

Respect, Believe, Succeed

In all that we do, our core values and virtues along with the school's Christian vision; Respect, Believe, Succeed, will be our guide.

Policy - **SEN/Inclusion**

Date of Governing Body ratification - **September 2019**

Date for re-ratification - **September 2020**

Signed - (Chair of Governors)

CULWORTH and CULWORTH AND BODDINGTON CHURCH OF ENGLAND

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

1. Background

- 1.1 Education, in partnership with the home, plays a vital role in the spiritual, moral, social and cultural development of the individuals within our School.
- 1.2 The Education Reform Act (1988) indicated the school curriculum would provide a broad and balanced education for pupils and prepare them for the opportunities, responsibilities and experiences they would face in later life. The promotion of spiritual, moral, social and cultural values formed an important area of a pupil's development in this respect.

2. Aims

- 2.1 Culworth and Boddington Church of England School aims to provide a happy, caring Christian environment where children will build upon their strengths and develop self discipline.
- 2.2 We will provide the best quality of education possible, appropriate to the individual's needs and abilities.
- 2.3 We value the contributions made by everyone who is part of our school community, namely, pupils, staff, parents, governors and friends.

3. Spiritual development.

3.1 Spiritual development relates to feelings, experiences, emotions, a sense of heightened perception or awareness, awe and wonder, a sense of purpose and a sense of being part of a greater whole. "Spiritual" is not always synonymous with "religious." All areas of the curriculum may contribute to pupils' spiritual development.

3.2 We encourage spiritual development through:

- the values and attitudes that the School identifies, upholds and fosters;
- the contribution made by the whole curriculum;
- religious education, acts of worship and other assemblies;
- extra-curricular activities;
- the general ethos and climate of the School.

3.3 Pupils will experience elements of spiritual development by:

- using the support given to help them to cope with their responses to challenging encounters, for example, love, death, pain or suffering;
- using time provided to reflect on God, on themselves, on others, on human capacities and what commitment means;
- taking advantage of opportunities to exercise intellectual curiosity in open-ended enquiry, in testing their beliefs against those of others, and in exploring similarities and differences;
- nurturing the ability to be moved by excellence in human achievement (including their own), by works of art, music and literature that capture the essence of human experiences, and by power, beauty and symmetry in nature and therefore experiencing awe, wonder, delight and thankfulness to God;
- exercising imagination and intuition in creative pursuits and in forming ideas and theories in their academic work and daily lives;
- discussing and debating their insights, beliefs, ideas, emotions, feelings and experiences;
- engaging in an approach to the holy and sacred by prayer and worship or sitting quietly whilst others engage in prayer and worship;
- and through the provision of a daily act of collective Christian worship and regular opportunities for the whole School and community to worship together at the Parish Church.

3.4 A varied range of experiences enable pupils through their spiritual development and understanding of the Christian faith, to gain:

- knowledge of central beliefs, ideas and practices of major world religions and philosophies;

- an understanding of how people have sought to explain the universe through various myths and stories, including religious, historical and scientific interpretations;
- beliefs which are held personally, and the ability to give some account of these and derive values from them;
- from behaviour and attitudes which derive from such knowledge and understanding and from personal conviction, and show awareness of the relationship between belief and action;
- from personal responses to questions about the purpose of life and to the experience of facing challenging situations.

4. **Moral development.**

- 4.1 Moral development is concerned with a pupil's knowledge, understanding, intentions, attitudes and behaviour in relation to what is right or wrong in the eyes of God. It displays a commitment to doing what is right, born of a fellow feeling for others and the desire to be good.
- 4.2 We encourage moral development through;
- knowledge of the codes and conventions of conduct agreed within School and by society at large;
 - encouraging pupils to make judgements by applying moral principles, insights and reasoning;
 - the provision of knowledge and understanding of the criteria put forward as a basis for making responsible judgements on moral issues;
 - the will to behave morally as a point of principle.
- 4.3 Pupils will experience elements of moral development by:
- gaining an understanding of right and wrong;
 - respecting the School's Ethos and Values;
 - developing their thinking and actions and exercising their will in resisting temptation;
 - attempting to become better people;
 - developing a 'family' feeling and a willingness to make an effort to understand others
 - building their respect for themselves and for others;
 - engaging in effective moral reasoning and in their attempts to decide what is right;
 - reflecting upon weakness, failure and fault as part of the human condition and recognising that mercy and forgiveness are gifts from God;
 - developing an understanding of sexual morality.

