



Witton Middle School Spiritual, Moral, Social and Cultural Development Policy

1. INTRODUCTION

The personal, social, emotional, spiritual, moral and cultural development of pupils lies at the heart of our school and is about education of the 'whole child'. It is a statutory requirement to provide the '**why**' alongside the '**what**' and '**how**' of education and we consider this to be an essential element of our work in school.

Pupils are entitled to a curriculum which:

- promotes the social, emotional, spiritual, moral, cultural, mental and physical wellbeing of pupils at the school;
- prepares such pupils for the opportunities, responsibilities and experiences of adult life.

The 1988 Act requires that education must be:

- broad and balanced;
- that it must attend to the development of the whole child;
- that it must have relevance both for pupils' lives in the present and in the future.

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion.

The following aspects of school all contribute to this process:

- school ethos, policies, relationships and expectations;
- assemblies and collective worship;
- core and foundation subjects;
- cross-curricular themes;
- religious education;
- Personal, Social, Health and Citizenship lessons;
- cultural activities;
- Race Equality Policy and Disability and Gender Equality Scheme;
- enrichment and extra-curricular activities.

2. RATIONALE

Through our commitment to this policy, we show our concern for the development of the whole child as a thoughtful, creative and independent individual in the context of a growing respect for him/herself and others. Children able to develop in this way and who have strong self-esteem are more likely to enjoy their school lives and be able to take advantage of the full curriculum.

We aim to address the following areas of development:

- The kind of adults we wish our pupils to come.
- An outline of the appropriate knowledge, understanding, skills and attitudes we wish our pupils to acquire.
- The necessary learning experiences that will enable them to achieve this.
- The values promoted by the school.

3. OVERALL AIMS AND OUTCOMES

At Witton Middle School we nurture confident and enthusiastic learners. Our child-centred approach guides everything that we do, creating a safe, happy and caring community. We are proud of our pupils, who behave well and act responsibly. In lessons, pupils experience a variety of engaging teaching methods, and are encouraged to develop the effective attitudes, skills and habits of successful learners. Alongside quality teaching, individual and group programmes enable all pupils to thrive and make good progress. School leaders and governors provide clear direction

and embody high aspirations. The school community enjoys a wide range of high quality resources, including extensive grounds and superb facilities for sports, music and science.

Our School Vision “Developing pride and preparing our children to go out into the world to make it a better place” is underpinned by the words **P**erseverance – **R**esponsibility – **I**ndependence – **D**etermination – **E**mpathy (PRIDE).

4. SOCIAL EDUCATION

We consider personal, social and emotional education to be concerned with learning about **self-development and the development of others** which takes place in an integrated way, **through a broadly based curriculum**, as well as through the **personal care and welfare of its pupils and staff**.

In order to achieve our aims, we:

- identify key values and principles on which our school and community life is based;
- foster a sense of community which promotes a positive attitude towards everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion;
- model appropriate adult behaviour, at all times, providing explicit role models for pupils to follow;
- encourage pupils to work co-operatively;
- encourage pupils to recognise and respect social differences and similarities;
- provide positive corporate experiences;
- help pupils develop personal qualities which are valued in a civilized society eg thoughtfulness, honesty, respect for different moral principles, independence, inter-dependence and self-respect;
- help pupils to challenge, when necessary, and in appropriate ways, the values of a group or wider community;
- helping pupils to resolve tensions between their own aspirations and those of the group and wider community;
- provide the opportunity to raise awareness of social issues;
- provide opportunities for engaging in the democratic process and participating in community life;
- 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.

5. SPIRITUAL DEVELOPMENT

We consider spiritual development to be concerned with **reflection on the meaning and purpose** of our lives. It involves the **capacity to sense awe, wonder and mystery in the natural world of human achievement**. It focuses **on the central place of relationships in our lives** and **encourages pupils to begin the process of forming personal beliefs**, which may include views on religious beliefs.

