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Signed: Chair of Trustees		
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Policy for Spiritual, Moral, Social, Emotional and Cultural Development

Definition
At our school the promotion of pupils' spiritual, moral, social, and cultural education is considered to be a whole school issue.

Spiritual, Moral, Social, and Cultural Development is promoted not only through all the curriculum subjects but also through the ethos of the school and through the development of positive attitudes and values.

This policy supports and reinforces the aims our school, valuing all children and staff equally and as individuals.

Principles
Spiritual, Moral, Social, and Cultural Development is crucial for individual pupils and it is crucial for society as a whole. We believe that it is at 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 the principles of the policies for PSHE, RE, Drug Education, RSHE Education, Race 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 all pupils through the taught curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, 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, by positives attitudes, by the willingness to listen and be listened to by the valuing of all pupils.

Spiritual Development

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

Aims for Spiritual Development
- The ability to listen and be still
- The ability to reflect
- The ability to sense wonder and mystery in the world
- The ability to sense the special nature of human relationships

Objectives for Spiritual Development
- To develop the skill of being physically still, yet alert
- To develop the skill to use all ones senses
- To develop imagination
- To encourage times for quiet reflection throughout the school day
- To develop individual self-confidence.

Moral Development

Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. At our school we work toward and understanding of what is right and wrong. From this basis we may develop the ability in our children to make judgements and to become increasingly responsible for their own actions and behaviour.

Aims for Moral Development
- To understand the principles lying behind decisions and actions
- To be able to distinguish right from wrong
- To be able to make decisions., accepting and understanding consequences of their actions
- To move gradually through a 'taught morality' to taking responsibility for their own moral decisions

Objectives for Moral Development
- To tell the truth
- To respect the rights and properties of others
- To help others less fortunate than themselves
- To be considerate to others
- To take responsibility of own actions
- To exercise self-discipline
- To develop high expectations and a positive attitude
- To conform to rules and regulations to promote order for the good of all

Social Development

This enables pupils to become conscientious participants in their family, class, school, 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.

<u>Aims for Social Development</u>
- 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 co-operatively with others
- To use own initiative responsibly
- To understand our place in our family, school and society

<u>Objectives for Social Development</u>
- 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
- To interact positively across a range of situations e.g. clubs, sports activities, visits, church services, music festivals etc.
- To develop an understanding of citizenship and to experience being part of a caring community
- To show care and consideration for others e.g. sharing and turn taking
- To realise that every individual an do something well and have something to offer

<u>Emotional aspects of learning</u>
The Corvus Education Trust schools recognise that a child's emotional development plays a very significant part in their educational development. The Schools employ Parent Liaison Officers/Pupil Support Officers to support parents and pupils who struggle emotionally for whatever reason, helping them to understand the issues and support their child's learning. The schools are perhaps more sensitive to children's emotional needs due to Specialist Resource Base for Behaviour on the Manor Field site. The schools use 'THRIVE' a web-based tool to assess children's emotional and social development. The programme has been developed using knowledge of child development, neuroscience and attachment research in order to be able to identify the emotional learning that children need us to support. Once the needs have been identified classroom and curriculum strategies are offered to improve the children's skills. Where needed, some of the Corvus schools have an inclusion class that has been developed with the support of the Local Authority Inclusion and SEN teams, to support small groups of pupils with emotional needs.

<u>Aims for Emotional Development</u>
- For children to be able to understand, express and control their own emotions and feelings.
- To understand how their behaviour can affect others.
- To develop self-esteem and confidence.

Objectives
- To provide a safe and secure environment where pupils feel able to express themselves.
- To model behaviours and help children to understand that adults have similar emotions.
- To provide programmes that enable children to develop an understanding of emotions and behaviour.

Cultural Development
At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

Aims for Cultural Development
- To develop a sense of belonging to pupil's own culture and being proud of their cultural background
- To respond to cultural events
- To share different cultural experiences
- To respect different cultural traditions
- To understand codes of behaviour, fitting to cultural tradition
- To develop a balanced approach to retaining the traditions of our Christian society, whilst perceiving in a positive light the contribution of other cultures, past and present

Objectives for Cultural Development
- To develop an awareness, recognition and appreciation of the Arts, i.e. Music, Art, Drama, Literature etc.
- To develop a love for learning
- To develop an understanding of different cultures and beliefs, including Christianity
- To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond
- To develop the ability to use these independently

General Aims for Spiritual, Moral, Social, Emotional and Cultural Development
We aim:
- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- To prepare pupils for the opportunities, responsibilities and experiences of adult life
- To promote respect and consideration for differences in gender, race, religion
- To help each pupil achieve their full potential across all areas of the curriculum
- To develop the individual strengths of all pupils and to help and provide support in areas for development
- To inspire and stimulate the pupils in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills.
- To help our pupils towards independent learning and to equip them with all life skills in order for them to take their place on a fast-changing society.

- To ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum.
- To develop respect for religious and moral values and understanding of other races, religions and ways of life.
- To help understand the world in which they live.
- To develop a sense of responsibility, consideration for others, self-respect and self-confidence.

- To promote good relationships between home, school and the local and wider communities.

Assessment

Formal assessment is primarily through observations, marking of written responses and creative work.

Informal assessment is primarily through observation of pupil behaviour, the views that pupils express and through discussions with other members of staff.