4.4 A varied range of experiences enable pupils through their moral development to:

- distinguish between right and wrong;
- articulate their own attitudes and values;
- take responsibility for their own actions;
- recognise the moral dimension to situations;
- understand the long and short-term consequences of their actions to themselves and others;
- acquire for themselves a set of socially acceptable Christian values and principles, and set guidelines to govern their behaviour;
- recognise that their values and attitudes may have to change over time;
- behave consistently in accordance with their principles;
- recognise that greater factors extend beyond self-interest at certain times.

5. Social development.

5.1 Social development refers to the ability of children to respond appropriately to those around them at both school and in the wider community by developing qualities and competencies needed to play a full part in society.

- We encourage social development by; recognising that we complement and extend the functions of home and the wider community by helping to prepare pupils to live in society;
- providing an opportunity for social development within classroom/school structures, organisation and management;
- planning classroom experiences which develop social skills, such as teamwork, co-operation etc.;
- through activities such as residential experiences, school productions, school journeys, clubs, fund-raising ventures, charity events, organisation of a school Council and individual responsibilities;
- examples encountered in curriculum subjects.

5.2 Pupils will experience elements of social development through:

- personal interaction enabling children to put aside self-interest and to work with others for the common good;
- the recognition of the worth of those around them and encouraging and maintaining a Christian family atmosphere;
- encouraging respect for people and property regardless of beliefs or origins;
- developing an understanding of the responsibilities and rights of being a member of the school community;

- the security which comes from a sense of belonging to the Christian family;
- the reinforcement of their belief that they have a part to play, that they can ask questions and express opinions which will be taken seriously.

5.3 A varied range of experiences enable pupils' through their social development to display:

- knowledge of the ways in which societies function and are organised i.e. from family to school and thence to wider local, national and international groupings;
- understanding of how individuals relate to each other and to the institutions, structures and processes of society, and of how what is learnt in the curriculum relates to life in society;
- attitudes which show the capacity to adjust to a range of social contacts by appropriate and sensitive behaviour;
- skills in taking on, as appropriate, the role of leader and team worker, exercising responsibility, initiative and co-operation;
- the ability to make a strong personal contribution to the well being of social groups and to form effective relationships within them.

5.4 Cultural development. Cultural development for pupils is concerned with providing a range of experiences that enable children to understand the nature and roots of their own Christian and other cultural traditions.

5.5 We encourage cultural development by:

- strengthening cultural interests which pupils already have and exposing them to a breadth of stimuli in order to allow them to develop new interests;
- recognising and respecting the rights of others to exercise a cultural influence;
- extending cultural horizons beyond the immediate or local to, for example, the highest artistic, musical and literary achievements of human beings;
- recognising and planning for the opportunities in the whole curriculum to promote cultural development;
- maintaining and promoting clear cultural values.

5.6 Pupils will experience elements of cultural development through:

- understanding the beliefs, values, customs, knowledge and skills which form the basis of identity and cohesion in our own and other forms of society;

- recognising and respecting the rights of others to exercise a cultural influence in our multicultural society;
- knowledge of the nature and roots of cultural traditions;
- appreciation of the key features of major cultural groups within society;
- developing and strengthening their cultural interests;
- developing a capacity to relate what is learnt to an appreciation of wider cultural aspects of society;
- exposure to a breadth of stimuli in order to allow them to develop new interests;
- extending their horizons beyond the immediate to the broadest artistic, scientific, musical and literary achievements;
- developing an understanding of the diversity of religious, social, aesthetic, ethnic and political traditions and practices to foster the ability to value the quality and worth of cultural achievements.

5.7 A varied range of experiences enable pupils' through their cultural development to display:

- knowledge of the nature and roots of their own cultural traditions and practices, be they religious, social, aesthetic, ethnic or political, and also the key features of other major cultural groups within their own society;
- understanding of the diversity of religious, social, aesthetic, ethnic or political traditions and practices both nationally and internationally;
- personal responses and accomplishments across the whole range of cultural fields;
- a capacity to relate what they have learnt to their appreciation of wider cultural aspects in society.

6. Responsibilities.

6.1 It is the responsibility of the Headteacher to implement this policy.

6.2 Staff are responsible for ensuring that the contents of the policy are implemented.

6.3 The School Governors will monitor the implementation of this policy to evaluate its success and to ensure that the necessary resources are provided.

7. Evaluation

The policy will be reviewed inline with the Curriculum Committee Policy Review Plan.

8. References

- 8.1 Spiritual and Moral Development. National Curriculum Council April 1993.
Spiritual, Moral, Social and Cultural Development. Office for Standards in Education, February 1994.
Looking Beyond - Developing spirituality with junior children. Kevin Mayhew Ltd. 1996.
Diocesan Expectations - Dioceses of Peterborough - 2000