

ST. BEDE'S CATHOLIC JUNIOR SCHOOL

celebrates life and learning



SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

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CULTURAL DEVELOPMENT POLICY

MISSION STATEMENT

St. Bede, patron of our school, wrote:

“It was always my delight to learn and to teach”.

We are a celebrating community, living the Gospel Values, committed to educating children in the light of the Catholic Faith.

We journey together so that we

“Might have life - life in all its fullness”.

John 10:10

RATIONALE

St. Bede's provides a caring, Catholic education for our children. By living Gospel values in all curriculum areas, and in the general life of the school, the children will:

“Journey together so that all might have life; life in all its fullness”.

John 10:10

At St. Bede's we believe that as a Catholic community it is our responsibility to give the children in our care the following gifts:

Happiness	Tolerance	Wisdom	Respect
Sensitivity	Compassion	Education	Selflessness
Truth	Joy	Spirit of God	Hope
Self-value	Sense of Self	Peace of Mind	Helping Others
Christ	Freedom to Grow	Wonder	Stability
	Security	Thankfulness	

The distinctive nature and religious character of our school is not something that can be restricted to Religious Education lessons, but must present itself in all aspects of our school life especially in the way we aim to assist the spiritual, moral, social and cultural development of our pupils.

In St. Bede's we believe that education is a means of proclaiming and revealing the life and teachings of Jesus Christ to our children so that they may develop fully as human beings and discover purpose and meaning in their lives, now and in the future.

Spirituality is concerned with raising and developing an awareness in each person of a sense of God and the way God acts in our world and in our lives.

Pupils' **moral** development is shown by their ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives. The school strives to ensure pupils develop an understanding of the consequences of their actions. Throughout the curriculum, pupils are given the opportunity to develop an interest in investigating, and offering reasoned views about, moral and ethical issues

Social development in St. Bede's is concerned with leading children to understand that we are made not only for ourselves but to live with, in and through community. Only in community are we able to live out Gospel values. We believe that good relationships, which are based on mutual respect, tolerance and love, are the key to an harmonious environment where all can work together towards the common good. We further believe that what is learned in our school community will enable our children to understand the wider community and their Christian role in society.

Cultural development in St. Bede's is concerned with the cultures and traditions represented in our school, its immediate environment, our country and the world. As Catholics, we value the wide cultural diversity in the worldwide expression of our beliefs within our own faith worldwide. We believe that it is our duty to lead our children, through the development of respect and understanding, to learn to live with a wider variety of people from different national, cultural, racial and religious backgrounds

AIMS

At St. Bede's we aim to promote the Spiritual, Moral, Social and Cultural Development of our children in the following ways:

- to provide a secure and stimulating environment where the spiritual, moral, cultural, social, mental and physical development of each child is met,
- through our Catholic beliefs, we aim to nurture within children a love of God and an awareness of God's love for each one of us,
- with the growing awareness of love for all people, we will help children towards true respect for the beliefs and cultures of others.
- By fostering quality caring relationships within the school community which will have a positive influence on their understanding of relationships.
- by revealing Gospel values as the important ingredient which underpins everything that we believe to be important.
- by valuing personal views and appreciating the views and beliefs of others.
- by being role models for the children in our care.

- by encouraging, and giving time for imagination, inspiration, contemplation and an enquiring mind.
- by taking every opportunity, where applicable, to include pieces of music, works of art, dance and drama into the curriculum, and to encourage the children to express opinions and make judgements and opportunities to be creative.
- by helping our children to acquire knowledge and skills to further their own beliefs, character and behaviour.
- by meeting regularly as a staff to discuss and agree documentation and our approach to our religious education and worship.
- by introducing different cultures and their celebrations and festivals as part of the curriculum.
- by inviting people from other cultures and religions into school.
- by teaching the National Curriculum as all subjects contribute to the development of children's spiritual, moral, social and cultural development.

SCHOOL ETHOS

St. Bede's is a celebrating community in which the importance and education of the individual is seen to be at the heart of the school. Our 'specialness', our 'uniqueness', we believe, can be felt in the atmosphere which permeates everything that takes place.