In order to achieve our aims, we:

- identify, within each curriculum area appropriate opportunities to:
 - value relationships;
 - sustain self-esteem;
 - provide opportunities for the expression of important human characteristics;
 - provide opportunities for stillness, silence and reflection and learn from reflection;
 - encourage the search for meaning and purpose;
 - value personal identity;
 - develop self-knowledge and self-awareness;
 - provide time for reflection on the wonder of nature;
 - foster the emotional life;
 - promote the joy of learning;
- give pupils the opportunity to explore values and beliefs, including religious beliefs and the way in which they affect people’s lives;
- where pupils already have beliefs, to support and celebrate those beliefs;
- encourage pupils to explore and develop what animates themselves and others;
- give pupils the opportunity to understand human feelings and emotions, the way they affect 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 differences and respect the integrity of individuals;

- promote teaching styles which:
 - value pupils' questions and give them space for their own thoughts, ideas and concerns;
 - enable pupils to make connections between aspects of their learning;
 - encourage pupils to relate their learning to a wider frame of reference (for example asking why, how and where as well as what);
- monitor, in simple pragmatic ways, the success of what is provided.

6. MORAL DEVELOPMENT

We consider moral development as the understanding of the **difference between right and wrong**, and **making positive choices** because it is right and it helps build a strong community.

In order to achieve our aims, we:

- provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school;
- promote measures to prevent discrimination on the basis of race, religion, gender sexual orientation, age and other criteria;
- give pupils opportunities across the curriculum to explore and develop moral concepts and values;
- develop an open and safe environment in which pupils can express their views and practice moral decision-making;
- reward expressions of moral insight and good behaviour;
- make an issue of breaches of agreed moral codes, where they arise;
- model through the quality of relationships and interactions, the principles which we wish to promote - fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts;
- recognise and respect the codes and morals of the different cultures represented in the school and wider community;
- encourage pupils to take responsibility for their actions, respecting property, caring for the environment and developing codes of behaviour;
- provide examples of moral virtue through literature, humanities, sciences, art, assemblies and acts of worship;
- reinforce the school's values through images, posters, classroom displays, exhibitions;
- monitor, in simple pragmatic ways, the success of what is provided.

7. CULTURAL DEVELOPMENT

In ensuring provision in this area of the curriculum, we recognise that the development of cultural awareness embraces two strands:

- a) **opportunities to learn about one's own culture** and other cultures;
- b) activities that **promote creative expression and aesthetic appreciation**.

We intend to provide a balance between these two strands and are committed to providing a multicultural education, while striving to eradicate racism in any form. In order to achieve our aims, we:

- provide opportunities for pupils to explore their own cultural assumptions and values;
- responses to festival days in the Christian calendar in Collective Worship, study of Europe in geography and British and European government in PSHCE;
- present authentic accounts of the attitudes, values and traditions of diverse cultures;
- address discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promote racial and other forms of equality;
- extend pupil's knowledge and use of cultural imagery and language;
- recognise and nurture particular gifts and talents;
- provide opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encourage pupils to reflect on their significance;
- develop partnerships with outside agencies and individuals to extend pupil's cultural awareness, for example theatre, museum, concert and gallery visits, resident artists, foreign exchanges;
- acknowledge the advancement in literary, scientific, musical, artistic, mathematical and social and political contributions that have been made by individuals of other cultures;
- reinforce the school's cultural values through displays, posters, exhibitions;

- audit 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.

8. PHYSICAL WELLBEING

Participation in PE and sport, plus extracurricular activities, is helping all pupils develop healthy lifestyles and reach the performance levels they are capable of. Healthy eating is promoted across the school.

This Policy links with our **Community Cohesion Policy**.

Prepared by:	Headteacher	Responsibility of:	Headteacher
Agreement Date:	Summer 2014	Review Date:	Spring 2016
This Policy was prepared giving due regard to the disabilities and special education needs, ethnicity, culture, language, religious affiliation, sexual orientation, national origin and national status and gender of the children and staff at Witton Middle School and its community.			
This policy appears on the school's website.			