



SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

The examples set by adults in our schools, the quality of relationships, the curriculums and the standard of daily collective worship are of particular importance in promoting spiritual, moral, social and cultural (SMSC) development. SMSC development is promoted not only through all the subjects of the curriculum and through collective worship but also through the general ethos and culture of each school.

As a Trust we recognise that ethos and pupil outcomes are indivisible. 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 human existence of each child in relation to the values, attitudes, beliefs and consequent behaviour acquired during school years.

SPIRITUAL DEVELOPMENT

Spiritual development relates to the quest for individual identity and the search for the meaning and purpose of 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, attitudes and beliefs. 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. *Our Church of England schools place special emphasis on the specific teaching and beliefs of the Christian faith, both within the daily life of the school and through the curriculum.*

Spiritual learners become increasingly aware of the concept of self – the inner person and the way that this shapes an individual's perception of themselves as a unique human being. Spiritual learners reflect on the relationship that they have with their sense of being a unique person.

Spiritual learners become increasingly aware of the concept of others – a growing empathy, concern and compassion for how to treat others. Spiritual learners reflect on how their values and principles affect their relationships with others.

Spiritual learners become increasingly aware of the concept of a physical and creative world – a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity. Spiritual learners explore their understanding of beauty and the effect this has on their perception of and relationship with the world.

Spiritual learners become increasingly aware of the concept of the beyond – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. Spiritual learners search for meaning in their very existence and their place in the greater scheme of things.

Objectives for Spiritual Development

- To develop the skill of being physically still, yet alert
- To develop the skill of being mentally still, concentrating on the present moment
- To develop the ability to use all one's senses
- To promote an awareness of and enjoyment in using one's imagination
- To encourage quiet reflection during a lesson or act of collective worship
- To develop individual self-confidence in expressing inner thoughts in a variety of ways

- To find an inner confidence and peace
- To consider the mystery of God and the wonder of His world (*our Church of England schools*)

MORAL DEVELOPMENT

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 judgements about how to behave and it is the standpoint from which to consider the behaviour of others in school and in society in general. The system of rules and codes of behaviour established in our schools is an important early 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 should enable pupils to become increasingly responsible for their own actions and behaviour.

Objectives for Moral Development

- To tell the truth
- To respect the rights and property of others
- To make and keep realistic promises
- To help those less fortunate than ourselves
- To act considerately towards others
- To take responsibility for one's own actions
- To exercise self discipline
- To develop high expectations
- To develop positive attitudes
- To conform to rules and regulations for the good of all

SOCIAL DEVELOPMENT

Social development refers to the development of abilities and qualities that pupils 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. Our schools provide suitable environments 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 pupils work cooperatively.

Objectives for Social Development

- To share emotions and to show sensitivity to the needs and feelings of others
- To work cooperatively as part of a group
- To show care and consideration for others by sharing, taking turns and celebrating each other's successes
- To develop an understanding of citizenship and to experience being part of a whole caring community

CULTURAL DEVELOPMENT

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. 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 a broader understanding of other cultures and cultural influences. All areas of the curriculum can be used to promote and develop cultural awareness, although art, music, dance and drama are those used more frequently.

Objectives for Cultural Development

- To develop an awareness and recognition of culture, music, art, drama, literature etc.
- To develop an understanding of British cultural tradition
- To appreciate the values and customs of other ethnic and faith groups which make up modern British society and the world beyond
- To develop one's own ability to view current enthusiasms, icons, music and media, critically and independently of peer pressure