

## **Spiritual Development**

### ***In developing the spirituality of children, we help pupils to:***

- be reflective about their own beliefs, religious or otherwise that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- have a sense of enjoyment and fascination in learning about themselves, others and the world around them
- use their imagination and creativity in their learning;
- have a willingness to reflect on their experience

*The following examples demonstrate how our broad and balanced curriculum promote SMSC and British Values*

### ***Our curriculum encourages spiritual development through:***

- PSHE – focuses on respecting values and beliefs
- RE – critical thinking is developed through learning about other faiths and values in a supportive environment; students study different religions and festivals – Christianity, Hinduism, Judaism, Islam, Buddhism and Sikhism
- Geography – studies different communities, landscapes, economies and people – students compare, for example, modern day Egypt with the United Kingdom
- MFL – students look at specific cultural differences, cultural diversity and comparisons with different communities around the world; role play and drama encourage students creativity
- Science - fosters a fascination about the world around them through activities such as making model cells, creating an animation of a chemical reaction and the cycle of plant life
- History – the development of society over time. Students encouraged to use empathy to recreate historical situations
- PE – students sense of enjoyment is encouraged by a study of new sports – lacrosse, volleyball, handball and dodgeball
- Maths – through the study of problems and puzzles, symmetry, irrational numbers
- English – a study of texts that promote insight in students' of both their own and others position in the world
- Art – focus on “expressive art work” with all classes
- Food Technology – students reflect on their own cooking as well as studying the food from other cultures
- Deep Learning Experience – variety of projects which celebrate individual endeavour
- Music – cultural diversity, hymns and carols, historic periods of music, culture of pop and other genres of music, origins and history of music

**We also see evidence of spiritual development in the following activities:**

- Students plan assemblies on the core values of our school for the students, staff and teachers
- We have strong links with all the clergy in Morpeth and they visit school to deliver assemblies to the children – Anglican faith, Catholic faith, Mustard Tree Trust
- To help Year 8 students gain an understanding of the Hindu faith, the school arranged for the students to take part in a Hinduism Workshop in school
- To help Year 7 students gain an understanding of the Buddhist faith, the school arranged a visit to Throssel House Monastery in Northumberland
- To help Year 6 students gain an understanding of the Muslim faith, the school arranged a visit to the Newcastle Mosque
- Students participate in a Christmas Service at St James' Church in Morpeth and a Mothering Sunday service for a female member of their family
- During November 2013 Year 8 students visited Newcastle University for a Chemistry Lecture. An activity that created a sense of awe and wonder about the fantastic planet upon which we live
- Class, Key Stage and Whole School assemblies allows for time in which students reflect on the value of the week, taken from our school's nine core values including resilience, reflection, responsibility, care, creativity, respect, aspiration, co-operation and achievement.
- During the Whole School Celebration assembly every Thursday, Head of School certificates are given to children which allows the children to reflect on how elements of the core values have been developed.

**Moral Development**

In developing the moral development of our students, we help pupils to:

- develop their ability to recognise the difference between right and wrong, readily applying this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understand the consequences of their behaviour and actions
- cultivate an interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

*The following examples demonstrate how our broad and balanced curriculum promote SMSC and British Values*

***Our curriculum encourages moral development through:***

- PSHE – the majority of the course is based on SEAL – social and emotional aspects of learning; the course concentrates on respecting the views of others;
- Drugs/SRE – discusses rights and wrong; the law; consequences of actions through Dave Burns, a visiting speaker
- RE – students discuss ideas of “belonging” in Year 5 and “prejudice and discrimination” in Year 8
- Geography – students study global responsibility and globalisation; investigate issues around immigration; students study climate change and environmental responsibility; tourism and the damage to the environment
- MFL – subject studies cultural diversity, understanding of different lifestyles and cuisine
- Science - debates the renewable vs. non-renewable energy debate; climate change; the Space Race, fertility treatment, recycling
- History – discuss slave trade and its eventual abolition; the civil rights movement; dissolution of the monasteries; World War II
- PE – concentrates on teamwork, communication, fair play, etiquette, an appreciation of their own and others strengths and limitations across a range of activities;
- Maths – through group discussions of various problems
- English – debates about animal testing, war
- DT – the ethical choices when selecting materials and the long term view on sustainability and stewardship.
- Food - Vegetarianism, special dietary needs
- English – through a study of characterisation ie. Shakespearian characters – Macbeth, Romeo and Juliet;
- Citizenship – studies the powers and duties of the Police and the workings of the Magistrates Court, Crown Court, Crown Prosecution and Defence Service and Juries.
- Computing – e safety and acceptable use policies in place for students and staff in terms of the use of the internet and devices

