

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