

Feltonfleet School

Spiritual, Moral, Social and Cultural Development Policy

1. Contexts

The Education Reform Act (1988) requires a school's curriculum to 'Promote the spiritual, moral, social, cultural, mental and physical development of pupils at the school and of society'.

The life of the school is founded upon Christian beliefs and practice; both through example and the experience it offers its pupils. It is also welcoming of those of other faiths and those with no faith at all.

The school provides a caring, disciplined environment that encourages excellence and seeks to enable children to take responsibility for their own lives.

2. Our Principles

- 1 At Feltonfleet the promotion of pupils' spiritual, moral, social and cultural development is considered to be a whole school issue and should pervade all areas, activities and aspects of the school's work and life.
- 2 Spiritual, moral, social and cultural development should be promoted not only through all subjects of the curriculum and co-curricular activities but also through the ethos of the school, assemblies and Circle Time provision.
- 3 The school's Christian ethos encourages pupils to explore and to understand the Christian faith, morals and lifestyle while at the same time being sympathetic to and welcoming and understanding of other faiths and of children with no faith.
- 4 The development of positive values and attitudes is to be clearly linked to the development of spiritual, moral, social and cultural values.
- 5 The Feltonfleet Way and School Values underpin behaviour in the School and are clearly linked to moral, social and cultural development.

3. Definitions and Practice

3.1 Spiritual Development

Spiritual development is associated with the search for meaning and purpose in life. It relates to a dimension of life, which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions and attitudes and beliefs. The term 'spiritual' need not be synonymous with 'religious'. All areas of the curriculum should contribute to the spiritual development of pupils.

Aims:

Through a breath of opportunities the pupils will become able to;

- reflect and respond to questions about life, death, and relationships
- reflect upon the greatness and diversity of life
- reflect upon the existence of some greater being than ourselves

Strategies for developing spirituality

- through RS lessons and acts of collective worship
- through equipping children to express ideas about belief, faith and understanding
- through an increased ability to be prepared to listen to the views of others
- through consideration of the issues of life and death
- through response to art, literature, drama, music, technology and science
- Awe and wonder in Geography - origins of planet earth and the beauty/power of nature.
- through silent, solitary and group reflection
- through personal expression in the Arts
- through Circle and CaVE time

Evaluation of spirituality

- through observing the quality of pupil responses and the ways in which they are able to express themselves and attribute meaning to their life experiences.

3.2 Moral Development

Moral development is concerned with pupils' ability to make judgements about how they should behave and act, and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong.

Aims:

- For the pupils to become aware of;
- the difference between right and wrong

- the values associated with Positive Living
- the standards of behaviour expected by society
- the importance of making moral judgements
- the dangers of greed, selfishness, violence and exploitation
- the virtues of sharing, patience and selflessness

Strategies for developing morality

- through the Feltonfleet Way and inculcating the School's 4 core values
- through the School's educational philosophy of Positive Living
- through RS lessons and collective worship
- through the example and role modelling of adults
- through praising good behaviour
- through involving pupils in the process of making rules for the classroom and for the school community
- through story-telling and discussion
- through school assembly and acts of worship

Evaluation of moral development

- by observing relationships within the school community
- by observing behaviour outside the classroom
- by observing initiative in the pupils

3.3 Social Development

Social development refers to the development of abilities and qualities that pupils need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects.

Aims

The pupils will become able to;

- value one another and the adults in the school community
- share with one another
- play fairly
- show initiative
- work cooperatively in group work
- show independent learning skills
- grow in self esteem
- respond to responsibilities and leadership opportunities

Strategies for developing appropriate social behaviour

- through curriculum lessons
- through collective worship
- through discussion, group work and games
- by providing choices
- through CaVE time and whole school events
- through extra-curricular activities
- through breakfast, lunch and dinner times
- giving opportunities for pupils to take on leadership responsibilities

Evaluating social development

- through observing breaktimes
- through observing the quality of whole school events
- through the recognition of initiative
- through observing the contentedness of pupils
- through observing pupil's behavior in the Dining Hall

3.4 Cultural Development

Cultural development refers to the development of knowledge and understanding and the appreciation of differing cultural beliefs, customs and traditions. A central theme concerns the development of a sense of personal identity whilst, at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others.

Aims

The pupils will become able to

- understand and respect their own and others' cultures
- understand and respect cultural diversity and identify similarities and differences
- view aspects of culture with open minds

Strategies for developing cultural awareness

- through planned units of RS and broader curriculum areas
- through interaction with the local community
- through shared cluster school activities
- through educational visits to concerts, theatres, museums
- through sporting fixtures with other schools
- through exploring other cultures through music, art, drama and dance

Evaluation of cultural development

- through children's knowledge of local and ethnic cultures
- through observing tolerance and respect for other religious beliefs
- through observing the absence of prejudice when encountering a new cultural experience
- through observing children's pride in their own culture and local heritage

Related Documents:

1. Feltonfleet Way and School Values
2. RS and Positive Living Schemes of Work
3. Circle Time Planning
4. Assemblies & Communal Worship Programme
5. CaVE Programme

Deputy Head - September 2011

To be reviewed - July 2012