

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

EATON HOUSE SCHOOLS
POLICY DOCUMENT

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Legal Status

This policy complies with Part 2, Paragraph 5 of the Education (Independent School Standards) (England) Regulations 2014.

Applies to

This policy applies to the whole school including the EYFS, all staff (teaching and support staff), and volunteers working in the school.

Availability

This policy is made available to parents and staff via the School website and on request a copy may be obtained from the office.

Policy Statement

Eaton House Schools provide a caring, disciplined environment that encourages excellence and seeks to enable children to take responsibility for their own lives. The spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children by senior management, staff and parents of our school. It is taught through all subjects of the curriculum and in particular TPR and PSHE. It supports all areas of learning and can contribute to the 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.

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.

Policy Aims

The purpose of this policy is to give guidance to staff about the ways in which they should help foster the spiritual, moral, social and cultural development of all pupils.

In contrast to the policies for specific curriculum subjects, this policy relates to the whole life of the school. Of particular importance in promoting spiritual, moral, social and cultural development (SMSC) is the example set by adults in the school, the quality of relationships and the standard of assemblies and collective worship.

The development of positive values and attitudes is considered to be intrinsically linked with spiritual, moral, social and cultural development.

The SMSC aspects of education concentrate on the development of the pupil as an individual and as a personality, aiming to enrich and extend the awareness of each child in relation to the values, attitudes, beliefs and consequent behaviour acquired during school years.

The SMSC policy aims to enable pupils to develop their self-knowledge, self-esteem and self-confidence; to distinguish right from wrong and to respect the civil and criminal law; it encourages pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely; it provides pupils with a broad general knowledge of public institutions and services in England; it will assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions; and it actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The importance of 'cultural capital', to enable children exposure not only to culture but also to situations in which they might not have previously experienced, this is of paramount importance to their ongoing successes. To ensure that along with teaching the curriculum pupils are being encouraged to learn and function to prepare them for senior school and well after they leave school.

Eaton House Schools will not promote partisan political views in the teaching of any subject in the school. Where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.

Background Information and Definitions

Spiritual development relates to the quest for individual identity and the search for meaning and purpose in our existence. It is associated with a dimension of life which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions, and attitudes and beliefs. The term 'spiritual' is not synonymous with 'religious.'

Understanding of self and others is at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development is, therefore, accessible to everyone. All areas of the curriculum should contribute to pupils' spiritual development.

Moral development is concerned with pupils' ability to make judgments about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong.

Acquiring a knowledge and understanding of what is right and wrong is central to moral development. It is the basis upon which the pupils may develop the ability to make judgments about how to behave and it is the standpoint from which to consider the behaviour of others in school and society in general.

The system of rules and codes of behaviour is an important introduction to issues of fairness for all and to the consequences of operating outside the accepted rule system. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of consequences or sanctions. Moral development, based on Christian principles, should enable pupils to become increasingly responsible for their own actions and behaviour.

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Social development refers to the development of abilities and qualities that students need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects.

Development in this area enables pupils to become conscientious participants in their house groups, the school and the wider community. Provision for social development should balance the positive, satisfying elements of belonging to a group or society with the demands and obligations such membership requires.

The school, but in particular the classroom, provides a suitable environment for promoting social development. Pupils learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when children work co-operatively.

Cultural development refers to the development of knowledge and understanding of differing cultural beliefs, customs and traditions. It is an increasing appreciation of the systems of values and attitudes which form the basis of identity and cohesion within societies and groups.

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions of others.

In order to make provision for cultural development, existing knowledge, interests and experiences are strengthened and then built upon further. In this way pupils gain a deeper understanding of their own culture and the factors which influence it and gain a broader understanding of other cultures and cultural influences. All areas of the curriculum can be used to promote and develop cultural awareness, although the arts, music, dance, drama are those used more frequently.

What is Spiritual, Moral, Social and Cultural Development?

It is difficult, if not impossible, to administer tests or to make precise formal assessments about the four aspects of SMSC development. However, it might be helpful to set down some aspects of behaviour which indicate development is taking place.

