



ARDEN

ACADEMY TRUST

Arden Academy (Arden) is an academy maintained by Arden Multi Academy Trust

Name of Policy	Spiritual, Moral, Social & Cultural Policy	
Lead	Nick Burke, Deputy Headteacher	
Governor Committee	Behaviour, Safety, Inclusion & Intervention Committee	
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Rationale

The spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children by Governors, staff and parents of our school. It is taught through all subjects of the curriculum and in particular RE, PHSE and our wider pastoral curriculum. It supports all areas of learning and can contribute to the child's motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. In later years it can enrich the individual's appreciation of life's experiences and their relationships with others.

School Ethos

The values and attitudes promoted by the staff influence the behaviour and attitudes within the school. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values.

Principles

Spiritual, Moral, Social and Cultural Development is crucial for individual pupils and it is crucial for society as a whole. We believe it is the heart of what education is all about - helping pupils grow and develop as people.

Spiritual, Moral, Social and Cultural Development is cross curricular and promotes the aims and principles of the policies for PSHE, RE, Drug Education, Relationship & Sex Education, Equality, Disability, Equal Opportunities, Careers Education and Guidance These policies all underpin the Curriculum model as putting the child at the centre of all we do.

It is an expectation at our school that all staff, in all subjects, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the taught curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, debate, reflection, pupil participation, circle time etc.

The importance of relationships between all school staff, parents and governors is crucial. These relationships will be characterised by mutual respect, positive attitudes, the willingness to listen and be listened to and by the valuing of all pupils.

Spiritual Development

Spiritual development is relevant to all children.

In developing the spirituality of children, we help them to become aware of:

- The human search for meaning and purpose of life which may lead to an understanding and belief in God
- The joy of being alive
- The beauty of the natural world
- The mystery and wonder of existence
- The world of imagination and creativity
- The value of the non-material dimension of life
- The need to understand oneself and one's feelings
- The need to value oneself and one's feelings.
- The need to recognise the feelings and achievements of others
- The willingness to reflect on experiences

In this way, spiritual development encourages

- Self-awareness
- Reflection
- Reasoning
- A sense of enduring identity
- Good relationships
- Co-operation and empathy
- The formation of long term ideals

The school will promote spiritual development through:

- Fostering high self-esteem by encouraging children to take risks or face challenges in their learning within a secure and positive environment.
- Demonstrating its appreciation for work of the child's imagination and provide opportunities for them to use their own creativity and imagination.
- Offering opportunities for aesthetic experience in art, music, PE and literature.
- Making time for stillness and reflection which may lead to children coming to the threshold of prayer.
- Posing questions that encourage children to consider issues of meaning and purpose.
- Developing good listening skills in the children; the school will show that it is listening to the children through its response to issues raised, by them, via the School Council.
- Showing that it is not always possible to provide an absolute answer and at such times it is a positive experience to value a variety of interpretations and responses.
- Improving co-operation and understanding in relationships, providing opportunities such as group activities where children have constructive and enjoyable interaction with others; it is important that they sometimes work with those children who they would not normally choose as partners.
- Fostering emotional well-being by encouraging children to express their feelings and to have the ability to control their emotional behaviour.
- Developing the capacity for evaluative reasoning and critical thought by encouraging children to look beyond the surface.

These opportunities appear across the whole curriculum and as a school we value opportunities presented within every subject area but also in addition through the ethos and positive values that the school promotes.

Moral Development

This relates to the child's developing understanding of what is "right", "wrong" and "fair". The School will try to build on the moral training within the home while accepting that there might be different approaches between home and school.

Moral development is concerned with:

- Developing the child's awareness and understanding of the moral code of the communities in which they live; these may or may not be statutory.
- Helping the child to realise that to enjoy rights we have to accept responsibilities.
- Developing the child's understanding of why rules are necessary.
- Developing the child's self-discipline so that rules are observed as a point of principle and not out of the fear of sanctions.
- Giving the child the knowledge and ability to question and to reason so that they are capable of deciding on the most appropriate action after considering the consequences of an action.
- Develop the skills necessary to explain their own behaviour.
- Value physical well-being, privacy, feelings, beliefs and rights of others.
- Developing an interest in investigating and offering reasoned views about moral and ethical issues

The School will promote the moral development of the child by;

- Accepting proper authority and doing as they are told.
- Showing respect to all adults in school e.g. Teachers, LSAs, Lunchtime Supervisors, Site Staff, Ancillary Staff and external services.
- Having a consensus of Arden Values that are stated clearly and owned by everyone, especially the children and involving the child in the evaluation of these.
- Building up the self- esteem of the child.
- Encouraging everyone within the school to behave in an acceptable way towards one another.
- Training children in understanding the consequences of their actions.

It is important that there is a consistency in the approach to this amongst staff.

Opportunities to promote moral development will be provided within all lessons and the wider pastoral curriculum, assemblies, Character and Personal development activities, form time activities and the Arden Values Learning for Life Programme, Form Captain Meetings, House Assemblies and the School Council.

