



SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

Rationale

The spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children by the governors, staff and parents of our school. It is taught through all subjects of the curriculum and in particular RE and PSHE. It supports all areas of learning and contributes to a child's motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. In later years it can enrich the individual's appreciation of life's experiences and their relationships with others.

School Ethos

The values and attitudes promoted by the staff influence the behaviour and attitudes within the school. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values.

1. What is Spiritual, Moral, Social and Cultural Development?

1.1 Spiritual Development is about:

- The non physical aspect of a person concerned with profound thoughts, relating particularly to God, Jesus, The Bible and other religious faiths
- Feelings, experiences, emotions
- A sense of purpose
- A sense of awe, wonder and mystery
- Insights into a personal existence which are of enduring worth
- Valuing a non-material dimension to life
- The relationship between belief and behaviour
- A sense of heightened perception or awareness
- A sense of being part of a greater whole
- A search for meaning and purpose

1.2 Moral development is about:

- Knowing of the codes and conventions of conduct agreed by society
- Having the will to behave morally as a point of principle
- Being able to articulate attitudes and values
- Recognising the moral dimension to situations
- Developing a set of socially acceptable values and principles
- Recognising that values and attitudes change over time
- Making judgements on issues by applying moral principles, insights and reasoning
- Taking responsibility for ones' own actions
- Understanding the consequences of actions for self and others
- Behaving consistently in accordance with principles
- Recognising the greater needs which extend beyond self-interest

1.3 Social development is about:

- The progressive acquisition of the competencies and qualities needed to play a full part in society
- Understanding of the institutions, structures and processes of society
- Understanding of how individuals relate to each other

- Being able to adjust to a range of social contexts by appropriate and sensitive behaviour
- Being able to make a personal contribution to the well-being of groups
- The ability to exercise responsibility and initiative
- Being able to participate cooperatively and productively in the community
- Understanding how what is learnt in the curriculum relates to life in society
- Being able to take on the roles of team leader and team worker

1.4 Cultural development is about:

- Understanding of beliefs, customs, values, knowledge and skills which form the basis for identity and cohesion in society
- Knowledge of the nature and roots of cultural traditions
- The key features of major cultural groups within society
- Personal response and accomplishment
- The capacity to relate what is learnt to an appreciation of wider cultural aspects of society
- Developing and strengthening the cultural interests of pupils
- Exposing pupils to a breadth of stimuli in order to allow them to develop new interests
- Extending horizons beyond the immediate to the highest artistic, musical and literary achievements
- Understanding the diversity of religious, social, aesthetic, ethnic and political traditions and practices
- Being able to evaluate the quality and worth of cultural achievements

2. Equality and Diversity

Please refer to Great Missenden C of E School's Equality and Diversity policy.

3. Putting ideas into practice

To ensure that the things described in these statements can happen, there are three aspects or levels of the school which need to be considered:

3.1

- The ethos of the school, which creates the climate within which Spiritual, Moral, Social and Cultural development can flourish. This is at the heart of the School Aims, and is set out in the Prospectus and on the Website. It is also addressed in the School Development Plan.
- The pastoral support for students which should reflect these aims, and creates a deliberate structure through which the care and concern for pupils can be given
- The curriculum, which sets out to ensure that there is planning to introduce and explore the elements of SMSC where this is appropriate

3.2

The policy of the school is that all subjects can and should contribute to the Spiritual, Moral, Social and Cultural development of pupils

3.3

The curriculum is the framework on which a school is built and so it is through the curriculum that schools can have a major influence.

Teachers must:

- be aware of these responsibilities
- know how respective curriculum areas might be used
- plan accordingly
- be alert to the many everyday, unplanned and incidental opportunities that can provide important starting points

4. Collective Worship

Please refer to Great Missenden's Collective Worship Policy

Policy Reviewed by Governors' Learning and Teaching Committee - March 2015