



Spiritual, Moral, Social and Cultural Development Policy

With regard to personal development, King's Infant School seeks to fully prepare our young people for a happy and successful adult life by encouraging traditional Christian values and by fostering self-assurance, mutual respect and a sense of belonging.

We strive to develop the whole person by:

- providing a safe, secure, positive and enjoyable environment for the young people trusted to us
- stimulating all students to achieve their academic potential
- encouraging the development in each pupil of the school's Core Values, spiritual and moral values, self-discipline, responsibility and respect
- ensuring that students can benefit from Spain's language, history and culture through complementary studies
- offering a wide range of enriching co-curricular activities.
- promoting independent thinking and lifelong learning

Introduction

The School Mission Statement positively asserts that King's Infant School's purpose is "to sustain and develop an educational environment in which all students are able to fulfill their maximum potential, both as individuals and as members of a community". This means encouraging and challenging pupils of all academic abilities to develop to their fullest, whilst supporting and enabling each student to value themselves, to respect those around them and their environment.

It is the task of the School to ensure that an adequate foundation of experience and knowledge, with opportunities for discussion, reflection and evaluation, is provided so that students can be given maximum scope to develop their spiritual, moral, social and cultural dimensions.

This policy works in conjunction with other policies and procedures such as Anti Bullying, Behaviour, Rewards and Sanctions, Teaching and Learning and the Personal, Social and Health Education schemes of work.

Central to King's Infant School is the belief that the education provided is not only about the gaining of knowledge and the acquiring of essential skills, important though they are, but that it is also about the personal development of each boy and girl, in its fullest sense. The fullest sense, in terms of the 1992 Schools' Act, is one which includes the "spiritual, moral, social and cultural development" of each boy and girl. This includes at King's Infant School the stated Core Values of dedication, independence, integrity, honesty, kindness, initiative, tolerance and open-mindedness.



These Core Values are designed to create an atmosphere in the school whereby these 8 values are at the heart of the students' thoughts and decisions in all aspects of their relationships, practices and attitudes within school life. We use the Core Values to underpin the culture of the school to ensure that the expectation is for high standards of respect, responsibility and self-discipline.

King's Group of Schools' Core Values:



Partnership

The role of King's Infant School, in promoting the spiritual, moral, social and cultural development of the students is one of stimulus and nourishment. The School, however, recognises the important role of the parents in sharing these values and principles in order to be able to encourage and support their development in the students. At King's Infant School we are fortunate in that, in the main, our parents share similar values which enable the school to engage in a partnership towards the development of these values in their children.

The contribution of the wider family and, in some cases the involvement in a particular faith community, alongside the involvement with society at large will also contribute in various ways to students' spiritual, moral, social and cultural development.

Rate of Development



There are four distinct areas in which development can take place. It must not be assumed that the rate of development will be identical in each of them. It is believed that there are aspects of 'social development' which are generally straightforward and can be observed, but this is not thought to be the case with 'spiritual development' which tends to be somewhat erratic. Similar variations will be seen when attempting to propose educational aims and objectives in relation to these areas. It is obviously much easier to identify an appropriate body of knowledge and skills and an appropriate list of desired attitudes and values in some of these areas than in others.

The spiritual, moral, social and cultural dimensions of humankind are ones in which it is impossible to prescribe a rigid and bureaucratic set of aims, objectives and standards to be met. It is, however, possible to establish clear signposts to show the general direction of the desired development.

What follows is an attempt to clarify the ways in which the School can encourage its students to develop as whole human beings:

Spiritual Development

This should not be confused with Religious Education. The spiritual development which must be encouraged rests upon the encouragement to think, explore and discuss. It is concerned with how personal beliefs and values are acquired, especially on questions of religion, whether life has purpose, and the basis for personal and social behaviour.

The potential for spiritual development is open to all students. It is concerned with specifically religious concerns but by no means confined to the development of religious beliefs. The spiritual dimension of life at King's Infant School is seen as the set of beliefs, values, attitudes, experiences, and reflections by which individuals give direction and shape and meaning to their lives.

Spiritual development is also concerned with the promotion of the development of feelings and emotions, as well as identifying the importance of intellectual curiosity. It is concerned with deepening appreciation of music, art and literature. These areas, as well as those traditionally understood as religious, seek to explain what life is about and students are invited and encouraged to explore them. They are urged to approach these areas with serious intent and take on increasing responsibility for themselves in them. The methodology adopted is that of discussion, exploration and reflection through what is taught in its curriculum, participation in music, drama and artistic activity, through assemblies, tutor times and through the School's ethos.

Spiritual Aims

- A willingness to reflect on and appreciate faith.



