



SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

POLICY STATEMENT AND GUIDANCE

Pentland Field School, as part of The Eden Academy, is committed to excellence both inside and outside the classroom. We strive for the very best for all our pupils but recognise that education is far broader than this. We attempt to offer our pupils as many opportunities as possible to allow them to flourish and to experience the world in all its fullness and to prepare them to be able to make a positive contribution. In line with the aspirations the school holds for all its pupils, in all that we do, we will encourage our pupils to look outwards at the world and reflect on their part in it and their response to it.

We are charged with ensuring that our pupils, living as they do in a multi-cultural suburb of north-west London, are awake to the richness of, and issues associated with, cultural diversity and community cohesion. We aim to ensure that our general ethos and atmosphere are wholly supportive of spiritual, moral, social and cultural development. Whole school initiatives have a part to play as well as the teaching of individual subjects. The formal and informal curriculum has significant roles to play in this important area of educating the whole person. We recognise the importance of spiritual, moral, social and cultural development in creating a fully all-encompassing school.

This document attempts to bring some clarity and coherence to what can sometimes appear to be a complicated and somewhat confusing aspect of education. It is Pentland Field School's response and is an indication of the importance placed by us on spiritual, moral, social and cultural development. We understand that the response will never be complete and will be continually evolving to best meet the needs of our pupils at any particular moment in time. We will ever be experimenting, adapting, developing and exploring. We recognise that the spiritual, moral, social and cultural elements of students' development are inter-related.

Aims

This policy aims to:

- Set out the importance placed on spiritual, moral, social and cultural development by Pentland Field School
- Offer certain definitions to focus attention
- Outline strategies and responsibilities
- Identify opportunities for the spiritual, moral, social and cultural development of pupils

Spiritual Development

This is often seen as a notoriously difficult aspect to define. At Pentland Field School we see it as a focus on that which is non materialistic. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It focuses on what, if all else was stripped away, would ultimately sustain us. It is about insights, principles, beliefs, attitudes and values.

In more mundane language, it is about giving the pupils opportunities to have their 'spine tingled' and time to reflect and work out how they might respond. It is about curiosity and questioning.

It is to be stressed that 'spiritual' is not synonymous with 'religious'.

Spiritual development will be enhanced by attention to the following:

Beliefs

The development of personal beliefs including religious beliefs; a developing understanding of how beliefs contribute to personal identity.

A sense of awe and wonder

Being inspired by the natural world and human achievement.

Experiencing feelings of transcendence

Feelings which may give rise to belief in a divine being or the belief that one's inner resources provide the ability to rise above everyday experiences.

Search for meaning and purpose

Trying to work out why things happen; reflecting on the origins and purpose of life; responding to challenging experiences of life such as beauty, suffering and death.

Self-knowledge

An awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences; a growing understanding and acceptance of individual identity; an ability to build up relationships with others.

Relationships

Recognising and valuing the worth of each individual; developing a sense of community; the ability to build up relationships with others.

Creativity

Expressing thoughts and feelings through, for example, art, music, literature and crafts; exercising the imagination, inspiration, intuition and insight.

Feelings and emotions

The sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings, and how to learn to use such feelings as a source of growth

We aim to provide rich and plentiful opportunities for pupils to consider the spiritual dimension of aspects of the taught and the extended curriculum and to reflect on their own understanding of their personal values.

We will seek to help pupils to:

- consider some of the wider and deeper questions associated with the facts and ideas that they encounter;
- extend and refine their thinking about the purpose of life and about such non-material aspects as beauty, order, love, pain and suffering;
- gain a knowledge of the central ideas and values associated with the major world religions and belief systems and to compare them with their own;
- reflect upon their own emotional responses to events and ideas and consider how other people might react to them, perhaps in different circumstances;
- develop an understanding of the differing ways in which issues such as creation, growth and death are interpreted through myth, story, doctrine and scientific exploration;
- establish relationships and patterns of behaviour that are derived from personal conviction and which link belief to action;
- be inspired.

We will strive to achieve these aims through:

- the values and attitudes promoted in what we say and do
- specifically considering the spiritual dimension of the subjects and themes that we cover and the activities that we organise
- providing opportunities for reflection and questioning
- using display appropriately
- seizing opportunities to involve all partners in our quest
- the teaching of religious education and the delivery of assemblies
- paying careful attention to the quality of the social and emotional climate of the school
- responding thoughtfully to major events or to unexpected tragedies
- providing opportunities for pupils to discuss spiritual matters with understanding members of staff where this is appropriate

Moral Development

Moral development is about the building of a framework of values which regulate

personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It recognises that there can be disagreement and that society's values can change. It is about developing understanding of the range of views and encouraging informed opinion.

The acquisition and practice of high moral standards is vital to the life of the school and applies equally to pupils and adults.