Staff take the time to get to know and understand all of the children. In this way they are able to treat children in an emphatic manner. This encourages a caring attitude, a sense of justice, and reasonable behaviour. When problems do arise they are discussed and dealt with appropriately in accordance with the guidelines agreed in the Behaviour for Learning Policy. The children learn what is right and wrong and together we learn and we move forward. We consider all staff, both teaching and non-teaching, to be important members of our community and as such are treated with courtesy and respect. We expect a high standard of behaviour from our children towards all who come into contact with them each day. We believe that we have the responsibility to prepare our children for their future lives when, because of their education, they will be able to treat all people they meet with respect and consideration.

SCHOOL WORSHIP

St. Bede's is a celebrating community and daily 'Acts of Worship' help to develop the children spiritually, morally, socially and culturally. They help to

- draw on shared values.
- accept and learn from differences.
- search for meaning and purpose.
- develop personal beliefs.
- recognise the importance of relationships.
- appreciate the uniqueness of the individual.
- develop a sense of awe, wonder and mystery.
- develop creatively realising that Christ and His message is at the heart.

Our worship is open and inclusive. It values and involves all the individuals who take part in it. It helps our school community to grow, change and move forward with new vigour and insight.

The Policy regarding Collective Worship in St. Bede's outlines the Acts of Collective Worship which take place each day in our school.

RELIGIOUS EDUCATION

St. Bede's is a Catholic school and staff teach the "COME AND SEE" Programme. The topics, covered on a yearly cycle, ensure that the children are educated, spiritually, socially, culturally and morally. This is undertaken by the process which forms the outline of each topic:

Search	Revelation	Response
Explore	Reveal	Respond
Remember	Rejoice	Renew

The RE Subject Adviser supports the staff in the delivery of the Programme. The children are encouraged to demonstrate excellence in RE by producing good work, participating in Collective Worship, creating displays and by celebrating their own learning at the end of each topic (Religious Education Policy).

PROMOTING BRITISH VALUES

We value diversity and undertake a variety of events and lessons to celebrate this. We have found this approach to be enriching for all parties as it teaches tolerance and respect for difference in the wider world. Underpinning all of this is a range of teaching and learning, which have strong links to the British Empire.

At St. Bede's these values are reinforced regularly and in the following ways:

Democracy:

Democracy is rife within the school. Pupils have the opportunity to have their voices heard through our School Council and Pupil questionnaires. The elections of school councillors, as well as newly introduced House Captains are based solely on pupil and/or staff votes. Our school Behaviour for Learning Policy involves rewards, which the pupils often decide upon.

The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school PSHE lessons. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police, Fire Service, Magistrates and Councillors etc. are regular parts of our calendar and help reinforce this message.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through E-Safety and PSHE lessons. Whether it be through choice of challenge, of how they record, of participation in our extensive extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect:

Part of our school ethos and Behaviour for Learning Policy has revolved around Core Values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown. Posters around the school promote respect for others and this is reiterated through our classroom and learning rules.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths are encouraged to share their knowledge to enhance learning within classes and the school. The school has international links with India, South Africa, China and Spain; thus pupils engage in learning opportunities with pupils from different cultures and/or religions with open-mindedness.

MONITORING

Monitoring is undertaken by considering:

- programmes of work
- teachers' planning
- records of work, displays, photographic evidence
- discussion with staff
- discussion with pupils and response to stories, recordings, artefacts, etc. Attitudes expressed when involved in activities.
- discussion with parents/carers.
- observations of children at work and play, increased participation in cultural activities.

ASSESSMENT

The celebration of the RE topics helps to provide assessment of the children's learning; shows the growing maturity of beliefs and values over four years.

By far the most valuable assessment, however, in terms of Spiritual, Moral, Social and Cultural development is performed daily by the class teachers in their normal observations and discussions when positive attitudes can be developed and nurtured.

In the case of a child for whom the teachers have concern, all members of staff are involved in the development of positive approaches towards the child to encourage a deepening awareness of what is right.

Refer to Appendix V for the characteristics that children who are developing spirituality, morally, socially and culturally are likely to be displaying.

CONCLUSION

At St. Bede's we consider that the Spiritual, Moral, Social and Cultural development of our children is a cross-curricular whole school task with all members of staff working together for the good of our children. We believe that a "thread runs through our school life bringing hope, compassion, thankfulness, courage, peace and a sense of purpose and meaning to everyday life."

This thread drives us to seek and stay true to values which are at the heart of the Gospel message of Christ.