***We also see evidence of this in the following activities:***

- Chantry has a number of student led activities. These activities such as Peer Mentoring and Young Sports Leaders run in a responsible and caring manner by students. We firmly believe that having young people as peer educators offers a sense of empowerment and raises self-esteem
- A worry box outside Mrs Chattaway's room allows students to reflect on their own behaviour and actions and those of other students

- Students participate in Board of Director visits, to discuss the values of the school. This allows them to foster a sense of ownership and help to sustain student involvement over time
- Students are warned of the dangers of the internet as part of National Internet Day and at regular intervals during the school year
- The school has done a lot of work on Anti-Bullying. In November 2014 we invited the NSPCC in to school to work with our all our students through assemblies and workshops, linked to Anti- Bullying Week
- Our Key Stage assemblies are often led by students and they show an understanding of moral and ethical issues. All of the assemblies invite other students to share their thoughts and opinions with those students presenting the assembly
- We have a debate club that, through the topics they discuss, show an understanding of moral and ethical issues and an understanding and appreciation of the viewpoints of others. A team takes part in the Mid Northumberland Magistrates Court competition annually and has got through to the North East heat in the past two years

## **Social Development**

### **In developing the social development of our students, we help develop pupils to:**

- use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- be willing to participate in a variety of communities and social settings, including by volunteering , cooperating with others and being able to resolve conflicts effectively
- accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

*The following examples demonstrate how our broad and balanced curriculum promote SMSC and British Values*

### **Our curriculum encourages social development through:**

- PSHE – studies responsibilities and consequences; the course looks to foster student resilience;
- Drugs/SRE – discusses legal ages, responsibilities and respect
- RE – investigating social issues from the perspective of Christianity and of other faiths, recognising the common ground and diversity that exists between them, children develop an awareness of Ramadan through other children

- MFL – social and communication skills developed through pair / group work,
- Music – involves teamwork and mutual co-operation in compositions, group performances in lessons as well as orchestra, choir, windband, samba, brass band, ceilidh band, who perform in music concerts. Carols are sung at the local care home and in a department store to switch on the town's Christmas lights.
- Science - through practical activities and safety in the lab. KS3 carry out risk assessments and KS2 study the role of scientists in global development and appreciate water resources and poverty
- History – students study British History and the development of British Society and its values;
- PE – students study teamwork, co-operation, the roles of both the coach and the referee;
- Maths – understanding about economic wellbeing through work with money and interest rates, tax and payday loans
- English – promotes the skills of debate that are necessary to contribute to life in modern Britain;
- DT – conservation and sustainability for the future;
- Art – studying historic and contemporary British artists;
- Citizenship – studies the development of the political system of democratic government in the United Kingdom, the operation of Parliament including voting and elections and the precious liberties enjoyed by UK Citizens.

***We also see evidence of this in the following activities:***

- We have strong links with the other schools in the Morpeth Partnership. Last year saw some very successful collaborative projects involving a series of workshops with staff and students across the partnership. This included a concert at Gateshead Sage, Benedictine Concert with The King Edward VI School, Wansbeck Festival, St James' Carol Service
- Chantry Middle School competes in the UKMT Maths Challenges against other schools;
- Children from Chantry take part in Science Bronze Crest Awards with children representing the school at the British STEM Fair in Birmingham. Two students won an all expenses trip to China.
- The work with Meldon Hall, a local estate promotes the skills of stewardship and nurturing and tending the site for the good of others
- Students are very keen to participate in events for both local and national community charity organisations – such as Macmillan Cancer, Children in Need, Wansbeck Food Bank, Homeless charity in Newcastle.
- Some of our students attend the annual International Womens Day Service at St Mary's Church service to show respect to the bravery of Emily Wilding Davison and to protect the British values of democracy we hold so dear

