



Bungay High School...

Spiritual, Moral, Social and Cultural Policy



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Opportunity and Excellence for All





Spiritual, Moral, Social and Cultural Policy

Spiritual Development

Spiritual development relates to that aspect of inner life through which pupils acquire insights into their personal existence which are of enduring worth. It is characterised by reflection, the attribution of meaning to experience, valuing a non-material dimension to life and intimations of an enduring reality. 'Spiritual' is not synonymous with 'religious'; all areas of the curriculum may contribute to students' spiritual development.

Provision of spiritual development will be through:

- Values and attitudes which the school identifies, upholds and fosters
- Contributions made by the whole curriculum
- Religious Education, acts of collective worship, other assemblies
- Extra-curricular activity, general ethos and climate of the school
- Warm, caring, support and valuing the individual etc.

The spiritual dimension is to do with seeking answers to life's great questions. Spiritual development is about helping students make sense of these questions, and about what that development does to help form students' response to life and to various forms of experience, or even questions about the universe.

It is about the search for meaning and purpose in life, it involves consideration of what it means to be human and finding values to live by. It is about encouraging intellectual curiosity, reflection and exploration. It incorporates our responses to challenging experiences such as suffering, beauty and encounters with good and evil. It is about recognising and appreciating beauty through music, literature and art, through things of value and worth, and through science, mathematics etc. It includes the ability to distinguish between things of true value, beauty and worth.

Spiritual development should include:

- Knowledge of the central beliefs, ideas and practices of major world religions and philosophies
- An understanding of how people have sought to explain the universe through various myths and stories, including religious, historical and scientific interpretations
- Beliefs which are held personally, and the deriving of values from them
- Behaviour and attitudes which derive from such knowledge, understanding and from personal conviction, and which show the awareness of the relationship between belief and actions
- Personal response to questions about the purpose of life, and to the experience of beauty, love, pain and suffering.

Moral Development

Moral development is concerned with distinguishing between right and wrong and involves a code of practice based on personal qualities and founded on a moral code.

Moral values should include:

- Telling the truth
- Keeping promises
- Respecting the rights and property of others
- Acting considerately towards others



Spiritual, Moral, Social and Cultural Policy

- Helping those less fortunate and weaker than ourselves
- Taking personal responsibility for one's actions
- Self discipline.

It will involve the rejection of:

- Bullying
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty

Moral development through the curriculum can be encouraged by:

- Teaching the knowledge and skills of analysis and decision making, which will support moral behaviour and understanding
- Exploring moral implications and ethical issues raised by science, technology, medicine, literature, history etc.

Moral development could involve:

- Knowledge of language and ideas of morality
- Understanding of nature and purposes of moral discussion, listening to and valuing other viewpoints
- Personal values in relation to the self via self-awareness, self-confidence, self-esteem, self-control, self-reliance, self-respect, self-discipline and responsibility
- Relationships with others to include tolerance, respect for persons and property, truthfulness, compassion, sensitivity, co-operation, love, forgiveness, reconciliation
- Local, national and world issues involving the individual and community, rights, duties and responsibilities, war and peace, human rights, exploitation and aid, medical ethics, environment issues, equal opportunities (sex, race, disability, class, age etc.)
- The disposition to act and behave in accordance with such values, including the skills of making moral decisions and forming moral judgements
- Providing or helping students to provide for themselves a basic moral code and giving them the confidence to hold fast to those values against peer group and other pressures.

Social Development

Social development is the progressive acquisition of the competence and qualities needed to play a full part in society. It involves growth in knowledge and understanding of society in all its aspects, its institutions, structures and characteristics, including economic and political organisation and principles, and life as a citizen, parent or worker in a community. It involves:

- Learning what it means to share a common purpose
- Co-operation and responsibility
- Learning to cope with the consequences of success and failure.

Social development will be achieved through:

- Classroom organisation and management



Spiritual, Moral, Social and Cultural Policy

- School rules and codes of behaviour
- School councils and Year committees
- Clubs and fund raising ventures
- As prefects, monitors and peer mentors
- School productions, residential experience, school trips and journeys.

Social skills will also be acquired through:

- Physical education
- Team games
- Projects in curriculum subjects.

Social development could involve:

- Knowledge of the ways in which societies function and are organised, from family to school to local, national and international (e.g. EU)
- Understanding of how individuals relate to each other and to the institutions, structures and processes of society, and of how what is learnt in the curriculum relates to life in society
- Attitudes which show the capacity to adjust to a range of social contexts by appropriate and sensitive behaviour
- Skills in taking on, as appropriate, the roles of leader and team worker, and in exercising responsibility, initiative, co-operation and support
- Ability to make a personal contribution to the well-being of social groups and to form effective relationships within them.

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. Cultural development will be achieved through bringing students to a recognition of the place of specific cultural manifestations and the value of deepening students' responses to them in, for example, music, art, drama, dance, poetry, science, technology and sport.

Students' cultural development could include:

- A deepening understanding of their own cultural roots
- A broadening of their cultural horizons and aspirations, beyond the local and immediate, in all aspects of culture whether aesthetic, mathematical, literary, technological, sporting, musical, scientific, political, economic, educational or religious
- A recognition of the influences of religion, ethnicity and heritage, and the different aspirations of various social groups with cultures.

Cultural development could involve/include:

- Knowledge of the nature and roots of their own cultural traditions and practices, be these religious, social, aesthetic, ethnic or political, and also of the key features of other major cultural groups within their own society
- Understanding of the diversity of religious, social, linguistic, aesthetic, ethnic and political traditions and practices, nationally and internationally



Bungay High School...

Spiritual, Moral, Social and Cultural Policy

- Personal response and accomplishment in a range of cultural fields. These might include, as a minimum, literature, both prose and verse, music, technology, including information technology, art and design, and physical movement including dance and sport
- Capacity to relate what they learn, in school generally and in particular areas of the curriculum, their appreciation of wider cultural aspects of society, and to evaluate the quality and worth of cultural achievements.

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Spiritual, Moral, Social and Cultural Policy

Key Points

The **spiritual development** of students will be fostered through:

- The values and attitudes which the school identifies and upholds.
- The contributions made by the whole curriculum.
- Religious education, acts of collective worship and other assemblies.
- Extra-curricular activity and the general ethos of the school.
- An environment of warmth, caring, support and valuing the individual.

The **moral development** of students will be fostered through the curriculum by:

- Teaching the knowledge and skills of analysis and decision making, which will support moral behaviour and understanding.
- Exploring moral implications and ethical issues raised by science, technology, medicine, literature, history etc.

Also through the pastoral system by encouraging students to reject the following:

- Bullying.
- Cheating.
- Deceit.
- Cruelty.
- Irresponsibility.
- Dishonesty.

And to endorse the following:

- Telling the truth.
- Keeping promises.
- Respecting the rights and property of others.
- Acting considerately towards others.
- Helping those less fortunate and weaker than ourselves.
- Taking personal responsibility for one's actions.
- Self discipline.

The **social development** of students will be achieved through:

- Classroom organisation and management.
- School rules and codes of practice (behaviour).
- School councils and Year committees.
- Clubs and fund raising ventures.
- Opportunities to serve as prefects or monitors.
- School productions, residential experiences, school trips and journeys.
- Sportsmanship – whether on the playing fields.

The **cultural development** of students will be fostered through all areas of the curriculum and through the provision of a range of extra-curricular activities.

The key points outlined in this document have been extracted from the full policy document which defines the terms used and gives a full description of current practice.