

BLACKTHORNS CP SCHOOL



Policy for Spiritual, Moral, Social and Cultural Development

Reviewed Autumn 2014

Next review Autumn 2016

INTRODUCTION

At Blackthorns the promotion of the pupils' Spiritual, Moral, Social and Cultural development is considered a whole school issue and at the heart of the school's aims and ethos. Through this policy we aim to concentrate on the development of the pupils as individuals, each with their unique personalities. By treating pupils as individuals we aim to enrich, extend and broaden their attitudes and beliefs not only within the school environment but also in their future lives.

As adults, teachers, support staff and school governors we will promote the child's Spiritual, Moral, Social and Cultural development through the curriculum, quality of relationships and daily collective worship.

Spiritual Development

Understanding of self and others is at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development is therefore, accessible to everyone. All areas of the curriculum should reflect this and contribute to a pupil's spiritual development.

Moral Development.

Acquiring knowledge and understanding of what is right and wrong is central to moral development. It is the basis upon which the pupils may develop the ability to make judgements about how to behave and it is the standpoint from which to consider the behaviour of others in school and society in general.

Social Development.

Development in this area enables pupils to become conscientious participants in firstly the society of the family and then progressively, the class, the school and the wider community. Provision for social development should balance the positive, while at the same time satisfying elements of belonging to a group or society with the demands and obligations such membership requires.

Cultural Development.

In order to make provision for cultural development existing knowledge, interests and experiences are strengthened and then built on. In this way pupils gain a deeper understanding of their own culture and the factors that influence it while simultaneously gaining a broader understanding of other cultures and cultural influences. Most areas of the curriculum can be used to promote and develop cultural awareness, although the arts, music, dance, drama and art are those used most frequently.

Teaching Aims and Objectives.

Spiritual Development

AIMS:

1. Our aim is to provide pupils with the ability to be still, to listen and reflect upon a sense of wonder and mystery for the world they live in.
2. For children to develop a sense of personal worth.
3. To foster children's appreciation of the significance, quality and awe and wonder of life
4. To help children to develop an awareness of their spirituality.

OBJECTIVES:

1. To develop the skill of being physically still, yet alert.

2. To develop the skill of being mentally still, while concentrating on the present moment.
3. To develop the ability to use all ones senses.
4. To promote an awareness of and enjoyment in using ones imagination.
5. To encourage quiet reflection during a lesson or assembly.
6. To celebrate children's efforts and successes inside and outside school.
7. To draw attention to children's personal qualities.
8. To provide opportunities for children to show that they value and appreciate each other.
9. To develop individual self-confidence by expressing inner thoughts in a variety of ways.
10. To consider the mystery of god and the wonder of the world.
11. To find an inner confidence and peace.

PROVISION:

- Show an imaginative approach to the world.
- Allow a spirit of enquiry and open-mindedness.
- Encourage pupils to express their creativity and imagination.
- Foster a sense of respect for the integrity of each person.
- Create an atmosphere, which enables the pupils and teachers to speak freely about their beliefs.
- Treat pupils, staff and other adults with respect, regardless of personal feelings.
- Encourage a balance of music, speech, silence and the creative arts when exploring spiritual development.
- Allow pupils to investigate and reflect upon their own beliefs and values.
- Encourage pupils during discussions in lessons and in personal conversations to express such feelings as transcendence, wonder, change, paradox and unease, injustice or inequality, listening carefully to others questions and responses.
- Give pupils experience of other religions by inviting a variety of faith representatives to take school assemblies on a regular basis.
- Provide opportunities for pupils to share what is meaningful and significant to them.
- Provide opportunities for prayer/reflection/silence, the exploration of inner space.
- Explore the place of symbol, image and metaphor in the curriculum.
- Explore the meaning of commitment.
- To always invite a response and never coerce.
- Encourage pupils during discussions in lessons and in personal conversations to express such feelings as transcendence, wonder, change, paradox and unease, injustice or inequality, listening carefully to others questions and responses.
- Give pupils experience of other religions by inviting a variety of faith representatives to take school assemblies on a regular basis.

