Greenfylde Church of England First School

Policy on Promoting the Spiritual, Moral, Social and Cultural Awareness of Pupils.

This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.

Rationale

The Education Act (1996) sets education within the context of the spiritual, moral, cultural, mental and physical development of pupils and society. These dimensions underpin the curriculum and the ethos of the school and are not limited to RE and collective worship but exist in all areas of school life. Spiritual development is a dimension of human experience which applies to all pupils and is not confined to the development of particular religious beliefs. This applies equally to moral, social and cultural development throughout the curriculum.

Aims

The ethos of our school is such that all people who come in, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, a good standard of behaviour, marked by respect and responsibility. The aims for spiritual, moral and cultural development are therefore embodied in the school aims.

Objectives

Please see Appendix 1 for a fuller list of the objectives and how we go about meeting them.

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'.

In order to develop the spiritual aspects of a pupil's life, the school will provide opportunities for pupils to:
Χ   listen, reflect and puzzle;
Χ   consider their own feelings, likes and dislikes;
Χ   develop personal beliefs and values;
Χ   show insights into deep questions about life, change and death;
Χ   engage in activities which involve questioning, valuing, creating, envisioning, empathising, imagining;
Χ   immerse themselves in constructive work, sacrificing immediate self-interest;
Χ   develop an understanding of their relationships with those near and far;
Χ   enjoy exploring diversity and difference.

MORAL DEVELOPMENT
Moral development is about the building, by pupils, of a framework of moral values which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

In order to develop the moral aspects of a pupil's life, the school will provide opportunities for pupils to:

X   develop a sense of right and wrong;
X   examine motives for action;
X   explore links between beliefs and values;
X   be aware of the needs of others;
X   formulate and review their own values;
X   reflect on moral principles.

SOCIAL DEVELOPMENT

Social development is about young people working effectively with each other and participating success fully 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 involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the inter-personal skills necessary for successful relationships.

In order to develop the social aspects of a pupil's life, the school will provide opportunities for pupils to:

X   show concern for those with special needs;
X   work in a range of groups;
X   comes to terms with their own experience(s);
X   explore aspects of citizenship;
X   recognise the need to live harmoniously in a plural society;
X   communicate with others with increased confidence;
X   engage in activities which benefit others;
X   consider issues from others= points of view;
X   use language in a range of groups and contexts;
X   write for a range of purposes and audiences;
X   reflect on personal and social issue

CULTURAL DEVELOPMENT

Cultural development is about pupils' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

In order to develop the cultural aspects of a pupil's life, the school will provide opportunities for pupils to:

X   encounter people from another culture;
X   learn from other cultures;
X   engage in discussions on different cultural practices and lifestyles;
X   ask questions from within the security of their own cultural traditions and practices;
X   use bilingual texts where appropriate.

Principles of Teaching and Learning
Each subject will ensure that it nurtures the principles and addresses some of the key points above. Please see Appendix 2.

Curriculum Design
It will be the responsibility of each curriculum area to demonstrate where the scheme of work features opportunities for SMSC development.

Assessment, Recording and Reporting
Rather than making formal assessments of pupils in this area, the focus will be on opportunities being provided through the different curriculum areas, collective worship and other cross- and extra-curricular activities.

Role of Co-ordinator
The designated co-ordinator supervises production of policy and mapping of SMSC development opportunities.