



SPIRITUALITY POLICY

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Purpose

'Spiritual' development relates to that aspect of inner life through which pupils acquire insights into their personal existence, which are of enduring worth. It is characterised by reflection, the attribution of meaning to experience, valuing a non-material dimension to life and intimations of an enduring reality. 'Spiritual is not synonymous with religious education; all areas of the curriculum may contribute to pupils' spiritual development'. OFSTED

We aim to provide a warm, stimulating, caring and satisfying learning environment for all the children. Each child will be valued as an individual and will be encouraged to reach his/her full potential. We aim to promote socially acceptable behaviour and a caring attitude with regard to the needs and feelings of others. We ensure that all children have equality of access to the curriculum regardless of gender, socio-economic background, race and special needs.

Aims

The Education Reform Act 1998 requires that the curriculum for every maintained school is a balanced and broadly based curriculum which,

- promotes the spiritual, moral, cultural, mental and physical development of the pupils at the school.
- prepares such pupils for the opportunities, responsibilities and experience of adult life.

Further requirements will be adhered to according to the advice from the DFE.

- we will foster the spiritual, moral, cultural and social development of each pupil.
- we will encourage a positive and sensitive attitude towards life to aid each child to become competent as individuals and as a participating member of his/her social group or community.
- we will promote the achievement of positive self-image, independence and self-discipline.
- we will further the children's natural sense of awe and wonder and an increasing awareness of the wider world.

Teaching and Learning

We aim to develop a spiritual dimension through most curriculum areas as and when appropriate. It is recognised that the role of the class teacher is vital in increasing opportunities for the development of pupil's spiritual awareness. The staff use a variety of classroom and teaching strategies (circle time, use of stories to promote spiritual development, opportunities for pupils to share experiences etc.) in order to positively develop and encourage spiritual and cultural development. The staff also promote celebrating children's work and ideas through thoughtful use of display areas and Awards assembly as another strategy for spiritual development. It is acknowledged that there will always be the spontaneous 'seize the moment' times arising from a pupils comments or experiences, but there is also an understanding by teachers of the need for opportunities to be created for spiritual development.

Learning to live and work together in the school community is an important preparation for responsible citizenship and will contribute towards enhancing community cohesion. We also support a small number of charities, which are mainly 'child based'.

Equal Opportunities

Scott Lower School is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible. All opportunities for learning should be offered in a way which allows all children access and the ability to progress at their stage of understanding.

Disability Discrimination Act

Scott Lower School is committed to having due regard to the following

The Disability Discrimination Act 1995 has been amended by the Disability Discrimination Act 2005 so that it

now places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.