REVIEW

The Spiritual, Moral, Social and Cultural Development Policy will be reviewed by staff and Governors in the light of training, guidance or changes in legislation or at the request of a member of the school community. Any amendments will be agreed by the staff and Governing Body.

OPPORTUNITIES FOR SPIRITUAL DEVELOPMENT

- Delivering the “COME AND SEE” Programme of work to assist the children in acquiring personal beliefs, especially about religion.
- Developing a sense of God’s presence in their lives.
- Reflecting on and responding to God in their lives.
- Becoming familiar with the life, words and actions of Jesus.
- Becoming acquainted with the life, words and actions of the saints and other Christians.
- Maintaining an ethos within which all children can grow and flourish.
- Recognising and valuing the worth of each individual.
- Developing a sense of community.
- Establishing and maintaining relationships with others.
- Expressing innermost thoughts and feelings, for example, through art, music, dance and drama.
- Exercising the imagination and creativity.
- Learning to listen and experiencing positive and relaxed silence.
- Accommodating difference and respecting the integrity of individuals.
- Promoting sensitivity.
- Developing a sense of awe, wonder, and reverence.
- Focusing with intense observation on an object, text or situation.
- Questioning at deeper levels.
- Allowing children to grapple with something beyond their experience and grasp.
- Putting children in situations where there are no easy answers.
- Building confidence in the children’s ability to persevere with difficult questions/tasks/problems.
- 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 their own lives.
- Responding to challenging experiences, for example, death or separation.
- Encouraging openness.

- Considering alternative spiritualities or ways of seeing the world, other faiths.
- Challenging materialism or individualism.
- Working with the clergy, religious and anyone who can enhance spiritual development.
- Promoting participation in groups and organisations run by the Parish and local community, for example, Legion of Mary 'Children of Mary', Liturgy group, Parish choir/musicians, Altar Servers, Rainbows, Brownies, Cubs, Scouts and Guides.

OPPORTUNITIES FOR MORAL DEVELOPMENT

- Understanding complex human relationships: conflict, tension, love, hate, justice, fairness, bullying, support.
- Developing a common code (Behaviour for Learning) and encouragement to follow it from conviction rather than because of sanctions or consequences.
- Modelling through quality relationships and interactions the principles to be promoted for example, integrity, respect, resolution of conflict, forgiveness.
- Exercising self-discipline.
- Encouraging responsibility for actions, for example, respect for property and care for the environment.
- Developing high expectations and positive attitudes (Attitudes to Learning are linked to the analogy of climbing a mountain and children move from base camp, en route and then reach the summit and attain a certificate).
- Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and Acts of Collective Worship.
- Reinforcing the school's values through images, posters, displays, screensavers, etc.
- Discussing dilemmas, sharing scarce resources, recycling, abusing the environment, for example, destroying the rain forest, acid rain etc., restricting medical treatment, for example, to smokers.
- Talking about justice and fairness, aid, famine, helping in practical ways, for example, the local Food Bank, Nugent Care, Fair Trade, Traidcraft.
- Considering equality of opportunity. Promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation and age.
- Looking at decisions, choices, intentions and attitudes.
- Learning to serve others.
- Expecting commitment to others, for example, extra-curricular activity.
- Refuse to let shallow opinion go unchallenged.
- Offering stories or personal histories which challenge accepted values or the status quo.
- Discussing the moral teaching of the Catholic Church in language and levels appropriate to the children's understanding.

OPPORTUNITIES FOR PERSONAL AND SOCIAL DEVELOPMENT

- Fostering a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, sexual orientation, socio-economic backgrounds and religion can flourish.
- Delivering a Relationships and Sex Education Programme which includes relationships, growing up, sex education, keeping safe, etc.
- Delivering PSHE Education which incorporates personal hygiene, healthy life styles, health issues for example, drugs, etc.
- Focusing on aspects of health in Physical Education including the need for exercise, need to change clothing for PE lessons, etc.
- Inviting other agencies into school for example, Fire Service (Fire Safety Education Programme Year 5), Police Service, ('Stranger Danger' and 'Road Safety'), Magistrates, School nurse, dietician, etc.
- Engage with the fundamental British Values and Christian Values throughout the curriculum and in the wider community.
- Encouraging water safety, for example, Year 5 swimming lessons.
- Visiting other schools in different contexts (sharing work, hosting a play, extra-curricular sporting activity).
- Working with/for other members of the community, for example, older members of Parish community, carol singing in various locations.
- Visiting and working in other places for example, pottery workshops, Cronton College, Wade Deacon High School and Sts. Peter and Paul Catholic College.
- Developing
 - respect for other people and property self - respect
 - truthfulness self - awareness
 - compassion self - esteem
 - responsibility self - reliance
 - confidence self - motivation
 - critical thinking self - discipline
 - co-operation self - control, etc.
- Learning to appreciate rules for the common good, learning to share, valuing skills in self and others.
- Supporting children to take responsibility in class, school and across a range of situations, such as clubs, visits, volunteering etc.

