourages students to respect others and their property.

Cultural Development

Living as we do in rural Lincolnshire, many of our pupils have limited awareness of the diversity of cultural mores in the world beyond. This can be overcome by exchange visits, skiing holidays and visits to places of cultural interest, for example, theatres and places of worship, indeed anything that expands the students' horizons.

The school as a whole is aware that some pupils may wish to be excused from the act of corporate worship and Religious Education lessons. The school is also aware that we need to accept religious requirements with regard to dress (eg girls wishing to wear headscarves) and within subjects (eg on sex education, PE and food) and visits (eg to places of worship) and celebrations such as Christmas. While respecting such views, we will, nevertheless, strive to widen the cultural experiences of our students in accordance with our policy and the law of the land.

Implementation

As has been already noted, although many of these attitudes and ideals have much in common with religious ideals, they are not exclusively so. General teaching can help the achievement of these aims by:

- i) Treating students with respect and expecting respect in return.
- ii) Not tolerating bullying in any form and seeing that it is dealt with promptly according to academy policy.
- iii) Commenting on and rewarding good behaviour and attitude in the same ways as academic work.
- iv) Treating all sensible opinions with respect and pointing out as such any considered inappropriate
- v) Recognising and celebrating success by reporting achievement in assemblies and displays of work in accordance with the whole school display policy.
- vi) Respecting, pointing out and showing delight in the diversity of all life forms.
- vii) Caring for and respecting the disabled and those with different religious or cultural ideas.
- viii) Encouraging students to work together as a team, whether on the sports field, in a musical production, in fundraising or in general class and school life.

This will enable our students to develop spiritually, morally and culturally.

