

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Rationale

The governors believe that the school's statement of aims, policy statements, discipline structure and expectations of students all contribute to a student's spiritual, moral, social and cultural development.

Policy

The school's statement of aims is intended as a working document that provides a framework for all that the school is striving to achieve. The two basic aims of the school are:

- 1 To foster the spiritual, emotional, moral, cultural, mental and physical development of all students, both as individuals and as members of society.
- 2 To prepare all students to approach positively and confidently the opportunities, responsibilities and experiences of adult life.

Guidelines

- 1 To provide an environment that is friendly, stimulating, disciplined supportive and positive and which promotes an attitude of co-operation and self-discipline.
- 2 To provide equality of opportunity for all to enjoy learning, experience success, receive recognition and thus achieve respect, dignity and self-confidence.
- 3 To provide a broad, balanced, coherent and appropriate educational experience for each individual.
- 4 To develop both individual and group skills, powers of clear, creative, critical and reflecting thinking and the capacity to make informed and responsible decisions.
- 5 To develop a reasoned set of attitudes, values and beliefs, combined with an open-minded and sensitive attitude towards the ideas and views of others.
- 6 To encourage an awareness and understanding of the variety of the world's beliefs and cultures and of the interdependence of people.
- 7 To develop an understanding of the physical world and the necessity to live harmoniously with the natural environment.
- 8 To promote a sense of responsibility towards others and a wish to contribute positively and actively to the local community and the wider society.
- 9 To develop an appreciation of the value of education as a life-long process and the motivation and skills for further learning.
- 10 To foster an adaptability which can help individuals cope with changes in the future pattern of life and work.

- 11 To celebrate and share together common goals and values.
- 12 To challenge prejudice in all its forms.

Intended Outcomes

- 1 Students display a capacity for reflection and an ability to discuss beliefs.
- 2 Students feel free to express and explore their views openly and honestly through discussion. Students are willing to listen to the opinions of others when there is a difference of opinion.
- 3 Students acquire knowledge and skills which enable them to develop their understanding of spiritual, moral, cultural and social issues.
- 4 Students develop their own personal values and appreciate the beliefs and practices of others.
- 5 Students are able to work successfully in groups and participate co-operatively and productively both in the school and in the local community.
- 6 Students are able to demonstrate a degree of responsibility and initiative.
- 7 Students are able to approach problems rationally.
- 8 Students develop wider interests, social skills and community awareness.
- 9 Students participate in extra-curricular activities both within school and in the community.
- 10 Displays around the school reflect a diverse community and a recognition and celebration of diversity.
- 11 Displays reflect on issues and experiences and challenge prejudices.
- 12 Displays reflect a breadth of educational experiences beyond classroom learning and celebrate successes.
- 13 Displays promote and celebrate the work of Redborne within its community.
- 14 Charity weeks and fundraising focus on local, national and international communities, raising awareness of the needs and values of others.

Monitoring, Evaluation and Review

- 1 The policy will be monitored and evaluated annually by the senior leadership team.
- 2 The senior leadership team will review the policy triennially.

Dissemination of the Policy

This policy is available on the school website, on request to parents, the LA, and OFSTED through the Head Teacher.

Particular policies that have relevance are:

Assembly Policy	Teaching and Learning
Pastoral Care and Guidance	School Behaviour Policy
Personal Wellbeing	Equality Policy

Date approved by governors	March 2013
Date for review	March 2016