- A recognition of the right of others to hold their own views and respect for those who have different beliefs and customs.
- A willingness to seriously explore the religious faith which has shaped the particular culture from which the pupil has come.
- A willingness to look beyond materialism.
- A willingness to reflect on and think critically about their experiences, responses and choices.
- A developing sense of awe and wonder in the face of the universe.
- A willingness to reflect on and appreciate works of literary, artistic or musical merit.
- A willingness to ask and explore 'ultimate questions'.
- A growing ability to cope with the times of suffering which human life naturally presents: anxiety, stress, unhappiness, illness, divorce and death.

Moral Development

Moral development is concerned with a pupil's knowledge, understanding, intentions, attitudes and behaviour in relation to what is 'right' and 'wrong'. Moral development then is concerned with fundamental judgements and precepts about how people should behave and act and reasons for such behaviour. The intention at King's is that students, as they develop a sense of morality, will be invited to explore the place of reason in ethical matters and, as autonomous moral agents, acquire value systems which are their own, together with an understanding that their behaviour and actions should be derived from a moral set of beliefs and values. It is crucial for the School to expect high moral standards from all members of its community and it is in this context that it is felt important that teachers explore the basis of moral behaviour. It is important the students to understand that any social grouping depends for its continued existence on the broad acceptance of rules and laws.

In the classroom situation, in consistency with the purpose of developing pupil autonomy and personal responsibility, moral education focuses on values' clarification. It is important, however, to be clear and consistent when dealing with matters of morality, especially where there is a high degree of consensus in society.

Moral Aims

- A developing sense of self-discipline and responsibility not only for their own actions, but for their responsibilities to others.
- A developing awareness of, and pride in, their own unique gifts, talents and privileges, and a parallel rejection of all forms of prejudiced perception of others on the basis of class, race, sex, religion or nationality.
- An appreciation of the importance of honesty, and the development of personal integrity.
- A sensitivity to the feelings, needs and rights of others.
- A growing disposition towards generosity, rather than selfishness, by helping those less fortunate or weaker than ourselves.



- An appreciation of the importance of kindness to others and a clear rejection of unkindness, cruelty or bullying.
- A developing of a mature sense of self-confidence and self-worth and a consequent willingness to lay aside arrogance.

Social Development

Social development refers to the progressive acquisition of the competences and qualities needed to play a full part in society. It is primarily concerned with the skills and personal qualities necessary for individuals to live and function effectively in society by being a member of the community. The School can only complement and extend what the home and society in general can achieve in helping to prepare students to participate constructively in society.

Upon entry to King's a pupil will be required to learn the obligations and constraints, but also the satisfaction, that go with being a member of a group or community. As they develop students will also become aware of their own identity as individuals, as well as the importance of taking into account the feelings and wishes of others within the group or community, and they will be given opportunities to experience a variety of social roles. The Core Values of tolerance and open-mindedness play a fundamental role in our students' social development.

Social Aims

- To provide opportunities for students to work in groups and in pairs to experience a variety of social roles.
- To provide opportunities for students to experience working co-operatively in partnership.
- To provide opportunities for students to exercise leadership and responsibility.
- To provide opportunities for students to learn to respond to the initiatives of others, and what it means to share a common purpose.
- To provide opportunities for students to be involved in a decision-making process which involves democratic participation.

Cultural Development

Cultural development refers to students' increasing understanding and command of those beliefs, values, customs, knowledge and skills which, taken together, form the basis of identity and cohesion in societies and groups. This area of development is principally concerned with the students' understanding and appreciation of the music, art, drama, poetry, science and technology of the society in which they live.

The purpose of education is both to develop and strengthen the cultural interests which the students already possess and expose them to a breadth of stimuli which will allow them to



develop new interests. It is important to realise that cultures change, consequently students will be taught about those past features which have influenced and shaped the present, as well as about how the present generations, themselves included, are maintaining, interpreting and reshaping their cultural traditions.

It is also acknowledged that the School will not be the only means whereby a student is influenced culturally and, indeed, that it may not be the strongest of these. The School can have an immediate impact upon its students and does have a contribution to make. Such contributions may include an introduction to the values and customs held within a nation's culture, and to those of other significant cultures, including those represented in the School. In the King's Infant School context, with the presence of a significant minority of students from other cultures it is important that they feel that their values and customs are respected.

