



PHONICS & EARLY READING POLICY

Barnham CEVC Primary School

Adopted: September 2022

Review: September 2024

Signed: _____ (Chair of Governors)

Date: _____

Introduction

At Barnham CEVCP School we recognise that the curriculum is more than just the development of subject-based skills, knowledge and understanding; we believe that it also makes a vital contribution to the development of the children's attitudes and beliefs. In this policy we aim to set out how our school contributes to the spiritual, moral, social and cultural development of our pupils.

Vision

Our school is a caring Christian community which values every individual member.

Our aim is for each child to feel secure and happy at school whilst developing a love of learning. Each child is different and we encourage him or her to take pride in individual achievements and together to strive for excellence.

In order to achieve these aims, we believe it is essential for our school to work closely with parents, carers and the community to enable children to become lifelong learners and responsible members of society.

Our school is a Church of England Voluntary Controlled Primary School and we value its Christian ethos.

Spiritual Development

Spiritual development is brought about by creating opportunities which allow and encourage an emotional and reflective response to something. It is about developing within pupils the necessary attitudes, skills, knowledge and understanding to make such a response.

All subjects have the potential to develop spirituality and they can provide opportunities to explore the human spirit. They can assist with personal interpretation and expression of the world in which we live and should contribute to forming individual and collective values.

Spiritual development is an important element of a child's education and fundamental to other areas of learning. Without curiosity, without the inclination to question and without the exercise of imagination, insight and intuition, children would lack the motivation to learn.

Steps to spiritual development might include:

- Recognising the existence of others as independent from oneself
- Becoming aware of and reflecting on experience
- Questioning and exploring the meaning of experience
- Understanding and evaluating a range of possible responses and interpretations
- Developing personal views and insights
- Applying the insights gained with increasing degrees of perceptions to one's own life

Spiritual development depends upon a curriculum and approaches to teaching which embody clear values. These will assist pupils to gain understanding through reflection both on their own and other people's lives and beliefs, and on their environment. Examples of how spiritual development may be included in our curriculum are:

English: Studying of truth, freedom, justice, right, wrong; opportunities to reflect on personal experiences; studying poetry; stories with a spiritual dimension.

Mathematics:	Fascination of patterns, logical thinking, order, shape & space, links to order in creation.
Science:	Wonder of the natural world and naturally occurring phenomena.
History:	Visiting buildings built by people in the past; handling artefacts used by people in the past. How people in the past acted because of their beliefs.
Geography:	Discussing environmental issues and the wider world.
Art & Design:	Appreciation of creativity, beauty, reflecting on work of artists and craftspeople
Music:	Appreciation of music in its many forms. The power of music to evoke a response from the listener.
R.E:	Opportunities to develop reflective thinking and to consider spiritual questions throughout RE units.
Collective Worship:	Listening to music; own prayers; opportunities for reflection; stories or themes to promote thoughts about spiritual matters; asking children to consider & respond; asking questions;
Extra-Curricular:	Opportunities to work with others outside the classroom.

Moral Development

Moral development involves several elements:

- The will to behave morally as a point of principle
- The 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 will involve children in making a decision on the basis of what is right and wrong. Children need to know the difference between right and wrong. They need to be introduced from an early age to the concepts of right and wrong, in order for moral behaviour to become an instinctive habit.

Values

These are the values which we believe are important at our school and constitute our 'Values for Life':

- Respect and Reverence
- Humility
- Wisdom
- Justice
- Service
- Truthfulness
- Friendship
- Peace
- Courage
- Forgiveness
- Thankfulness
- Hope
- Responsibility
- Generosity
- Creativity
- Compassion
- Trust
- Perseverance.

We reject as unacceptable:

- Bullying
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty

Our school values have been decided upon by all stakeholders: children, staff, Governors and families. The values we look closely upon are: forgiveness, friendship, thankfulness, hope, justice and compassion.

Our values are reflected in displays around school and our policies. They are shared with parents prior to their child's entry to school. Examples of how moral development may be included in our curriculum are:

English:	Stories with morals; drama; acting out scenes based on moral issues; debating and discussion work.
Science:	Discussions about environmental issues; environmental studies: fair testing; safety.
History:	Examination of evidence; moral dilemmas facing people in the past.
Geography:	Protecting the environment; unequal access to wealth and resources; rights and responsibilities
PSHE :	Citizenship; personal growth and development; substance abuse; peer pressure; bullying; making choices

PE & Sport:	The need for rules in games; fair play.
RE:	Discussion of moral issues within RE units
Collective Worship:	Stories with moral messages; discussion of right and wrong; discussions about achievement, actions, consequences
Play times:	Playing with others sensibly, resolving differences as they occur.
Relational Policy:	Values of the school are upheld by adults and children.

