

**PROVISION FOR SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT**

Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.

Our intention is that our thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development as well as their physical well-being, will enable our pupils to thrive, equipping them to be thoughtful, caring and active citizens in school and in the wider society.

**SPIRITUAL**

We want our pupils to have:

- A set of values, principles and beliefs which may or may not be religious, which inform their perspective on life and their patterns of behaviour
- Awareness and understanding of their own and others' beliefs
- A respect for themselves and for others
- A sense of empathy, concern and compassion
- Ability to show courage in defence of their beliefs
- A readiness to challenge all that would constrain the human spirit (e.g.: poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, farce, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination)
- Appreciation of the intangible (e.g.: beauty, truth, love, goodness, order, as well as for mystery, paradox and ambiguity)
- A respect for insight as well as knowledge and reason
- An expressive and/or creative impulse
- Ability to think in terms of the 'whole' (e.g.: concepts such as harmony, interdependence, scale, perspective, and on understanding of feelings and emotions and their likely impact)

What we will do to make that happen:

- Give pupils the opportunity to explore values and beliefs including religious beliefs, and the way in which they impact on peoples' lives
- Encourage pupils to explore and develop what animates themselves and others
- Give pupils opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful
- Develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected
- Accommodate difference and respecting the integrity of individuals
- Promote teaching styles which value pupils' questions, enable pupils to make connections with aspects of their learning and encourage pupils to relate their learning to a wider frame of reference (e.g. who, what, when, why, how)
- Monitor in simple, pragmatic ways, the success of what is provided

**MORAL**

We want our pupils to have:

- Ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures
- A confidence to act consistently in accordance with their own principles
- Ability to think through the consequences of their own and others' actions
- A willingness to express their views on ethical issues and personal values
- Ability to make responsible and reasoned judgements on moral dilemmas
- A commitment to personal values in areas which are considered right by some and wrong by others
- A considerate style of life
- A respect for others' needs, interests and feelings, as well as their own
- A desire to explore their own and others' views
- Understanding of the need to review and re-assess values, codes and principles in light of experience

What we will do to make that happen:

- Provide a clear and consistent moral code as a basis for behaviour
- Promote racial, religious and other forms of equality
- Give opportunities across the curriculum to explore and develop moral concepts (e.g.: truth, justice, right, wrong, equal opportunities)
- Develop an open and safe learning environment in which pupils can express their views and practice moral decision-making
- Reward moral good behaviour and insights
- Make an issue of breaches of the agreed moral code
- Encourage pupils to take responsibility for their actions (e.g.: respect for property and environment)
- Provide models of moral virtue through literature, arts, sciences, assemblies and acts of worship
- Reinforce the school's values through images, posters, displays
- Monitor in simple, pragmatic ways, the success of what is provided

## SOCIAL

We want our pupils to:

- Adjust to a range of social contexts by appropriate behaviour
- Relate well to other people (social skills, personal qualities)
- Work successfully as a member of a group or team
- Share views and opinions with others and work towards consensus
- Resolve conflicts and counter forces which militate against inclusion and unity
- Reflect on their own contribution to society and the world of work
- Show respect for people, living things, property and environment
- Benefit from advice offered by those in authority
- Exercise responsibility
- Appreciate the rights and responsibilities of individuals within the wider social setting
- Understand how society functions and is organised (e.g.: schools, the family, local community)
- Participate in activities relevant to the community
- Understand the notion of interdependence in an increasingly complex society

What we will do to make that happen:

- Identify key values and principles upon which school and community life is based
- Foster a sense of community with common inclusive values
- Promote racial, religious and other forms of equality
- Encourage pupils to work cooperatively
- Encourage pupils to recognise and respect social differences
- Provide positive corporate experiences (e.g.: assemblies, team activities, residential experiences)
- Help pupils to develop personal qualities valued in a civilised society (e.g.: thoughtfulness, honesty, respect)
- Provide opportunities for engaging in the democratic process
- Provide opportunities for pupils to exercise leadership and responsibility
- Provide positive and effective links with the world of work and the wider community
- Monitor in simple, pragmatic ways, the success of what is provided

## CULTURAL

We want our pupils to have:

- 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
- Ability to appreciate cultural diversity and accord dignity to others' beliefs, thereby challenging racism and valuing race equality
- An openness to new ideas and willingness to modify their values in light of new experiences
- Ability to use language and understand images/icons (e.g.: in music, art and literature which have 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
- Appreciation of the diversity and interdependence of cultures

What we will do to make that happen:

- Provide opportunities for pupils to explore their own cultural assumptions and values
- Present authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promote equality
- Extend pupils' knowledge and use of cultural imagery
- Recognise and nurture particular gifts and talents
- Provide opportunities for pupils to participate in literature, drama, music, art and other cultural events
- Develop partnerships with outside agencies and individuals to extend pupils' cultural awareness (e.g.: theatre, museums, concert, galleries, foreign exchanges)
- Reinforce the school's cultural values through displays, posters, exhibitions
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum
- Monitor in simple, pragmatic ways, the success of what is provided