

# Brookes UK

## Spiritual, Moral, Social and Cultural Policy

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This policy is approved for publication by: **Graham Ellis**

This policy was approved for publication on: **March 2021**

This policy was last reviewed on: **NA**

This policy will be next reviewed on: **Summer Term 2022**

# Spiritual, Moral, Social and Cultural Policy

## Introduction

The spiritual, moral, social and cultural development of students is central to the ethos and teaching at Brookes Cambridge. This is reflected in the statement of Mission, Aims and Values and in all other policy documentation especially the policy statement on Inclusion, Equal Opportunities, Behaviour, Race Equality and Disability Discrimination.

This policy document defines what we mean by Spiritual, Moral, Social and Cultural development and outlines specific strategies to secure development for all pupils.

While this policy defines each section separately Brookes Cambridge fully recognises that spiritual, moral, social and cultural elements of pupils' development are not only interrelated, they are interdependent.

## 1 Spiritual Development

Spiritual development is the development of the non-material element of a human being which animates and sustains us. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It can also be seen as the development of a pupil's spirit, the soul, personality or character.

Brookes Cambridge aims to support pupils in developing the following characteristics:

- a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour
- an awareness and understanding of their own and others' beliefs
- a respect for themselves and for others
- a sense of empathy with others, concern and compassion
- a readiness to challenge aggression, greed, injustice, self-interest, sexism, racism and other forms of discrimination
- an appreciation of the intangible – for example, beauty, truth, love, goodness, order
- a respect for insight as well as for knowledge and reason
- an expressive and/or creative impulse
- an understanding of feelings and emotions, and their likely impact.

In planning lessons and other activities Brookes Cambridge staff will seek opportunities to:

- give pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives
- where pupils already have religious beliefs, support and develop these beliefs in ways which are personal and relevant to them
- encourage pupils to reflect and learn from reflection
- give pupils the opportunity to understand human feelings and emotions,
- understand we are all different and respecting the integrity of individuals

All staff must ensure that they promote teaching styles which value pupils' questions and give space to develop them; enable pupils to make connections between aspects of their learning and encourage pupils to relate their learning to a wider frame of reference.

## 2 Moral Development

Moral development is about the building of a framework of moral values which regulates pupils' personal behaviour. Moral development is about gaining an understanding of the range of views held by different people and the reasons for those views and forming a personal opinion on the views which are held by others.

Brookes Cambridge aims to support pupils in developing the following characteristics:

- an ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures
- a confidence to act consistently in accordance with their own principles
- an ability to think through the consequences of their own and others' actions
- an ability to make responsible and reasoned judgements on moral dilemmas
- a commitment to personal values in areas which are considered right by some and wrong by others
- a considerate style of life
- a respect for others' needs, interests and feelings, as well as their own
- a desire to explore their own and others' views
- an understanding of the need to review and reassess their values in the light of experience.

In planning lessons and other activities and in all other aspects of life at Brookes Cambridge staff will:

- provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- promote measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria
- give pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- reward expressions of moral insights and good behaviour
- model, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for people, pupils' welfare, resolution of conflict, keeping promises.
- recognise and respect the codes and morals of the different cultures represented in the school and wider community
- encourage pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour
- provide models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship
- reinforce the school's values through images, posters, classroom displays, screensavers, exhibitions

### **3 Social Development**

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together and functioning effectively in a multi-ethnic, society. It also involves the development of the inter-personal skills necessary for successful relationships.

Brookes Cambridge aims to support pupils to:

- adjust to a range of social contexts by appropriate and sensitive behaviour
- relate well to other peoples' social skills and personal qualities
- work, successfully, as a member of a group or team
- challenge, when necessary and in appropriate ways, the values of a group or wider community
- share views and opinions with others, and work towards consensus
- resolve conflicts that deny inclusion and unity
- reflect on their own contribution to society and to the world
- show respect for people, living things, property and the environment
- benefit from advice offered by those in authority or counselling roles
- exercise responsibility

- understand how societies function and are organised in structures such as the family, the school and local and wider communities
- participate in activities relevant to the community

In planning lessons and other activities and in all other aspects of life at Brookes Cambridge staff will:

- identify key values and principles on which school and community life is based
- foster a sense of community which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, and religion can flourish
- encourage pupils to work co-operatively
- encouraging pupils to recognise and respect social differences and similarities
- provide positive whole-school experiences – for example, through assemblies, team activities, residential experiences, school productions
- help pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, self-respect
- help pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community
- provide opportunities for engaging in the democratic process and participating in community life
- provide opportunities for pupils to exercise leadership and responsibility

### **Cultural Development**

Cultural development is about pupils' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It. Promoting pupil's cultural development is linked with schools' attempts to value cultural diversity and prevent racism.

Brookes Cambridge aims to support pupils in developing the following characteristics

- an ability to recognise and understand their own cultural assumptions and values
- an understanding of the influences which have shaped their own cultural heritage
- an understanding of the evolutionary nature of cultures
- an ability to appreciate cultural diversity and give respect to other people's values and beliefs, thereby challenging racism and valuing race equality
- an openness to new ideas and a willingness to modify cultural values in the light of experience
- an ability to use language and understand images/icons – for example, in music, art, literature – which have significance and meaning in a culture
- a willingness to participate in, and respond to, artistic and cultural activities
- a sense of personal enrichment through the experience of a range of cultures
- a regard for the heights of human achievement in all cultures and societies

In planning lessons and other activities and in all other aspects of life at Brookes Cambridge, staff will:

- provide opportunities for pupils to explore their own cultural assumptions and values
- address discrimination on the grounds of race, religion, gender, age and other criteria and promoting racial and other forms of equality
- extend pupils' knowledge and use of cultural imagery and language
- recognise and nurture particular gifts and talents
- provide opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- develop partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits,
- reinforce the school's cultural values through displays, posters, exhibitions, etc

- audit the quality and nature of opportunities for pupils to extend their cultural development across the curriculum

## **Monitoring**

Monitoring provision and outcomes for spiritual, moral, social, cultural development of pupils presents a particular challenge. We will adopt an approach to monitoring which focuses primarily on the feedback from pupils themselves.

SMSC development will be monitored through:

- the results of the pupils' attitudes to learning
- feedback from the pupils
- take up of extra-curricular activities and Clubs
- review of displays
- regular reviews of subjects covered