Cultural Aims

- To provide students with the knowledge of the nature and roots of their own and the UK's cultural traditions and practices, including historical, social, religious, aesthetic, ethnic or political and also of the key features of other major cultural groups within their own and UK society.
- To develop an understanding of the diversity of religious, social, aesthetic, ethnic and political traditions and practices within their society.
- To encourage a personal response and accomplishment in a range of cultural fields which might include, as a minimum: literature; music; technology; art and design; and sport
- To enlarge students' capacity to relate what they learn, in school generally and in particular areas of the curriculum, to their appreciation of wider cultural aspects of society, and to evaluate the quality and worth of cultural achievements.

Achieving the Aims

The moral, spiritual, social and cultural (personal) aspects of a pupil's development do not form part of any separate curriculum area's scheme of work. The formation of character, beliefs, values and a spiritual centre, is really the development of character and is not something which can be attained by formula, curriculum organisation or prescription. Personal meanings, beliefs and values which constitute a person's spirituality, and the qualities of character and value from which morally good and socially responsible action proceed, are built up steadily, slowly, continuously and cumulatively in the on-going process of how we relate to each other as human beings. It is a fact that the process began before the students came to King's Infant School and will continue after they have left.

No single system or institutional structure within the School, no single department or procedure is responsible for the moral, spiritual, cultural or social developments of the students at King's Infant School. The School, however, can endeavour to provide an ethos where such development can take place through the general day to day quality of



relationships. The so-called hidden curriculum is also of immense importance and can aid development. Some areas of the school's life may have a greater part to play in the process of these characteristics than others. It is important to celebrate the positives and work to correct the negatives.

In an attempt to achieve its aims, the School does have a number of more formal structures which are intended to contribute to the general process of moral, spiritual, social and cultural development. It is intended that these structures underpin the more important aspects of the general social relationships which exist within a school. They also provide some of the contexts within which creative personal interaction and development may take place.

1) The Curriculum

All subjects and all teachers can and do contribute to personal development simply by the way they interact with students during lessons. However, certain subjects such RE, PSHE, English, , History, Geography and PE by their subject matter have a particular contribution to make.

2) Assemblies

Assemblies, by what they applaud, celebrate, encourage and disallow, make a highly significant contribution to the articulation and demonstration of the values which the School wishes to promote and develop. Every week there is a moral or social theme for assemblies. Every pupil will attend their Key Stage assembly weekly.

3) Co-Curricular Activities

There are numerous and diverse co-curricular activities which make a major contribution to personal development. A wide variety of trips and excursions, visits to the theatre and art galleries, concerts, theatre productions to name but a few, all contribute to the social and cultural development of students.

4) Responsibility and Leadership

The system of, House Captains provide both formal and informal opportunities for students to exercise leadership, service and responsibility.

5) Community and Charity

Through our work within the local and wider community we aim for our students to develop an understanding of helping others. Through charity projects working with 'Bomberos Ayudan' (Christmas Collection), 'Caritas' (Harvest Collection), 'Glorry Fundacion (Spring Clean) etc the students learn how they can impact on the community through their actions.

6) Cultural

King's Infant School benefits greatly from having students of many different nationalities.. This cultural diversity is of incalculable benefit to all members of the school community.



7) Models and Examples

Spiritual, moral, cultural and social values could be said to be absorbed rather than taught. In King's Infant School students will encounter a wide variety of different people, through teachers, non-academic staff as well as visiting speakers. All these will provide material for reflection and evaluation in the development of their own character.

8) The School Ethos, Code of Conduct and Rules

There is so much more to spiritual, moral, social and cultural development than just conforming to a set of rules. It is important, however, to have a well regulated and disciplined environment for any educational achievement. The School has policy documents on the school codes of behaviour that are based on the fundamental tenet of mutual respect, and these together with the general ethos of the school (implicitly) are expressions of the values that King's Infant School seeks to encourage. They are considered to be a vital ingredient in the spiritual, moral, social and cultural development of all the students.

Evaluation

It is accepted that there are no correct definitions of these terms and that there are no easily definable criteria to measure the success of any policy which aims to promote the spiritual, moral, social and cultural development of students. But this should not diminish their importance in the life of the School. It is the controversial and complex nature of these values, which demonstrates their significance in life and highlights the need to address them in an educationally valid way. Personal development is an erratic, unpredictable and long term phenomenon, and the effects of even the most sensitive moral instruction or spiritual reflection may be different from what is hoped for. There also may be a wide divergence between a person's stated beliefs and values, behaviour and relationships. This makes any evaluation of a school policy difficult in regard to outcomes. That said, conspicuous acts by members of the community and general norms of behaviour, reactions to incidents, choices that are made, relationships and levels of interaction will all provide on-going evidence that the education we provide to our pupils is developing them as we would want.

Particular outcomes cannot be guaranteed, but it is important that the MLT monitor and review this policy from time to time with regard to its general effectiveness and suitability.

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