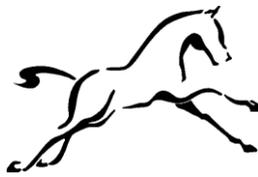# The Ridgeway School & Sixth Form College

Inspiring Learners for their future

Spiritual, moral, Social and cultural Policy

Consultation History

Governors/staff/parents/students	Date
Executive (Leadership Group)	June 2015
Teaching and Non-Teaching Staff	June 2015
Teaching & Learning Committee	18th June 2015
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Author/Reviewer	Beth Lee
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The Ridgeway School and Sixth Form College

Spiritual, Moral, Social and Cultural Policy

Policy

The aim of this policy is to promote positive attitudes and values throughout the life and work of the whole community at The Ridgeway School & Sixth Form College.

<u>Spiritual Development</u> has to do with the search for meaning and purpose in life and for values by which to live.

<u>Moral Development</u> refers to students' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong.

<u>Social Development</u> refers to students' progressive acquisition of the competences and qualities needed in order to play a full part in society.

<u>Cultural Development</u> has to do with students' increased 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.

<u>British Values</u> refer to an appreciation of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

Linked Policies

Equal Opportunities; Curriculum; Teaching and Learning; Collective Worship; Behaviour; Race Equality; Disability Equality; Display; Sex and Relationship Education; Drugs Education.

A. Policy for Spiritual, Moral, Social and Cultural Development

During the course of their time at The Ridgeway School & Sixth Form College, and extending to their life beyond the school, students will be encouraged to develop and foster within themselves:

1. Spiritual Development

a) Spiritual Development is concerned with: that which gives meaning to life; a search for meaning and purpose in one's life in the world and universe; a sense of awe and wonder; beliefs; self-knowledge; relationships and respect towards one another; creativity and the creative ability within the individual; feelings and emotions.

b) Beliefs which they hold personally, and the ability to give some account of these, to reflect on these beliefs and evaluate the impact of these beliefs on their lives.

c) Knowledge of the central beliefs, ideas and practices of major world religions and philosophies, with a broad focus on Christianity.

d) An understanding of how people have sought to explain the universe through religious, historical, aesthetic and scientific interpretations.

e) Attitudes and behaviour which derive from spiritual knowledge and understanding and from personal belief, and which show awareness of the relationship between belief and action.

f) Personal response to issues and questions concerning the purpose of life, and relating to the experience of human values and concepts such as love, beauty, pain and suffering.

2. Moral Development

a) Moral Development is concerned with knowledge, understanding, skills, attitudes, values and behaviour in relation to what is right and wrong.

b) The ability to distinguish between right and wrong.

c) An understanding and recognition of varying ethical stances, principles and led with the ability to evaluate these.

d) The ability to recognise that people act in accordance with moral or religious principles.

e) The ability to take responsibility for actions

f) Recognition of long-term and short-term consequences of actions to oneself and others.

g) The ability to articulate, rationalise, evaluate and justify attitudes and values.

h) Recognition of a moral dimension to situations.

i) Development of a set of socially/morally acceptable values and principles.

j) The ability to evaluate, refine and re-evaluate attitudes and values over a period of time.

3. **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.

a) 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.

b) Development of attitudes which show the ability to adjust to a range of social situations by using appropriate and sensitive behaviour.

c) Development of an understanding of how individuals relate to each other within school and society.

d) Development of responsibility, initiative and co-operation within the school and in the wider community.

e) Development of knowledge and understanding of the structures, institutions and processes of society, and of how societies function and are organised.

f) 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.

4. **Cultural Development**

Cultural Development is concerned with knowledge, skills, attitudes and values.

a) Awareness and understanding of the diversity of religious, social, aesthetic, ethnic and political traditions and practices, locally, nationally and internationally.

b) Knowledge of the nature and sources of their own cultural traditions and practices and the key features of other major cultural groups within their own society.

c) The ability to respond to, and to develop skills in, a range of cultural dimensions, including literature, music, science and technology, art and design, drama, dance and sport.

d) The ability to relate what is learnt within the school curriculum to the wider cultural aspects of society.

e) The ability to evaluate the quality and worth of cultural achievements.

f) The ability to reflect upon and evaluate the nature of our society.

5. British Values

The school will also promote British values, as required, by:-

a) enabling students to develop their self-knowledge, self-esteem and self-confidence;

b) enabling students to distinguish right from wrong and to respect the civil and criminal law of England;

c) encouraging students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;

d) enabling students to acquire a broad general knowledge of and respect for public institutions and services in England;

e) promoting further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;

f) encouraging respect for other people; and

g) encouraging respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

B. 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) Assemblies (See also Collective Acts of Worship Policy)

d) The mentoring programme (See also Collective Acts of Worship Policy)

2. Moral Development

a) The curriculum as a whole

b) The Religious Studies curriculum

c) Assemblies (See also Collective Acts of Worship Policy)

d) The implementation of the Behaviour Policy

e) The mentoring programme (See also Collective Acts of Worship Policy)

f) The PSHE and Citizenship 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 prefect system

g) Peer mentoring

h) The Mentoring programme (See also Collective Acts of Worship Policy)
i) Sponsored Activities Days e.g. Comic Relief and Children in Need

j) The Duke of Edinburgh programme.

k) Immersion Days

4. **Cultural Development**

a) The curriculum as a whole

b) Assemblies (See also Collective Acts of Worship Policy)

c) The Religious Studies curriculum

d) The PSHE and Citizenship curriculum

e) Immersion Days

f) Multi-Cultural Days

g) Extra-curricular activities

h) Educational visits

i) Displays

j) School Productions