At our school our Moral Code is underpinned by belief in:

- Telling the truth
- Behaving with integrity
- Respecting the rights and property of others
- Being considerate to one another
- Caring for those who are less fortunate
- Accepting responsibility for one's own actions

- Self-discipline

We will not accept:

- Bullying
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty
- Selfishness
- Racism
- Homophobia
- Discrimination based on gender, sexuality, sexual assignment and sexual orientation
- Behaviour in the community or online which brings the school into disrepute

Cultural Development

Development in this area allows the child to recognise that all cultural groups are distinctive. Culture is the embodiment of shared beliefs, knowledge, customs and values of that group. The child needs to appreciate the distinctive features of their own culture and those of others. This will help children to answer the questions “Who am I” and “Where do I fit in?”

We need to remember that cultures are dynamic and are constantly being re-shaped.

The school will promote cultural development through:

- Exposing children to a wealth of stimuli from their own culture and those of others. This will be taught through the whole curriculum in particular RE, Literature, Music, Home Economics, Languages, Physical Education, Art, History, Design and Technology. Visits out of school and visitors to the school will support this teaching
- Encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with these
- Encouraging tolerance and appreciation of the beliefs, value and customs of different cultures
- Encouraging an interest in exploring understanding of, and respect for cultural diversity and celebrating cultural diversity.
- Encouraging a willingness to participate in and respond to artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities

Opportunities to nurture the cultural development of the child exist in all areas and in particular- PHSE, RE, form time activities, assemblies, Literature, Music, Languages, History, PE, Art, Design and Technology

Social Development

Enables pupils to become conscientious participants in their family, class, school and the local and wider community. Within this there should be a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

In this way Social Development encourages pupils:

- To relate positively to others
- To participate fully and take responsibility in class and school
- To use appropriate behaviour across a range of situations
- To work cooperatively with others
- To use own initiative responsibly
- To understand our place in our family, school and society

The school will promote Social Development by allowing pupils:

- To share emotions such as love, joy, hope, anguish, fear and reverence
- To be sensitive to the needs and feelings of others
- To work as part of a group learning the obligations and constraints but also the satisfaction that goes with being part of a group
- To encourage teamwork and cooperation
- To interact positively across a range of situations, e.g. clubs, sports activities, visits, church services, music festivals, house activities etc.
- To develop an understanding of citizenship and to experience being a part of a caring community
- To show care and consideration for others e.g. sharing and turn taking
- To realise that every individual can do something well and have something to offer

Social Development

Social Development is concerned with knowledge, skills, attitudes, values and behaviour, which enable students to become confident and capable people who are able to contribute fully and generously to the life of the school, society and the wider community.

The school will endeavour to give pupils the opportunities:

- To develop the ability to make a positive personal contribution to the well-being of groups to which they belong, including family, friends, school and in the wider community, and to form effective relationships within them.
- To develop attitudes which show the ability to adjust to a range of social situations by using appropriate and sensitive behaviour.
- To develop an understanding of how individuals relate to each other within school and society.
- To develop responsibility, initiative and co-operation within the school, and in the wider community.
- To develop knowledge and understanding of the structures, institutions and processes of society, and of how societies function and are organised.

- To develop the ability to take on a range of roles within the school and in the wider community, such as leadership and being a team member

Procedures

Opportunities are created for the development of Spiritual, Moral, Social and Cultural Development through the curriculum in each subject area and in other wider school opportunities.

1. Spiritual Development

- a) The curriculum as a whole
- b) The Religious Studies curriculum
- c) Character and Personal Development curriculum
- d) Assemblies
- e) Arden Values
- f) PRIDE in learning

2. Moral Development

- a) The curriculum as a whole
- b) The Religious Studies curriculum
- c) Assemblies
- d) Form time activities
- e) Character and Personal Development curriculum
- f) The implementation of the Behaviour Policy and education through the behaviour curriculum.
- g) Arden Values
- h) The PSHE curriculum

3. Social Development

- a) The curriculum as a whole
- b) Extra-curricular activities
- c) Educational visits
- d) The House system
- e) The School Council
- f) The senior pupil, leadership pupil and project systems
- g) Peer mentoring

- h) Arden Values
- i) Charity days
- j) The Duke of Edinburgh programme.

4. Cultural Development

- a) The curriculum as a whole
- b) Assemblies
- c) The Religious Studies curriculum
- d) The PSHE and Character and personal development curriculum
- e) Immersion Days
- f) Extra-curricular activities
- g) Educational visits
- h) Displays
- i) School Productions
- j) Celebrating Culture and diversity day/weeks

Monitoring and Evaluation

The policy will be reviewed every two years to ensure that:

- All staff understand the role of the school in promoting the pupils' Spiritual, Moral, Social and Cultural Development
- Examples which are given within this policy are both appropriate and helpful