Social Development

We believe that social development encourages children to relate positively to others, to take responsibility, to participate fully in the community and to develop an understanding of citizenship. We believe that social development hinges on the acceptance of group rules and the ability to see oneself as part of a wider context. Examples of how social development may be included in our curriculum are:

English:	Listening to others; folk and fairy stories; reading signs and notices; writing invitations and letters; listening to class stories; writing collaboratively.
Mathematics:	The significance of number and measure in our society.
Science:	Looking after myself; healthy living; working co-operatively.
Technology:	Working in groups; designing products which are useful to others.
History:	Working in groups; local history; how our community has been shaped by people in the past.
Geography:	Working in groups; local studies; how people live together.
Art & Design:	Working in groups to achieve a collaborative outcome.
Music:	Composing, recording and performing with others.
RE:	Units which particularly look at social development.
Collective worship:	Taking part in a whole school activity, sharing experiences, prayers.
Playtimes:	Looking after each other in the playground; responsibility for appropriate behaviour towards others; playing co-operatively and in teams.
Extra-Curricular:	Working together as a team in clubs.

Cultural development

We believe that cultural development teaches children to appreciate and value their own cultural traditions and the diversity and richness of other cultures. It is concerned both with participation in, and appreciation of, cultural traditions.

Cultural education is an important part of social and environmental studies. Britain is a multi-cultural society and it is important that our children grow up to understand, appreciate and value diversity.

We believe that, because of our school numbers and that few people's cultural backgrounds differ from the majority, it is very important raise the awareness of other cultures so that they may grow to be sensitive, tolerant and informed members of our society.

We believe that cultural education should:

- Permeate the whole curriculum
- Enable the children to develop attitudes of tolerance and respect for self and others
- Enable children to learn that all people, whatever their ethnicity, faith or gender are equally valuable as people and deserving of respect
- Enable children to develop a global perspective
- Enable children to become sensitive and successful members of society

Resources

The materials used should be carefully selected. Resources should be provided which reflect cultural diversity. Equally, resources should be monitored to ensure that negative or inaccurate representations of other cultures or races are not presented to the children.

Implementation

Following are some suggestions as to how cultural approaches may be implemented across the curriculum. Our aim should be that a cultural approach will permeate across many areas of the curriculum and not be confined to certain subjects or special topics. We should aim to make children aware of how the society in which we live, both past and present, has changed culturally. Work throughout the curriculum should be seen to explain, as well as exemplify, the situation of the world today. The children should be presented with a variety of images about people and places. Opportunities should be provided and taken to demonstrate the contribution that different peoples have made to the understanding and knowledge of the human race, including life in modern Britain. Examples of how cultural development may be included in our curriculum are:

English:	Stories and poems set in different countries of the world; drama to include lifestyles, attitudes and feelings of others.
Mathematics:	Examples should represent Britain's multi-cultural society. e.g. a shopping list could include a world-wide range of fruit and vegetables.
Science:	Science should be seen as activity carried out by all people everywhere.
History:	Study of the wide range of achievements of cultures in the past; e.g. Greeks, Romans, Anglo-Saxons; local cultural traditions; lives of famous people.
Geography:	Local cultures; contrasting cultures within this country and beyond.
Technology:	Attempts should be made to relate problem solving and technological skills to non-western cultures.
Art & Design:	Appreciation of creativity and the work of artists and craftspeople; using a variety of techniques and materials which reflect different artistic traditions.

PE & Sport:	Games and dances from around the world.
Music:	Listening to and appreciating a wide variety of music.
RE:	Celebrations.
MFL:	Appreciation of another culture (French).
Collective Worship:	Recognition and respect for a variety of cultures through stories, music, songs and visitors; recognising the wider Church across the world; promoting appreciation of diversity of culture.

Conclusion

This document is a declaration of our awareness of the importance of offering our children the opportunities for their spiritual, moral, social and cultural; development. We aim to teach the 'whole child' and to provide learning for life.