

Bledlow Ridge School

Policy for Spiritual, Moral, Social and Cultural Development

Definitions

Spiritual Development

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values;
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible;
- use of imagination and creativity in their learning;
- willingness to reflect on their experiences.

Moral Development

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives;
- understanding of the consequences of their actions;
- interest in investigating, and offering reasoned views about, moral and ethical issues.

Social Development

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds;
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively;
- interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage;
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities;
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Aims

At Bledlow Ridge School, the children and their learning are at the very heart of every decision made. We strive to create a learning environment which promotes respect and self-awareness, values diversity and equips all of our pupils with the knowledge, skills and attitudes they will need to succeed in their future lives. This includes the following:

- Spiritual development - focusing on an individual's own personal beliefs, values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.
- Moral development - exploring, understanding and recognising shared values and considering the issues of right and wrong.
- Social development - pupils working effectively together and participating successfully in the school community as a whole. During a pupil's social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.
- Cultural development – enabling pupils to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means pupils learning to feel comfortable in a variety of cultures and valuing cultural diversity.

Implementation

Teachers are aware of the need to plan opportunities for spiritual, moral, social and cultural development in a range of subjects across the curriculum. The curriculum provides a wide range of artistic, sporting and cultural opportunities.

We aim for all pupils to experience the following during their time at Bledlow Ridge School:

- Play a tuned musical instrument
- Theatre visit out or in
- Participate in community event both in and out of school
- Take part in a performance
- Take part in a sporting competition to represent school
- Watch a sporting event
- Outdoor experience
- Residential experience
- Involvement in charitable event
- Visit a gallery/ art exhibition
- Visit a museum
- Experience live music

Spiritual Development

Planned opportunities for spiritual development can be seen across the school and a wide range of subjects. The curriculum at Bledlow Ridge Schools offers the pupils the chance to:

- Be curious and to express feelings of delight and wonder, (scientific investigations, chemical reactions, new life, the global landscape);
- Empathise and consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in familiar stories);
- Consider how a belief can change people's lifestyles , (R.E, investigating communities and faiths, historical case studies);
- Discuss what they think they have achieved and what they need to do to be successful in the future, (self-assessment, target setting activities);
- Discover how they connect into the school community (in friendship, class and whole school groups) and develop their sense of belonging, (PSHE, RE, assemblies, contributing to community events);

- Cultivate a sense of well-being, worth and purposefulness, not just through the success of their work but also in their attitude and effort to their learning.

These can occur during any part of the school day and, as well as being pre-planned teachers also take the chance to explore these opportunities as they arise spontaneously. Through this the school has developed an ethos within which all pupils can grow and flourish, respect others and be respected.

Moral Development

The classroom environment and curriculum promote moral development through:

- Codes of conduct and class rules are agreed each year providing a clear basis for behaviour;
- Clear and consistent rewards and sanctions that children understand and believe to be fair;
- Whole school assemblies and focussed class time that discuss moral values and cite expectations;
- Activities that enable pupils to give opinions and show their values;
- Discussing the choices made by the pupils and how their choices had an impact on a given situation;
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.

Through this pupils will be able to:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures;
- Develop an ability to think through the consequences of their own and others' actions;
- Have an ability to make reasoned judgements and take responsibility for their actions;
- Ensure a commitment to personal values;
- Have respect for others' needs, interests and feelings, as well as their own;
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values and principles in the light of their own experience.

This is done through collective worship, PSHE and in across curriculum areas. We also endeavour to raise their self-esteem through praise and achievement assemblies that highlight both academic and social achievements.

Social Development

At Bledlow Ridge School social skills are developed through:

- Modelling of positive social behaviour by all staff;
- Promoting racial, religious and other forms of equality – see separate Equalities Policy;
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences, school productions and after-school clubs;
- Turn-taking and team-building activities;
- Providing opportunities for pupils to exercise leadership and responsibility;
- Encouraging pupils to work co-operatively through paired and small group work within the classroom;
- Working with other groups across the local community to build a sense of belonging.

Pupils that are becoming increasingly socially aware will be developing their ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour;
- Relate well to other people's social skills and personal qualities;
- Work successfully, as a member of a group or team;
- Share views and opinions with others;
- Resolve conflicts maturely and appropriately;
- Reflect on their own contribution to society;
- Show respect for people, living things, property and the environment;
- Exercise responsibility;
- Understand how societies function and are organised in structures such as the family, the school;
- Understand the notion of interdependence in an increasingly complex society;
- Develop the self-discipline not just to 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do.

Cultural Development

Children are introduced to a regional and global perspective in life through:

- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance;
- Extending pupils' knowledge and use of cultural imagery and language;
- Weekly assemblies;
- Stories from different cultures;
- First hand experiences through local visits, theatre, art and artists;
- Access to a wide range of books in the school libraries;
- Visitors from the local and international community;
- Being part of National and International fund raising events;
- Studies of a different lifestyle including different food, dress, festivals and places of worship.
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Assessment for learning

Our teachers assess the children's work in SMSC both by making informal judgments as they observe them during lessons and extra-curricular activities and through speaking to the children about how they feel and what they have learned.

Monitoring and review

The planning and coordination of SMSC are the responsibility of the Governors' Curriculum and Pupil Issues Committee. This policy will be reviewed at every two years.