

GUIDELINES FOR SPIRITUAL AND MORAL DEVELOPMENT POLICY

Introduction to all Policies

There should be a standard school introduction which precedes the detail of each policy, as a reminder to all reading it. e.g.

“This policy should be taken and used as part of . . . Church of England School/ Academy’s overall strategy and implemented within the context of our vision, instrument of government aims and values as a Church of England school/academy”

In Voluntary Aided and Voluntary Controlled schools or Academies, the policy should include:

- 1 An introduction outlining the schools approach to Spiritual and Moral development. This should mention:**
 - that the policy statement has been formally adopted by the governing body, in consultation with the Headteacher
 - that it is consistent with the overall aims of the school as expressed in the prospectus and mission statement (include)
 - that it is consistent with the Christian Foundation of the school or academy, as expressed in the Trust Deed and School Ethos Statement (in the Instrument of Government)
 - that it takes account of the following: (e.g. Framework for the Statutory Inspection of Anglican Schools (SIAS) , Church School Leadership – a handbook for headteachers of Church of England Schools (published by the Diocese), Awareness, Mystery & Value (AMV2011 – RE Syllabus)

2 Aims and Objectives

Paragraphs outlining the school's approach both to Spiritual and Moral Development.

This should include:

- the school's understanding of spiritual/moral development (a full definition of each should be included here or as an appendix)
- the characteristics of a spiritually developing person
- its importance in the school
- its Christian dimension
- the fact that the school's approach to spiritual and moral development will be evident through the following:
 - i Collective Worship
 - ii School Ethos Statement
 - iii Behaviour Policy and Home/School Agreement
 - iv Community Cohesion and Equal Opportunities Policies
 - v RE
 - vi PSHE
 - vii Each curriculum area (an outline of opportunities for each curriculum area could be added as an appendix)
 - viii Other areas of school life, including extra-curricular activities e.g. clubs, visits, visitors
 - ix Links with the Parish Church
 - x Indoor and outdoor environment

3 Opportunities for Spiritual/Moral Development

Reference should be made to:

- planned / unplanned opportunities (including how to include and identify these).
- RE and Collective Worship
- the School Ethos
- the school environment
- opportunities across the curriculum

4 Monitoring and Evaluation

- strategies for the monitoring and assessment of spiritual and moral development (these should focus on ensuring the provision of opportunities)
- guidance for the recognition of spiritual development in children
- details of roles and responsibilities for monitoring and evaluating

5 Any other issues including:

- regular staff development in spiritual and moral development
- budget issues relating to spiritual and moral development
- roles and responsibilities to ensure opportunities for spiritual and moral development across the school

6 Date of Adoption of Policy and Date when Next Reviewed.