



The Stables Independent School

## School Spiritual, Moral, Social and Cultural Policy

<b>This policy links directly to the listed Stables Policies</b>	Curriculum Policy
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**This policy was reviewed and approved by the Proprietors in the Summer Term 2023.**

**It will be reviewed annually and approved by the Proprietors.**



## **What is Spiritual, Moral, Social and Cultural Education?**

### **The Spiritual Development of children is shown by their:**

- Ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings, values and faiths
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

### **The Moral Development of children is shown by their:**

- Ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives; to have a respect for the civil and criminal law of England
- Understanding the consequences of their behaviour
- Interest in investigating, and offering reasoned views about, moral and ethical issues; able to accept, respect and appreciate that others may have a different viewpoint

### **The Social Development of children is shown by their:**

- Use of a range of social skills in different contexts, with consideration given to exposure to different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- Willingness to volunteer
- Interest in, and understanding of, the way communities and societies function at a variety of levels
- Acceptance and engagement with the fundamental British Values of democracy, the rule of law, respect and tolerance of those with differing faiths and beliefs; their attitudes towards these British Values allows the children to participate fully in and contribute positively to life in modern Britain

### **The Cultural Development of children is shown by their:**

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- Understanding and appreciation of the wide range of different cultures within local community and further afield as an essential element of their preparation for life in modern Britain



- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

## **Planning**

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross-curricular activities as well as specific Life skills, PSHE, RE, HRSE and School Council.

## **How we make provision for children's Spiritual, Moral, Social and Cultural Development across the school**

### **SPIRITUAL DEVELOPMENT (including but not limited to)**

#### **PROVISION**

Religious Education curriculum  
Assemblies  
Newsround  
Arts Week  
School Council

#### **HOW IT IS EVIDENCED**

RE curriculum plans  
Whole school assemblies and celebrations  
Arts Week activities  
Religious celebration events  
Culture committee work

Opportunities for spiritual development are planned into the curriculum across the school.

Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and questions
- Awe and wonder
- Connection and belonging
- Prayer and worship
- A sense of security, well-being, worth and purposefulness

The school aims to develop a climate within which all children can grow and flourish, respect others and be respected, accommodating difference and respecting the integrity of individuals.



## **MORAL DEVELOPMENT (including but not limited to)**

### **PROVISION**

### **HOW IT IS EVIDENCED**

School Behaviour Policy and Code Of Conduct	Regular behaviour reviews PSHE curriculum plans
Religious Education curriculum	RE curriculum plans
PSHE curriculum	Anti-bullying activities
Anti-bullying policy	E-safety teaching
Taking part in charitable projects	Charity committee work
School Council	Life Skills books and assessments
Life Skills	HRSE books
Newsround	PSHE books
HRSE curriculum	Assemblies

We support children to:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops pupils' moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practise moral decision making
- Rewarding expressions of moral insights and good behaviour



- Recognising and respecting the codes and morals of the different cultures represented in the school/wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour
- Providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

## **SOCIAL DEVELOPMENT (including but not limited to)**

### **PROVISION**

PSHE curriculum

Pupil voice

The Arts curriculum

PE curriculum

Outdoor education

Life Skills curriculum

School Council

Enrichment provision

Careers curriculum

English curriculum

### **HOW IT IS EVIDENCED**

PSHE planning

School Improvement committee

Residential visits, camping trips

Educational visits

Participation in sporting events

Eco Committee

Participation in charity support

Enterprise committee

English books

Careers books

Life skills books and  
assessment

PE planning

Outdoor Learning and  
Enrichment books

Arts week

At The Stables Independent School, we recognise that pupils 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 a team
- Share views and opinions with others



- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility

Our school develops pupil and social development by:

- Identifying key values and principles on which the school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities and residential experiences
- Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of the needs of others
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community

## **CULTURAL DEVELOPMENT**

### **PROVISION**

School visits  
School Council  
Arts curriculum  
RE curriculum  
PSHE curriculum  
HRSE curriculum  
English curriculum

### **HOW IT IS EVIDENCED**

Log of school visits in calendar  
Culture Committee  
Art/Music planning and books  
Sports Days  
PSHE planning/books  
HRSE planning/books  
English planning/books

Children learn about and experience the diversity of other cultures both within modern Britain and throughout the world.



Children who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops cultural development by:

- Encouraging pupils to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, etc