THE CAVENDISH SCHOOL
SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION POLICY

Date approved: March 2015
Date review: March 2018

SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION

Linked Documents

[Single Equality Scheme](#)
['Our Promotion of British Values at Cavendish'](#) document

Policy Statement

Our policy aims to enable students to develop their personal qualities and become:

- responsible for themselves, accepting an appropriate measure of responsibility;
- confident and competent both academically and socially;
- able to distinguish between right and wrong;
- able to articulate their own attitudes and values;
- able to understand and be sensitive to the beliefs, values and ways of life of others, responding appropriately to injustice and prejudice;
- caring, considerate and compassionate;
- skilled in working collaboratively and independently;
- able to reflect on their learning and plan for future development;
- able to respond positively to challenges and problems.

The school will always seek to ensure its actions are in accordance with relevant current legislation. All staff, including support staff, are involved in spiritual, moral, social and cultural education. These qualities should be evident in the way that students and adults interact throughout the school, in accordance with many other existing qualities.

Policy Governance

All staff, including support staff, are involved in spiritual, moral, social and cultural education and governors will be aware that these qualities are evident in the way that students and adults interact throughout the school.

Summary

Spiritual, moral, social and cultural education helps students develop personal qualities, which are valued in a civilised society. For example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. It is taught across the curriculum and throughout school life. It is linked closely to our school aims and philosophy. Opportunities may be provided through an awareness of other relevant policies and documents.

SPIRITUAL DEVELOPMENT

Definition
a) Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a student's 'spirit'. Some people may call it the development of a student's 'soul'; others as the development of 'personality' or 'character'.

b) There are many aspects of spiritual development:

Beliefs
- An awareness and understanding of their own and others' beliefs
- A respect for themselves and for others

A sense of awe, wonder and mystery
- Being inspired by the natural world, mystery, or human achievement

Feelings of transcendence
- A respect for insight as well as knowledge and reason

The search for meaning and purpose
- Asking "why me?" at times of hardship or suffering
- Responding to challenging experiences of life such as beauty, purpose, suffering and death

Self-knowledge
- An awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences
- A growing understanding and acceptance of individual identity and development of self-respect

Relationships
- A sense of empathy with others, concern and compassion and an ability to build up relationships with others

Creativity
- Expressing innermost thoughts and feelings through, for example, art, music, literature and crafts
- Exercising the imagination, inspiration, intuition and insight

Feelings and emotions
- An understanding of feelings and emotions and their likely impact
- A growing awareness of when it is important to control emotions and feelings

c) Steps to spiritual development might include:
- Recognising the existence of others as independent from oneself
- Becoming aware of and reflecting on experience
- Understanding and evaluating a range of possible responses and interpretations

- Developing personal views and insights
- Applying the insights gained with increasing degrees of perception to one's own life

d)   At The Cavendish School we aim to encourage spiritual development through:
- the values and attitudes the school identifies, upholds and fosters
- the contribution made by the whole curriculum
- religious education, acts of collective worship and other assemblies
- extra-curricular activity, together with the general ethos and climate of the school

MORAL DEVELOPMENT

Definition

a)   Moral development is about the building, by students, of a framework of moral values which regulates their personal behaviour. It is also about the development of students' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

b)   Our intention is that the students of The Cavendish School will be working towards:
- 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;
- a willingness to express their views on ethical issues and personal values;
- 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, codes and principles in the light of experience;
- an understanding of rights and responsibility within the communities and society in which they live.

c)   At The Cavendish School:
- we address moral issues through assemblies, RE and Learning for Life;
- we have a Behaviour for Learning Policy contributed to by staff and students;
- we deal promptly with any discrimination and injustice, involving students in decision-making where appropriate;
- we have a home-school agreement, agreed with parents and students;
- we promote a safe learning environment in which students can express their views and opinions;

- we model through relationships and interactions, the principles we wish to promote;
- we encourage students to take responsibility for their actions;
- we acknowledge and praise good behaviour.

SOCIAL DEVELOPMENT

Definition

a)   Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the working together. It is about functioning effectively in a multi-racial, multicultural society. It involves growth in knowledge and understanding of society, society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the interpersonal skills necessary for successful relationships.

b)   Our intention is that the students of The Cavendish School will be working towards:
- an ability to adjust to a range of social contexts by appropriate and sensitive behaviour.
- working successfully as a member of a group or team.
- an ability to share views and opinions with others and work towards a consensus.
- showing respect for people, living things, property and the environment.
- appreciation of others' rights and responsibilities.
- an understanding of the structures of society, eg the organisation of the family, the school, etc.

c)   At The Cavendish School:
- we foster a sense of community with common, inclusive values.
- we provide opportunities for students to work in a variety of social groupings, within the class and sometimes across the school.
- we provide positive whole school experiences, e.g. school productions, awards assemblies, residential opportunities and off timetable enrichment days.
- we encourage students to develop valuable personal qualities, e.g. thoughtfulness, honesty and respect by modelling these behaviours and through Learning for Life.
- we help students to resolve tensions and conflicts.
- we have student voice meetings.
- we encourage students to support nominated charities through school events.

CULTURAL DEVELOPMENT

Definition

a)   Cutural development is about students' 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 and feeling comfortable in 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 is about understanding that cultures are always changing and coping with change. Promoting students' cultural development is intimately linked with the school's attempts to value cultural diversity and prevent racism.

b)   Our intention is that the students of The Cavendish School will be working towards:
- an ability to recognise and understand their own cultures and values;
- an ability to appreciate cultural diversity and to respect other peoples' values and beliefs;
- having an openness to new ideas;
- having a willingness to participate in artistic and cultural events, recognising and understanding images/icons, which have significance, and meaning in a culture.

c)   At The Cavendish School:
- we have a Single Equality Scheme;
- we celebrate students' particular gifts and talents, regardless of culture;
- we work with outside agencies to support the needs of students as appropriate;
- we raise students' awareness of other cultures through assemblies, and departmental Schemes of Work and Learning for Life;
- our Religious Education Scheme of Work provides opportunities for learning about other cultures;
- we report incidents of racism and prejudice appropriately.

EQUAL OPPORTUNITIES

All members of the school are committed to the Single Equality Scheme.

Discrimination based on race, gender, colour, religion, faith, physical appearance or disability is unacceptable to us (see Single Equality Scheme).