- Endorsing that every individual has something to offer and advocating responsible use of initiative.
- Working alone, and as a member of a group/team/class/school.
- Learning to persuade, negotiate and appreciate another viewpoint.
- Learning to communicate in different contexts.
- Participating in the residential visits to encourage self-reliance, independence, etc.

OPPORTUNITIES FOR CULTURAL DEVELOPMENT

- Understanding our own culture and cultural influences.
- Sharing, understanding and respecting other cultures, traditions and experiences.
- Teach two other faiths, for example, Judaism and Hinduism, as part of the “COME AND SEE” Programme to enhance knowledge and understanding of other faiths. Children learn to respect people of other faiths and recognise that God is at work in them.
- Focussing on an international day every term to raise children’s awareness and enable them to grow into globally aware citizens.
- Developing an understanding on Britain’s democratic parliamentary system.
- Addressing discrimination on the grounds of race, religion, gender, sexual orientation and fostering racial and other forms of equality.
- Comparing our locality with that of others in our country and other countries.
- Developing links with other schools in the locality and further afield.
- Responding to music, art, dance and drama from a variety of cultures.
- Displaying works of art and reinforcing the school’s cultural values through displays, posters, etc.
- Visiting museums, art galleries, theatres, concerts, places of worship and a variety of places of interest with the school.
- Exploring the impact of technology on communication, the home, etc.
- Developing multi-cultural awareness.
- Inviting visitors into school from a wide range of cultures.
- Ensuring that there is a variety of multicultural texts in our class libraries.
- Learning to speak Spanish from Year 3.
- Visiting a European country in Year 6 to experience another culture.
- Promoting ‘Culture Club’: an extra-curricular club where pupils can learn about a wide range of different countries and cultures.
- Nurturing the international dimension of the curriculum and maintaining practice to retain the International Schools Award.

**CHARACTERISTICS OF PUPILS WHO ARE DEVELOPING SPIRITUALITY,
MORALLY, SOCIALLY AND CULTURALLY**

Children who are developing spiritually are likely to be developing some or all of the following characteristics:

- a set of values, principles and beliefs, based on the Catholic faith, 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
- an increasing ability to reflect and learn from this reflection
- an ability to show courage and persistence in defence of their aims, values, principles and beliefs
- a readiness to challenge all that would constrain the human spirit: for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination
- an appreciation of the intangible – for example, beauty, truth, love, goodness, order – as well as for mystery, paradox and ambiguity
- a respect for insight as well as for knowledge and reason
- an expressive and/or creative impulse
- an ability to think in terms of the 'whole' – for example, concepts such as harmony, interdependence, scale, perspective
- an understanding of feelings and emotions, and their likely impact.

Children who are becoming morally aware are likely to be developing all or some of 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 the Catholic faith and 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.

Children who are becoming socially aware are likely to be developing the ability to:

- adjust to a range of social contexts by appropriate and sensitive behaviour
- relate well to other people's 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 and counter forces which militate against inclusion and unity
- reflect on their own contribution to society and to the world of work
- show respect for people, living things, property and the environment
- benefit from advice offered by those in authority or counselling roles
- exercise responsibility
- appreciate the rights and responsibilities of individuals within the wider social setting
- 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
- engage with the fundamental British values: democracy, the rule of law; individual liberty; mutual respect and tolerance of those with different faiths and beliefs.
- understand the notion of interdependence in an increasingly complex society.

Children who are becoming culturally aware are likely to be developing some or all of 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 dynamic, evolutionary nature of cultures

- an ability to appreciate cultural diversity and accord dignity and 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 enterprises
- a sense of personal enrichment through encounter with cultural media and traditions from a range of cultures
- a regard for the heights of human achievement in all cultures and societies
- an appreciation of the diversity and interdependence of cultures.