



Leeds Jewish Free School

September 2014

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

1. A Statement of Aims and Values

At LJFS our aims and value are central to our work with young people and adults and they are expressed through the following statement: -

We will offer high quality education within a strong Orthodox Jewish ethos. The education we offer will ensure that our pupils are equipped for the world in which they will move into after education. They will have a strong sense of their own identity, beliefs and values based in a strong understanding of what it means to be British or live in Britain. Our students will build their capacity to learn and lead independently whilst adapting to changes in society as they occur.

The statement indicates that the spiritual, moral, social and cultural development of our learners is an important aspect of our work. All parents, staff and students have been informed of our aims and values.

2. Towards Definitions

Through planning work with staff and through our daily interaction with students the following working definitions have emerged. All four aspects involve getting our students to ask questions about their own experiences and the world, together with that of considering the feelings of others.

(A) SPIRITUALITY

Spirituality is concerned with:

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Beliefs – informed by the study of religions and philosophies, but in particular to be able to discuss with others their own beliefs (both formal and informal) and those of others. Our strong Jewish ethos recognises that the beliefs of others should be valued and respected.

A sense of awe and wonder – the way in which students are struck by what they see, feel and hear. For example, opportunities for visits and extra-curricular activities, especially in relation to music and drama.

Feelings of transcendence – the opportunity for students to discuss unexplainable issues and to feel that there is something beyond themselves.

A search for meaning and purpose – this is encouraged through students asking questions about what is going on in their lives.

Relationships – recognising and valuing the worth of each individual developing a sense of community and building up relationships with others.

Creativity – where the student has the opportunity to express his or her thoughts and feelings through art, music and literature. This aspect involves getting to grips with their own feelings and emotions.

Feeling and Emotions – the sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings and how to use such feelings as a source of growth.

We therefore aim to promote spirituality through: -

The values and attitudes that LJFS identifies, upholds and fosters

The contribution made by the whole curriculum

Jewish Studies, Religious Education, acts of collective worship and other assemblies

Extra-curricular activity, together with the general ethos and climate of the School.

(B) MORAL DEVELOPMENT

"Moral development refers to pupils

- knowledge
- understanding
- intentions
- attitudes
- behaviour

in relation to what is right and wrong"

This involves making clear to our students the values that we subscribe to as an institution and as a community. The will to behave morally as a point of principle is fundamental to moral development. In this sense moral development is to do with understanding the principles lying behind actions and decisions and not just behaviour itself.

We therefore aim to promote moral development through: -

- quality of relationships
- standards of behaviour
- quality of leadership given by the School.
- the values the School sets and exhibits through its structures
- the curriculum and teaching

(C) SOCIAL DEVELOPMENT

Social development is the students' progressive acquisition of the competencies and qualities needed to play a full part in society.

We therefore aim to promote social development through; -

- co-operation and partnership
- classroom organisation and management
- leadership and responsibility
- extra-curricular activity
- the development of citizenship

(D) CULTURAL DEVELOPMENT

Cultural development is students' understanding of their own cultural identity. More than this however, it is also about understanding other groups in a particular society and of other societies beyond their own. The students need to understand the beliefs, values, customs, knowledge and skills which provide identity and cohesion to a particular society.

We therefore aim to promote cultural development though: -

- an explanation of the influences that have shaped our culture
- the extension of our cultural horizons, through the influences of other cultures
- therefore extending cultural horizons beyond the immediate and the local
- past cultural features which influence and shape the present
- a study of the present values and customs of our nation and of other nations cultures and societies
- developing in our students' respect for the values, customs and cultural heritage of those who belong to other faiths or ethnic groups.

3. Policies and Practice

(A) SPIRITUALITY

ASPECTS	EXAMPLES OF STUDENT EXPERIENCES
<p>(i) <u>Beliefs</u> This is seen in a study and discussion of formal religious beliefs and also through simple exploring what students themselves believe in respect to their own lives and the wider community.</p>	Jewish Studies English Form Period Drama Assemblies National and Jewish events
<p>(ii) <u>A sense of Awe and Wonder</u> Where students are struck by what they see, feel and hear.</p>	Opportunities provided for visits to music, art and theatre events. History Jewish Studies English National and Jewish events
<p>(iii) <u>Feelings of Transcendence</u> Where students are given the opportunity to feel that there is something more than just themselves, which includes unexplained issues.</p>	History Jewish Studies Science Form Period Assembly
<p>(iv) <u>Search for meaning and purpose (in what is going on in their lives)</u> This has involved exploring such issues as self-awareness, planning ahead, understanding the pressures placed upon us and looking beyond 16.</p>	English Form Period Health education Career education (From Year 9)
<p>(v) <u>Relationships</u> In particular the fostering of positive relationships, between student and student and student and teacher.</p>	The range of educational experience Resilience (Year 7)
<p>(vi) <u>Feelings and Emotions</u></p>	Jewish Studies Geography English History Resilience (Year 7)

(B) MORAL DEVELOPMENT

ASPECTS	EXAMPLES OF STUDENT EXPERIENCES
(i) A statement of what is right and wrong. (ii) Academy values are made clear to our students	PD Policy Anti-bullying policy Equal opportunities policy Form Period Health Education Department Schemes of Work Teaching and learning styles.

(C) SOCIAL DEVELOPMENT

ASPECTS	EXAMPLES OF STUDENT EXPERIENCES
(i) <u>Co-operation</u>	Students work together Students work with teachers Students work with other adults and the wider community
(ii) <u>Partnership</u>	Students and students Students and teacher Teachers and teachers Teachers and Parent Students and Parents Teachers and Governors Parents and Governors LJFS with the wider community
(iii) <u>Classroom organisation and management</u>	Teachers and support teachers take account of the Academy's criteria for effective teaching and learning
(iv) <u>Extra curricular activities</u>	Subject departments Year activities Arts Award

(D) CULTURAL DEVELOPMENT

ASPECTS	EXAMPLES OF STUDENT EXPERIENCES
(i) Influences that have shaped our culture	History Modern Languages RE Social Science

(ii)	Extension of our cultural horizons through the influence of other cultures.	History Modern Languages RE Geography
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4. Clearly in all the above, the ETHOS and CLIMATE of LJFS makes an important contribution. We would like to think that the ethos of LJFS reflects our values and aims. In all the above we believe that the following also play an important contribution,

- the pastoral system
- the emphasis on student care
- the code of behaviour
- the system and rewards
- the student planner which includes sections on:
 - forward planning
 - homework
 - an emphasis on:
 - praise
 - target setting and review
 - the anti-bullying policy
 - the use of the student planner
 - the extra curricular activities and clubs at lunchtime and after school
 - the range of teaching and learning styles

5. In terms of Learning Experiences, as a School we attempt, across the curriculum, to encourage our students to:

- Discuss matters of personal concern
- Develop relationships with adults and peers
- Develop a sense of belonging to a community
- Be challenged by exploring beliefs and values while deepening their own faith or beliefs
- Discuss religious and philosophical questions.
- Understand why people reach certain decisions on spiritual and moral issues and how these decisions affect their lives
- Experience what is aesthetically challenging
- Experience silence and reflection

6. **Review and Monitoring**

The provision of Spiritual, Moral and Cultural development is monitored by the Headteacher, together with the executive Deputy Headteacher. We have not identified performance indicators, but rather colleagues are asked to provide specific examples of student experiences.