- Many Chantry Middle School pupils attended the Morpeth Remembrance Day Parade and Service to show respect to the bravery of those who fought in World Wars to protect the British values of democracy;
- Some of our Year 8 students took part in the Save the Children Marathon Challenge at The King Edward VI School, as part of a Three Rivers Learning Trust team
- Year 8 committee meet to decide on Year Book, Graduation, End of School Celebration event.
- School institutions such as our Form Representatives and House Captains are selected by engaging in democratic systems based on the British value of democracy;
- Year 8 Citizenship students were tasked with deciding the voting system for the House Captain elections.
- Over 100 students helped out in our recent Open Evening for prospective Year 4 students;
- Our Year 8 Young Leaders organise and run half-termly Sports Festivals for all the First Schools in the Morpeth Partnership.

### **Cultural Development**

In developing the cultural development of children, we help develop pupils to:

- understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others
- understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- further develop their knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- being very willing to participate in and respond positively to artistic, sporting and cultural opportunities
- be interested in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and in the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities
- understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.

*The following examples demonstrate how our broad and balanced curriculum promote SMSC and British Values*

### ***Our curriculum encourages cultural development through:***

- RE – students study Hinduism, Judaism, Islam, Sikhism, Buddhism and Christianity
- Geography – students study Brazil, Mexico and Africa – look at problems of favela and shanty towns
- Music – studies music from different cultures – for example – The Blues, British Folk Music
- MFL – study of cultural aspects of French/Spanish/ German speaking countries and communities
- History – students study the Slave Trade, Development of society from 1066, the Civil War – Cromwell and the Republic, Industrial Revolution
- English – study of poetry from different cultures, study of apartheid through Journey to Jo'burg novel
- DT – conservation and sustainability for the future – especially how local cultures influence how people work the land
- Food – Study of multi-cultural “Food around the world”
- Art – Studying historic and contemporary British artists and artists from other cultures
- PE – Rugby – Haka
- Citizenship – studies the development of the political system of democratic government in the United Kingdom, the operation of Parliament including voting and elections and the precious liberties enjoyed by UK Citizens.

### ***We also see evidence of this in the following activities:***

- Wansbeck MP, Ian Lavery as part of Democracy Week visited Chantry to talk to Year 7 students about Britain's democratic parliamentary system and the work of a Member of Parliament. Year 8 students visit the Houses of Parliament as part of their cultural visit to London in the Summer Term and are given a guided tour of the House by Ian Lavery.
- Year 5 present a play to their parents at Christmas, in December 2014 it was Aladdin.
- The Artsmark group enjoyed a trip to the Baltic Art Gallery in Newcastle, to support the project work they do on a Friday afternoon
- In October 2014, the school celebrated National Poetry Day. Staff shared their favourite poem in school and children wrote poetry in English
- Whole school production at the end of the Summer Term – this year it will be We Will Rock You Concert
- Year 7 in DLE through Chinese sessions took part in origami making
- Year 5 Cragside visits
- Pupils take part in the annual local Lit Quiz at Gosforth Central Middle School
- The school has run the following extra-curricular sport clubs this year which allow us to enter teams for a range of competitions - girls

football, boys football, Sport4Life, Basketball, girls rugby, boys rugby, multi sports, KS3 netball, Gym Club, Rowing Club; Judo Club, athletics, orienteering, cricket, cross country. 100% of students have competed in House Matches.

- We have increased the participation of our students in competitive sports through the Morpeth School Partnership and Northumberland School Games – hockey, netball, football, athletics, rowing and volleyball events and competitions.
- Morpeth Sporting Club links continue to be developed. We have good links with Morpeth Rugby Club, Morpeth Town Football Club, Longhirst Tennis & Cricket, students go on to play for the first teams.
- Our sporting participation rates have been recognised recently with the award of the Sainsbury Sport Mark at Silver Level.