

This Policy has been adopted and approved by Gippswyk Community Educational Trust and has been adapted for use by Copleston High School.

SPIRITUAL AND MORAL EDUCATION POLICY (including collective worship)	
Approved by GCET/Adapted by Copleston High School	1.9.2017
Reviewed/Amended	May 2023
Ratified by Copleston LGB	26.6.23
Date of next Review	Summer Term 2024
Responsible Officer	Head of School – Trenica King
Policy Number	ACS9

Definition of a Parent

- All biological parents, whether they are married or not.
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

Introduction

This policy reflects the school vision.

Definitions

Spiritual: ‘Spiritual is not synonymous with ‘religious’. The term spiritual identifies those areas of experience which are at the heart of human motivation and responses to life. It is to do with the search for meaning and purpose in life, to consider what it means to be human and for values by which to live. It incorporates our responses to challenging experiences, such as suffering, beauty and encounters with good and evil. For those with a religious faith it also incorporates their encounter with the divine.

3. Moral: Moral development involves several elements: the will to behave morally as a point of principle; knowledge of the codes and conventions of conduct agreed by society; knowledge and understanding of the criteria put forward as a basis for making responsible judgements on moral issues; the ability to make judgements on moral issues. A moral issue is one which involves people in making a decision on the basis of what is right or wrong.

Religious Education: Religious Education in schools should seek: to develop pupils' knowledge, understanding and awareness of Christianity, as the predominant religion in Great Britain, and the other principal religions represented in the country; to encourage respect for those holding different beliefs; and to help promote pupils' spiritual, moral, cultural and mental development.

5. Collective Worship: A description or definition of worship will to a considerable extent reflect the character of the worshipping community. Therefore, in considering the meaning of collective worship in school we must take into account the character of the school community

VALUES

The School seeks to promote **educational values**:

1. commitment to learning;
2. the pursuit of truth;
3. respect for reason;
4. realising potential
5. the pursuit of opportunities and the broadening of horizons;
6. "education is a lifelong activity";
7. equality of access.

The School seeks to promote **moral values**:

1. "we should respect each other and treat others in the way we would like to be treated";
2. "everyone is different but equally important";
3. behaviour should not be "aggressive, deliberately annoying or provocative";
4. politeness and the avoidance of language which might offend;
5. respect for the truth;
6. allowing others "to work without disruption";
7. "care for our environment";
8. "respect for each other's property"
9. "respond helpfully if someone is in difficulty";
10. bullying is deplored by the school and is dealt with seriously;
11. giving help to others where possible, whether in the School, the local community or further afield;

The School seeks to promote **social values**:

1. respect for school rules and for the law;
2. respect for the beliefs and opinions of others, as a preparation for adult life in a plural, democratic society;
3. pride in School Uniform, and "respect for the traditions and achievements of the school";
4. recognizing and celebrating the successes of School and of its members;
5. seeking to take active responsibility for others.

SPIRITUAL AND MORAL DEVELOPMENT ACROSS THE CURRICULUM

All subjects play a part in developing “the knowledge and understanding essential to both spiritual and moral development, and the ability to make responsible and reasoned judgements”. Spiritual questions about the origins of the universe or the nature of proof or the meaning of truth arise in many different subjects. Similarly, moral questions arise or are implicit in all subjects; for example, Science (e.g. issues of life and death); Geography (e.g. environmental and development issues); History (growth of freedom and tolerance and of war and peace) and PE (e.g. obeying the rules of the game and developing teamwork).

RELIGIOUS STUDIES

The School recognises the central importance of religious education in promoting spiritual and moral development and offers **Religious Studies** as both a core programme and an academic qualification at both GCSE and A Level.

COLLECTIVE WORSHIP

The School complies with the legal requirement for a daily act of collective worship (School Standards and Framework Act 1998, Section 70) in the context of the constraints imposed by its accommodation and facilities. These dictate that children have a mixture each week of school two assemblies

- All assemblies take place on the school premises.
- As required by law, most assemblies which take place each term reflect the broad traditions of Christian belief without being distinctive of any particular Christian denomination.
- Reflection on a range of personal, social, moral or spiritual issues, which should be considered in a manner which is consistent with the agreed School values.
- Response to affirm and celebrate the agreed school values and to act in accordance with these; to encourage the pupils to aspire to higher values and visions of the good life; to encourage them to commit themselves to positive ways of living. As appropriate, this could be structured around five key responses:
 - (i) celebration
 - (ii) acknowledging failures and shortcomings
 - (iii) expressions of thankfulness
 - (iv) commitment
 - (v) action.

The Principal has overall responsibility for the assembly programme, although detailed planning is delegated to the Vice Principal. The Principal, members of Senior Management, other staff who agree to do so, and pupils lead assemblies.

Parents are advised of their right to withdraw their children from collective worship and of the procedures for so doing.