

## Spiritual, Moral, Social and Cultural Education Policy

At High Wych CE School, we believe that the planned promotion of the spiritual, moral, social and cultural development of our children is fundamental to our work as a school. These aspects are closely interconnected and this policy endeavours to identify the planned opportunities offered to our children.

### Spiritual Development

Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view; either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.

Children who are developing spiritually are likely to be developing some or all of the following characteristics:

- ☆ A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behavior.
- ☆ an awareness and understanding of their own and others' beliefs.
- ☆ A respect for themselves and for others.
- ☆ A sense of empathy with others.
- ☆ An increasing ability to reflect.
- ☆ An ability to show courage and persistence in defense of their aims, values, principles and beliefs.
- ☆ A readiness to challenge all that would constrain the human spirit, for example, poverty of aspiration, lack of self-confidence and belief, sexism, racism and other forms of discrimination.
- ☆ An appreciation of the intangible - for example, beauty, truth, love, goodness, order, as well as for mystery, paradox and ambiguity.
- ☆ An understanding of feelings and emotions and their likely impact.

### Moral Development

Moral development is about the building of a framework of moral values for pupils which regulate their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values and that society's values may change.

Children who are developing morally are likely to be developing some or all of the following characteristics:

- ☆ An ability to distinguish right from wrong.
- ☆ A confidence to act consistently in accordance with own principles.
- ☆ An ability to think about consequences of their own and others actions.
- ☆ A willingness to express their views on ethical and personal values.
- ☆ An ability to make responsible and reasoned judgements on moral dilemmas.
- ☆ A commitment to personal values
- ☆ A considerate lifestyle.
- ☆ A respect for others needs, interests and feelings, as well as their own.
- ☆ A desire to explore their own and others' views.

## Social Development

Social development is about helping young people to work effectively with each other and to participate successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multicultural society. It also involves the development of the interpersonal skills necessary for building successful relationships.

Pupils who are becoming socially aware are likely to be developing the ability to:

- ☆ Adjust to a range of social contexts by appropriate and sensitive behavior.
- ☆ Relate well to other people's social skills and personal qualities.
- ☆ Work successfully as a member of a group.
- ☆ Share views and opinions with others
- ☆ Resolve conflicts successfully and thoughtfully.
- ☆ Reflect on their own contribution to society.
- ☆ Show respect to all living things, property and the environment.
- ☆ Be willing to listen to advice.
- ☆ Exercise responsibility
- ☆ Appreciate rights and responsibilities of individuals.
- ☆ Understand how societies function and are organized.

## Cultural Development

Cultural development is about pupils' understanding their own culture, other cultures in their town, region and in the country as a whole, including cultures represented in Europe and elsewhere in the world. It is about understanding that cultures are always changing and helping pupils understand and cope with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- ☆ An ability to recognise and understand their own cultural assumptions and values;
- ☆ An understanding of the influences which have shaped their own cultural heritage;
- ☆ An understanding of the dynamic, evolutionary nature of cultures;
- ☆ An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality;
- ☆ An openness to new ideas and a willingness to modify cultural values in the light of experience;
- ☆ An ability to use language and understand images/icons, for example, in music, art, literature which have significance and meaning in a culture;
- ☆ A willingness to participate in, and respond to, artistic and cultural enterprises;
- ☆ A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures;
- ☆ A regard for the heights of human achievement in all cultures and societies
- ☆ An appreciation of the diversity and interdependence of cultures.

This policy will be implemented through:

- ☆ A planned programme of RE which includes festivals from a range of cultures;
- ☆ Taking time for reflection and encouraging a sense of awe and wonder when opportunities arise;
- ☆ Take opportunities in PSHE and the curriculum and extended curriculum to reflect and praise examples of children's work or good deeds;
- ☆ Planned opportunities to visit and use the school grounds and the village for purposeful study and reflection on the beauty of nature;
- ☆ Children writing and receiving letters or emails from children in a partner school;
- ☆ The use of ICT in planned opportunities to use appropriate web sites or CD ROMS to access information about festivals / aspects of other cultures;
- ☆ Displays of works of art and multicultural resources, particularly Eastern Arts alongside more traditional and abstract;
- ☆ Planned visits from authors, artists, musicians, religious leaders.

Reviewed Autumn 2015