We will help pupils to:

- consider the moral principles that separate right from wrong and apply them in thought and action
- gain knowledge of the codes and conventions of conduct agreed by society
- develop positive values about tolerance, justice, equality and compassion
- develop a respect for other people, their views, their aspirations and their property
- develop a respect for living things and the environment
- make meaningful connections between rights and responsibilities, privileges and duties
- strike an appropriate balance between competition and co-operation, individual and corporate targets
- take time to consider the moral and ethical dimensions of some of the factual content of the curriculum
- respect the moral and ethical stances taken by other people and other cultures
- make value judgements within a considered moral framework

We aim to achieve this by:

- promoting a code of conduct and operating a graded system for rewards and sanctions
- individual teachers defining standards of behaviour in the classroom and around the school
- enabling pupils to take responsibility for their own actions and helping them if they make some mistakes in the process
- designing learning experiences that include scope for exploring such moral and ethical dilemmas as wealth and poverty, war and peace, the sanctity of life and economic sustainability
- developing pupils' skills and attitudes, such as decision making, analysis, judgement, self control and consideration for others
- providing inspiration and role models for positive moral thinking and action

Social Development

Social development is about pupils working effectively with each other and participating successfully in the wider community. It is about functioning effectively in

a multi-racial, multi-cultural society. It involves growth in knowledge and understanding of society in all its aspects. It is about developing the interpersonal skills necessary for successful relationships.

Throughout the life and work of the school, we will help pupils to:

- appreciate the values and characteristics of the social framework in which they live, especially the family, school and local community;
- gain an understanding of how societies are organised and how they operate at a range of scales and in the past and present, local and distant contexts;
- appreciate some of the ways in which individuals relate to each other and to the societies in which they belong;
- develop leadership and teamwork competencies and exercise appropriate levels of personal responsibility;
- contribute their skills, ideas and personality to the social organisations within the school;
- appreciate the positive effects of considerate social attitudes and the negative effects of destructive social attitudes.

We will enable this to happen by providing:

- a school which offers a model for living and working together;
- an emphasis on the importance of relationships;
- planned opportunities to consider the social dimension of subjects and themes covered in lessons and extended curricular activities;
- opportunities for contributing to social groups within the school;
- scope for pupils to exercise leadership and personal responsibility;
- opportunities for pupils, staff, governors and parents to contribute fully to the social life of the school and to its distinctive ethos;
- opportunities for pupils to be involved in the local community.

Cultural Development

Cultural development is about pupils' understanding of their own culture and other cultures in their town, region and country as a whole. It is about understanding cultures elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by travel and the media. It is knowing that cultures are always changing and coping with change. Cultural development is intimately linked with the school's attempts to value cultural diversity, promote community cohesion and prevent racism and other forms of discrimination.

We will help pupils to:

- widen and deepen their cultural interests through all subjects of the curriculum and

through additional opportunities provided in sport, music, drama, visits, exchanges and work experience;

- appreciate the characteristics of their own cultural background and the nature of their own roots;
- appreciate the richness and diversity of the cultural traditions represented in the locality of Hillingdon, surrounding boroughs and Britain;
- recognise some of the ways in which cultural values and practices change with time;
- explore and evaluate the contribution made to music, literature, technology, science and the creative arts of people from diverse cultural backgrounds;
- consider the political, social, economic and technological achievements of representatives developed and less developed countries;
- embrace and understand cultural diversity by bringing them into contact with attitudes, values and traditions of other cultures;
- develop an historic perspective by relating contemporary values to the process and events that have shaped them;
- appreciate the inter-dependence of different cultures.

We will do this by:

- exploring the cultural dimension of all subjects of the curriculum, especially through literature, religion, drama, art, music, sport, history, food, textiles, geography and modern foreign languages;
- exploring cultural issues through whole school events and initiatives;
- developing positive attitudes to people from differing cultures and ethnic backgrounds;
- participating in a range of cultural activities and visits;
- involving students in local issues and local decisions;
- accessing business culture;
- providing an opportunity for reflection, discussion, advice and support to enable them to set personal goals and develop self-awareness and self-esteem.

Appendix 1

Below are a list of activities and opportunities that Pentland Field School will endeavour to offer in order to develop the spiritual, moral, social and

cultural development of pupils:

- **Theme Days including cultural and festival days**
- **Fund raising and awareness days**
- **Pupil Voice – Student Council**
- **Residential visits**
- **Day trips and excursions**
- **Sporting events including academy and borough-wide sporting events**
- **Arts Award delivery**
- **Duke of Edinburgh Award Scheme delivery**
- **After School Clubs led via Family Services**
- **Class-led assemblies including guest speaks**
- **Healthy School Snack Shop/Enterprise**
- **ICT Animation projects**
- **Drama visits and productions**
- **The delivery of Building Learning Power objectives**
- **Environmental Issues – providing collection services to the local community**

November 2014