



# The Forest CE Federation

'Small enough to care. Large enough to inspire

Valuing all God's children '

*All things are possible for one who believes' Mark 9 v 23*

## **Spiritual, Moral, Social and Cultural Development Policy**



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## Visions and Aims

At the Forest CE Federation we are deeply committed to providing for all our pupils a broad, balanced, relevant curriculum in which the pursuit of excellence is highly valued.

Everyone is valued as an individual and helped to develop and progress in their own unique way within a Christian environment. The curriculum we offer is not merely academic, but embraces the spiritual, moral, social and cultural development of all pupils. The development of good social, interpersonal skills and enthusiastic, but also thoughtful and caring attitudes in all our pupils is central in preparing our children for life in Britain and a global society.

The ethos of our schools is aimed at helping all children to develop respect for themselves and each other to become increasingly responsible for their own actions and to be aware of and sensitive to the needs of others.

Besides a respect for persons, all members of the school community are encouraged to share a respect for property, to have a strong sense of right and wrong and to have a caring attitude for the world in which we live.

This policy should not be read in isolation but in conjunction with other school policies.

**Spiritual development** relates to that aspect of inner life through which pupils acquire insights into their personal existence. 'Spiritual' is not synonymous with 'religious'; all areas of the curriculum may contribute to pupils' spiritual development. We see spiritual development as a life long experience. It is about growing together, developing not in isolation but learning from and with each other.

**Moral development** refers to pupil's knowledge, understanding, intentions, attitudes and behaviour in relation to which is right or wrong.

**Social development** refers to pupils' progressive acquisition of the competences and qualities needed to play a full part in society.

**Cultural development** refers to pupils' 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.



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## **SPIRITUAL DEVELOPMENT:**

The potential for spiritual development is open to everyone and is not confined to the development of religious beliefs or conversion to a particular faith.

We have looked at the work on Spirituality by Andrew Rickett and have used this as a basis for our exploration of spirituality.

We see four aspects of spirituality

**Self** – 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.

**Others-** Spiritual learners become increasingly aware of the concept of others- a growing empathy, concern and compassion for how to treat others. Spiritual learners reflection how their values and principles affect their relationship with others.

**Beauty-** 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 affect this has on their perception of and relationship to the world.

**Beyond -** Spiritual learners search for meaning in their very existence and their place in the greater scheme of things.

## **MORAL DEVELOPMENT:**

The school community, like family life, provides a context for moral learning and experience. We strive to provide a clear, consistent and secure moral framework in which children will feel able to explore moral questions which affect them.

The school encourages:

Telling the truth

Keeping promises

Respecting the rights and property of others

Taking personal responsibility for one's actions

Self-discipline



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It discourages:

Bullying

Cheating

Deceit

Cruelty

Irresponsibility

Dishonesty

Children should grow up knowing which of these things are acceptable and which are not.

The aim of the school, in partnership with the home, is to furnish pupils with the knowledge and ability to question and reason which will enable them to develop their own system and to make responsible decisions.

## **SOCIAL DEVELOPMENT:**

Our schools aim to help pupils to discover about living in society and in community, both through our formal structures and the organisation of classroom or team activities and also through the content of the curriculum. Particular teaching methods will help provide social skills such as leadership, co-operation and communication.

### **Social Development is to be judged by:**

The quality of relationships in the schools.

Pupil's ability to exercise a degree of responsibility and initiative

Pupil's ability to work successfully in groups and to participate co-operatively and productively in the school community

Pupil's growing understanding of society through the family, the school and the local wider communities, leading to an understanding of the structures and processes of society.

## **CULTURAL DEVELOPMENT:**

Our school fosters pupils' cultural development by the ways in which we value and encourage pupils' own cultural interests and achievements and in ways in which we enrich and broaden pupils' experience of all aspects of culture.

We aim to instil respect for the values and customs of other significant cultures represented in the region and country, so that there will be an understanding of pupils' own cultural roots and a broadening of their cultural horizons.

The development of cultural values will lead progressively to pupils acquiring:



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**Knowledge** of the nature and roots **of their own** cultural traditions and practices and also of the key features of **other** major cultural groups within their own society.

**Understanding** of the diversity of religious, social, aesthetic, ethnic and political traditions and practices – nationally and internationally

**Personal response and accomplishment** in a range of cultural fields. For example – Literature, both prose and verse; Music; Technology, including Information Technology; Art and Design; Physical movement, including dance and sport.

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