



SOCIAL, MORAL, SPIRITUAL AND CULTURAL DEVELOPMENT

In this policy the following members of staff are referred to:

TITLE	NAME
Head Teacher	Claire Murdoch
Deputy Head Teacher	Mia Santa-Olalla

INTRODUCTION AND PRINCIPLES

The School seeks to offer an education where pupils learn to distinguish right from wrong and are presented with opportunities through which they can develop a system of spiritual beliefs and a moral code, as well as developing personal, socially and culturally. This is firmly centred and embedded in the ethos of the School and is actively promoted in accordance with the DfE advice issued in 2014 requiring the imparting of fundamental British values, the Prevent Duty (updated June 2016) and also the DfE Document Keeping Children Safe in Education – (KCSIE) September 2023.

This policy applies to all pupils including those within the Early Years Foundation Stage (EYFS).

SPECIFIC OBJECTIVES

We aim to:

- Lead pupils towards becoming confident and positive contributors to their community.

- Enable pupils to gain insights into the origins and practices of our culture and those of the wider community.
- Ensure that children understand and are sensitive to the emotions of others.
- Encourage pupils to value the non-material aspects of life, and develop a sense of awe and wonder at the mysteries of life.
- Take steps to ensure that pupils appreciate racial, cultural and religious diversity, and avoid and resist racism.
- Actively promote the fundamental British values of: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those of different faiths and beliefs.
- Actively promote an understanding of the importance of online safety.

OVERVIEW

All the curriculum subjects provide opportunities to promote the pupils' spiritual, moral, social and cultural development. Traditional British values of: democracy; the rule of law; individual liberty; mutual respect and tolerance of those of different faiths and beliefs, permeate throughout the School. These values are taught explicitly through: Assemblies, Personal, Social, Health and Economic Education (PSHE) lessons and also Religious Education (RE) throughout the School, including in the EYFS. The themes for assemblies are varied but encompass different faiths and beliefs with an emphasis on citizenship, decent moral values, honesty, and the worth of individual conscientiousness, kindness and feeling for others. Staff members are expected to reinforce and model these values in lessons, sport, activities and all other aspects of school life.

SOCIAL DEVELOPMENT

This involves pupils acquiring an understanding of the responsibilities and rights of being a member of families and communities (local, national and global) and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. The pupils develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in their community.

This is achieved by:

- Assemblies; visiting speakers; House assemblies; Class assemblies; Music assemblies; Good Work assemblies
- Celebration of personal success both within the School and outside.
- School Council
- Playtimes
- Eating Lunch together

- Year 6 acting as role models for the lower school.
- Visits from members of the local community e.g. the Fire Brigade
- RE curriculum, PSHE curriculum, school trips; charity days;
- Use of specific calendar events e.g. general and local elections; royal events; global events

MORAL DEVELOPMENT

This involves pupils acquiring an understanding of the difference between right and wrong and or moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities, and attitudes they need in order to make responsible moral decisions and to act on them.

This is achieved by:

- Assemblies; visiting speakers
- School Council
- The School's Behaviour Policy; Class Rules
- RE curriculum, RSE Curriculum, PSHE curriculum, current affairs discussions; school trips; charity days for both local and global concerns

SPIRITUAL DEVELOPMENT

This involves the growth of the pupils' sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they will try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster in their own inner lives and non-material well-being.

This is achieved through:

- Assemblies: different religions and festivals are recognised and discussed.
- An appreciation of music, art and drama is fostered.
- Periods of meditation and mindfulness sessions.
- Educational visits, experiences and trips.

CULTURAL DEVELOPMENT

This involves pupils acquiring an understanding of cultural traditions and developing their ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' way of doing things and a curiosity and respect about such differences.

This is achieved through:

- Assemblies; visiting speakers
- Celebration of festivals of different cultures

Claire Murdoch
Head Teacher
September 2023

Review approved by Deborah Livsey CEO
New Model School Company Limited
September 2023

Next review date: August 2024