SPIRITUAL DEVELOPMENT

Aims for Spiritual Development

Our aim is to help pupils develop:

- a sense that they belong to a universe that is bigger than themselves and their immediate concerns.
- an awareness of the past
- a sense of optimism, or at least equanimity, about the future
- an ability to trust

Provision for Spiritual Development

a) **within the Curriculum**, departments should seek ways to encourage pupils to:

- use their imagination in solving problems and empathising with others;
- develop a spirit of enquiry and open-mindedness;
- feel comfortable with discussions about the holy or the sacred;
- develop an awareness of order and pattern in the world.
- respect the integrity of each person and their differences
- explore instances of symbol, image, allegory and metaphor in the curriculum;
- explore what commitment means;

b) **beyond the formal curriculum**, the school will:

- encourage pupils in personal conversations and during discussions in lessons, to express such feelings as transcendence, wonder, transience and change, paradox and unease, injustice or inequality whilst listening carefully to others' questions and responses;
- treat pupils and staff with respect, regardless of personal feelings;
- invite close involvement with our local religious community.

MORAL DEVELOPMENT

Aims for Moral Development

Our aim is to help pupils:

- distinguish between right and wrong
- respect the law
- understand the principles lying behind decisions and actions
- be able to take moral decisions for themselves, and not be swayed by peer pressure
- assume moral responsibility through belief and conviction
- be able to distinguish between right and wrong

Therefore, we want them at all times to:

- tell the truth
- respect the rights and property of others
- fulfill commitments, readily
- help those less fortunate than themselves
- act considerately towards others
- take responsibility for their own actions
- exercise self-discipline
- develop high expectations
- develop positive attitudes
- conform to rules and regulations for the good of all
- seek to understand and develop worthwhile relationships with their peers, their teachers and other adults in the community

Provision for Moral Development

a) within the Curriculum:

- in lessons such as TPR, PSHE, English, History and others, moral questions will be discussed whenever appropriate
- pupils will be encouraged to reflect upon and develop a personal view on ethical questions raised in science, information technology and other areas

b) beyond the formal curriculum

- through the school rules and other formal ways, the school will make clear the moral ethos
- through informal discussions in classes moral questions will be discussed whenever appropriate, particularly in any discussion related to disciplinary action so that pupils understand the school's moral framework
- The Headteacher, Deputy Headteacher, Senior Staff and others who lead assemblies will on regular occasions use their assemblies to raise and address moral questions.

SOCIAL DEVELOPMENT

Aims for Social Development

We seek to create an environment in which pupils feel ready, willing and able to:

- relate positively to others
- participate fully and take responsibility in the classroom and in the school
- use appropriate behaviour, according to situations
- engage successfully in partnership with others and work as part of a group
- exercise personal responsibility and initiative
- understand that, as individuals, we depend on family, school and society
- show sensitivity to the needs and feelings of others
- develop an understanding of citizenship and experience being part of a whole caring community
- every member of the community has a worthwhile contribution to make

Provision for Social Development

a) within the curriculum

- in all lessons pupils must be taught and encouraged to listen to and respect the viewpoints and ideas of others
- good behaviour is praised positively and rewarded publicly

b) beyond the formal curriculum

- in houses, form or tutor groups, lessons, games and activities, pupils must be taught and shown how to work together in groups, and to be inclusive and supportive of others
- through the relationships between staff and pupils foster a respect for the individual, as long as their actions do not undermine the community as a whole

CULTURAL DEVELOPMENT

Aims for Cultural Development

Our aim is to help pupils to:

- develop a sense of belonging to their own culture and be proud of their cultural background
- respond to cultural events
- share different cultural experiences
- respect different cultural traditions
- understand codes of behaviour from other cultural traditions
- develop an awareness and recognition of what a 'cultured person' appreciates in terms of music, art, drama, literature etc.
- develop a love of learning
- appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond

Provision for Cultural Development

a) within the curriculum

- in all lessons acquiring an understanding of the contribution of British thinkers to the subject being discussed
- in all lessons understand the importance of the work done by people from other cultures in bringing us to our current understanding of the subject being discussed
- in music, TPR and art, undertake a study of other cultures and their forms of cultural expression
- within TPR and PSHE, discuss and explore differences, similarities, equal rights, peer pressure and discrimination
- teach pupils about the main public institutions within the UK and their relationship with the institutions in the wider world, such as the UN

c) beyond the formal curriculum

- the school will provide opportunities for all pupils to attend musical and theatrical events
- the opportunity will be provided for pupils to take part in a wide variety of cultural events including opera, theatre, choral singing, book clubs, poetry readings
- charity links will enable pupils to think beyond their own culture and share the aspirations of people in a variety of different cultures.

Our School Values

Alongside the British Values and the School Rules, children are encouraged to live out our school values:

- We are curious and brave
- We act with kindness and respect
- We seek adventure and fun
- We value ourselves and each other
- We are determined and we bounce back