Moral Development

AIMS:

1. To be able to understand the difference between right and wrong.
2. To understand the principles behind decisions and actions.
3. To be able to make moral decisions for themselves.

4. To assume moral responsibility through belief and conviction.

OBJECTIVES:

1. To tell the truth.
2. To take responsibility for ones own actions.
3. To exercise self discipline.
4. To keep a promise.
5. To respect the rights and property of others.
6. To develop positive attitudes.
7. To understand and conform to the rules and regulations for the good of all.
8. To act considerately towards others.
9. To help children explore ideas of fairness, sharing, respect and empathy.
10. To help those less fortunate than ourselves.
11. To develop high expectations from themselves.

PROVISION:

- Encouraging pupils to develop a personal view on ethical questions raised in science.
- Developing responsibility in learning and setting personal targets.
- RE lessons, emphasise the Christian moral perspective, whilst also offering models of morality in other faiths.
- High expectations, which are discussed formally, lead to raised awareness of high moral standards inside and outside of the classroom.

Social Development

AIMS:

1. To understand that, as individuals, we depend on family, school and society.
2. To use appropriate behaviour, according to the situation.
3. To participate fully and take responsibility in the classroom and in the school.
4. To relate positively to others.
5. To exercise personal responsibility and initiative.
6. To engage successfully in partnership with others.
7. For children to function co-operatively and productively in the school community.

OBJECTIVES:

1. To realise there are things that each person can do well.
2. To show care and consideration for others by sharing and taking turns.
3. To provide opportunities for children to discuss, express and listen to opinions.
4. To develop an understanding of citizenship and to experience being part of a whole caring community.
5. To work as part of a group.
6. To show sensitivity to the needs and the feelings of others.
7. To share such emotions as love, joy, hope, fear and reverence.

8. To interact positively with others through contacts outside school, e.g. sporting activities, visits, church services, music festivals etc.
9. To provide opportunities for children to develop initiative and independence.
10. To provide opportunities to explore relationships within families.

PROVISION:

- Listening to the viewpoints and ideas of others.
- Opportunities to welcome or give thanks to visitors
- Through school day and residential visits.
- Good behaviour is praised positively and rewarded through celebration assemblies
- Pastoral care from all staff gives the pupil the chance to see caring in action.

Cultural Development.

AIMS:

1. To develop a sense of belonging for the pupils own culture and to be proud of their own cultural background.
2. To respond to cultural events by understanding codes of behaviour, fitting to cultural tradition.
3. To respect and tolerate different cultural traditions
4. To share different cultural experiences through participation.

OBJECTIVES

1. To develop an awareness and recognition of cultural development in terms of music, art, drama, literature etc.
2. To develop an understanding of British cultural tradition, including Christianity.
3. To appreciate the values and customs of other ethnic and faith groups, which make up modern British society as well as the world's beyond.
4. To develop the ability to value current cultural enthusiasms, icons, music and media, critically and independently of peer pressure.
5. To present sensitively a range of stories from other cultures.
6. To provide positive role models from other cultures through visits and visitors from the local and wider community.
7. To challenge and eradicate cultural myths.
8. To know and understand the schools anti racist statement in the context of " Everybody is respected whatever their creed, colour, ability or social background".

PROVISION:

- Acquiring an appropriate code of behaviour when visiting places of worship being studied.
- Learning about other cultures presented through a cross-curricula approach.
- Opportunities to discuss and explore differences, similarities, equal rights, peer pressure and discrimination.

BRITISH VALUES

The school takes opportunities to promote British Values, defined by the government as the following:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

In promoting British Values, we will also focus on, and be able to show how our work with pupils is effective in, embedding fundamental British values. Actively promoting also means challenging pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

Monitoring and Evaluation.

Monitoring and Evaluation is carried out in line with the school's Monitoring and Evaluation Policy

Policy Date: Autumn 2014

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