

St. Peter's School



Raunds

## Spiritual, Moral, Social and Cultural Policy

### Purpose

To ensure that the school provides opportunities for pupils to develop spiritually, morally, socially and culturally.

### Content

- All aspects of school life and the curriculum have the potential to contribute to these four kinds of development. The ethos of the school and the values which are implicit in the life and work of the school will have a powerful effect on the extent to which this potential is realised.
- The foundations of spiritual, moral, social and cultural development are laid at home. The school programme for promoting pupils' spiritual, moral, social and cultural development is seen as complementing and supporting the work of parents and carers.

### The place of spiritual, moral, social and cultural development

- It is important to recognise the role of our school in promoting these four kinds of development because education is concerned with more than just giving children a body of knowledge and a range of skills. A successful and improving school will have a positive effect on how children think about themselves and the world, about their notions of right and wrong, how they relate to others and their appreciation of the richness of their own and other ways of life.

In the four areas we have attempted to define the behaviours, attributes and abilities that we would hope to see in our pupils if we were being successful in the delivery of this policy.

## 1. Spiritual

These behaviours, attributes and abilities are:

- Excitement, generosity of spirit, reflection, creativity, enthusiasm, happiness, wonder, imagination, exhilaration and pride.
- They share thoughts, feelings and views in conversation and make perceptive comments.
- Address the questions of life, grasp the idea of wonder, experience deep feelings about what happens to them and understand how beliefs and values shape motivation.

Promoting spiritual development involves our school in providing opportunities for: pupils to develop their 'inner lives' through, for example: reflecting on their own and other people's experiences; acquiring self-knowledge; thinking about their own beliefs, values and aspirations; making personal responses to questions about the purpose and meaning of life; using imagination. Spiritual development is not the same as religious development, though religious education and collective worship – because of their focus on beliefs and values – will have particularly important roles in play in school.

Examples of ways in which our school life as a whole promotes spiritual development are through:

- providing and encouraging a positive ethos;
- the values and attitudes the school identifies, upholds and fosters;
- encouraging children to have a positive self-esteem;
- focusing on positive 'success' rather than negative 'failure';
- giving children the opportunity to reflect and to experience times of quiet (including collective worship);
- encouraging children to listen to and consider the ideas and experiences of others.

## 2. Moral

These behaviours, attributes and abilities are:

- Honourable, respectful, ethical and fair.
- They recognise the need for rules to govern right and wrong conduct.
- Appropriate questioning of all that goes on around them.

Our school promotes moral development when there is a clear code of behaviour, when high personal standards are expected, and when children are given the opportunity to think about issues concerning right and wrong. In that they often focus on such issues, religious education and collective worship will have a particularly important role to play.

Examples of ways in which our school life as a whole promotes moral development are through:

- making it clear what kinds of behaviour are expected (see the school's Behaviour Policy);
- highlighting examples of high standards of behaviour, truthfulness, integrity and honesty;
- adults explaining, whenever possible, why certain behaviour is acceptable or unacceptable;

Examples of ways in which aspects of our curriculum promote moral development are through:

- giving the children an opportunity to think about how the environment should be treated;

The current and governor approved and signed copy of this policy is held in the Headteacher's Office in a file "Current School Policies"

- learning about the roles of rules and codes of behaviour;
- listening to, and discussing, stories which raise issues about right and wrong;

### **3. Social**

These behaviours, attributes and abilities are:

- Politeness, courtesy, self-discipline, self-awareness and caring.
- They value others and understand the need to be able to work with others.
- Address their own difficulties and the difficulties of others.

Our school promotes social development when it encourages people to relate positively to others, provides in its own life a model of a purposeful and harmonious community, encourages pupils to take responsibility, and gives children an understanding of their role within the wider community.

- Examples of ways in which our school life as a whole promotes social development are through:
  - adults setting high standards in their relationships with each other;
  - learning the obligations and constraints, but also the satisfaction, that goes with being a member of groups;
  - giving children the opportunity to make decisions within groups;
- Examples of ways in which aspects of our curriculum promote social development are through:
  - showing how groups of people have much in common;
  - encouraging teamwork and co-operation.

### **4. Cultural**

These behaviours, attributes and abilities are:

- Awareness of their own culture and of other cultures. Recognition of the interaction between cultures.
- They are able to apply their learning to different cultural circumstances.
- Recognise their own need and the needs of others for a wide intellectual development.

Our school promotes cultural development when it gives pupils opportunities to engage in a wide range of cultural activities and to appreciate aspects of their own and other people's cultural traditions.

- Examples of ways in which our school life as a whole promotes cultural development are through:
  - encouraging a knowledge of the children's own cultural traditions and practices and those of other cultural groups within society;
  - adopting the view that diversity makes the world a richer place;

- Examples of ways in which aspects of our curriculum promote cultural development are through:
- teaching children how to express themselves in a variety of ways;
- valuing and encouraging children's own cultural interests and achievements;
- organising visits to places of cultural interest.

## **Procedures / Implementation**

This will be achieved through:

- Opportunities in the curriculum  
The general life of the school  
e.g. school council
- The example set for pupils by adults in the school  
Adults as role models, high expectations of staff behaviour
- The quality of the acts of collective worship  
Themes suggested to support SMSC areas. Records maintained to ensure suitable coverage.

## **Monitoring and Evaluation**

The Policy will be monitored by the School Council who will meet through the year, review and encourage related activities and consider the acts of collective worship.

This policy will be reviewed every two years so as to ensure that:

- all staff understand the role of school in promoting pupils' spiritual, moral, social and cultural development;
- examples which are given are both appropriate and helpful;

Following on OFSTED inspection, the report will be discussed by the whole staff and used as a basis for reflecting on and developing understanding and practice.

**Signed:**

**Date:**

***Reviewed***