



Policy for Spiritual, Moral, Social and Cultural Development

Developed by:

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Responsible Governor:

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1.0 Mission Statement

At Netherhall Learning Campus we recognise the importance of constructing a firm foundation on which all aspects of education are built. It is our explicit aim to offer a good-quality education. All staff work together to create a caring environment, in which pupils can learn and grow in a healthy, balanced way. It is our belief that education is a route to spiritual, moral, social and cultural development and, thus, the well-being of the individual.

2.0 Aims

We strive to promote pupils' spiritual, moral, social and cultural development, and prepare all pupils for the opportunities, responsibilities and experiences of life through:

- ◆ guiding pupils' spiritual, moral, social and cultural development – in particular distinguishing between right and wrong
- ◆ promoting fundamental British Values across the Campus
- ◆ providing pupils with knowledge of, and insights into, values and beliefs
- ◆ enabling them to reflect on their experiences in a way that enhances their self-knowledge and spiritual awareness
- ◆ broadening their knowledge, understanding and appreciation of their own beliefs and cultures and those of others
- ◆ developing pupils' integrity
- ◆ helping them to be responsible, caring citizens, with an understanding of their rights and responsibilities
- ◆ promoting equal opportunities
- ◆ fostering pupils' self-esteem and emotional well-being
- ◆ the formation of worthwhile, satisfying and lasting relationships based on respect for others and themselves
- ◆ enabling pupils to respond to opportunities, challenges and responsibilities, to manage risk and cope with change and adversity.

The school Christian Character, effective relationships throughout the school, Collective Worship and Curricular activities all make a significant contribution to the development of spiritual, moral, social and cultural education. The National Curriculum, and particularly Religious Education, PSHCE, Art and Music, provides many opportunities to further spiritual, moral, social and cultural education.

3.0 Spiritual Development

The teaching of Religious Education at our school has been developed to engender an understanding of the distinctive nature of religion and the contribution of religious and spiritual insights to the meaning of life. Our pupils begin to know and understand the traditions and beliefs of Christianity and other faiths, so that they may discover the knowledge, skills, understanding, qualities and attitudes that they need to foster their own inner lives and non-material well-being.

The Collective Worship Programme is used to promote spiritual awareness, as pupils can worship, reflect on beliefs and values and develop a sense of awe and wonder at the world around us. The spiritual dimension is an

important aspect of Art and Design, Music, Dance and other Curriculum areas. The human response to great art and music is not solely one of knowledge but of emotional and spiritual responses. Understanding the cultural beliefs of people, studied in History or Geography, can impact on the sense of our own humanity and spirituality.

4.0 Moral Development

Pupils' understanding of the differences between right and wrong, moral conflicts, and concern for others, are promoted throughout the school day in all subjects and activities as appropriate. The moral development of the pupils is also promoted in PSHCE; for example, in Sex Education and Drugs Education, the children are taught about making responsible decisions, the consequences of their actions, and making personal choices as they grow up.

5.0 Social Development

Pupils should be able to relate to, and work with, each other. At Netherhall Learning Campus we aim to enhance a child's ability to understand their rights and responsibilities within their families, school and other communities. It is important that children develop a sense of belonging, a willingness to participate and to make an active contribution. In all lessons and activities, the children are encouraged to share, co-operate and take an active role. They are also urged to act with courtesy and consideration for others. Our Policy for School Behaviour and Discipline provides a framework for staff and pupils to follow.

6.0 Cultural Development

In order that pupils acquire an understanding and respect for traditions, including those of their own culture, we initiate a wide range of extra activities.

The Collective Worship and RE Programmes of Study recognise the diversity within our multicultural society and pupils study the wide range of traditions and beliefs represented within our society. Pupils from different cultures are encouraged to share their beliefs and customs with the other children.

The School Curriculum is enriched by the visits of local artists, musicians and residents, who come to our school to share their experiences with the pupils.

7.0 British Values

Through ensuring pupils' SMSC development at Netherhall Learning Campus we also demonstrate an active and collaborative approach to promoting British Values.

The British values are:

- British values of Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those with different faiths and religions

At Netherhall Learning Campus we:

- Promote our Core Values across all aspects of our school environment

- Enable students to develop their self-knowledge, self-esteem and self confidence
- Enable students to distinguish right from wrong and to respect the rule of law in England
- Encourage students to accept responsibility for their actions and their behaviour, and to understand how they can contribute positively to the lives of those within our school and the wider community
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and of other cultures
- Encourage respect for other people
- Encourage respect for democracy

Further Information

Useful Documents and Resources

DfES	The National Curriculum Handbook for Primary Teachers in England 2000
Ofsted	Handbook for Inspecting Primary and Nursery Schools 2000
DFE	Promoting Fundamental British Values as part of SMSC in schools