

**WESTFIELD SCHOOL
POLICY FOR
SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

The school takes an active approach in the promotion of the spiritual, moral, social and cultural development of our girls; it is fundamental to the ethos of the school, which encourages girls to pay due regard to moral considerations and to appreciate the value of respect, dignity, responsibility, self-knowledge and restraint. Many of the school's other policies (Behaviour and Discipline, Anti-Bullying, Equal Opportunities, Multicultural, PSHE), together with all areas of the curriculum, contribute in various ways to the furtherance of SMSC education.

Definitions:

Spiritual Development

Personal development relating to the spirit or soul and the intangible. Not only RE and PSHE, but also the arts, extra-curricular activities, educational visits, assemblies and history may be used as a means of delivery of spiritual matters.

Moral Development

Personal development relating to human behaviour, the law, citizenship, and the girls' growing understanding of right and wrong.

Social Development

Personal development concerned with living in a family and social environment, including the peer group, school and wider community.

Cultural Development

Personal development concerned with the beliefs, values, knowledge, rites and practices shared by the girls, the school, the community and different groups within society, in this country and across the world, which form the basis of social interaction.

The contribution to the spiritual aspect of girls' development is achieved through opportunities to:

- learn about different beliefs and views, and to develop the girls' ability to express their own in an informed and unprejudiced way
- appreciate that human endeavour is expressed in many forms and that there are, and have been, many ways in which different peoples express beliefs and live their lives as a form of spiritual expression
- reflect on and appreciate their own and others' work with a sense of value, emotion, respect and feeling.
- express a sense of delight at their own and others' achievements
- understand that quality of life can be influenced through an interaction with other people, nature, the arts and sciences
- recognise and value the worth of everyone's' contribution to the whole school community
- express themselves creatively within the curriculum and extra-curricular activities
- feel a wide variety of emotions through a response to experiences encountered in the curriculum and extra-curricular activities
- encounter and experience a spiritual dimension to human experience through, for example, reflection, poignancy, exhilaration, the wonder of growth and natural phenomena
- reflect on and celebrate nature as a source of inspiration

The contribution to the moral aspect of girls' development is achieved through opportunities to:

- acquire self-discipline and make responsible use of their talents
- distinguish between right and wrong and take responsible actions when deciding how they should act
- acquire and practise those skills needed to form and sustain good relationships including respect for privacy and property, loyalty, trust and confidence
- acquire the will and ability to be responsible members of the community
- articulate the values and attitudes which inform their musical response - for example, in responding to religious music
- recognise, when appropriate, the moral dilemmas which may occur in particular social contexts
- understand the context and functionality of music that is used to express particular religious beliefs or social contexts
- recognise the values and attitudes that are attached to particular musical experiences in a religious and social context

The contribution to the social aspect of girls' development is achieved through opportunities to:

- work co-operatively and collaboratively with each other in the pursuit of shared goals
- work with others in situations of trust and responsibility
- understand the importance of, and actively participate and contribute to the life of the school and the wider community
- take responsibility and care for others
- agree and put into practice accepted codes of social conduct
- be aware of their social responsibilities within their own actions
- interact positively with other girls
- develop self-respect and commitment to others and tasks

The contribution to the cultural aspect of girls' development is achieved through opportunities to:

- draw upon a broad range of cultural traditions to recognise and appreciate the experiences, values, traditions and work of others
- experience personal enrichment from an understanding and appreciation of different traditions from pupil's own and other cultures and communities
- recognise, and appreciate that different cultures have similar and different ways of expressing their beliefs and emotions through the arts
- recognise the contributions made by many cultures to musical development and the influences on and contributions to each other
- develop appreciation of and sensitivity towards cultural traditions

This policy will be implemented through:

- An agreed written policy put into practice
- A planned programme of themed assemblies which include festivals from a range of cultures and stories, poems and reflections relating to issues of social or personal behaviour and opportunities to listen to a range of music
- Singing songs from other cultures, listening to a range of multi-cultural music and composing in their style

- Taking time for reflection and encouraging a sense of awe and wonder when opportunities arise.
- Taking opportunities in PSHE and the curriculum and extended curriculum to reflect and praise examples of girls' work or good deeds
- To plan opportunities and use the garden as an area for purposeful study and reflection on the beauty of nature
- Visits to other schools/ houses of worship/ countries and educational opportunities to reflect on the similarities and differences between adults, girls and experiences
- Girls writing to and receiving letters or emails from pupils in partner schools
- The use of ICT in planned opportunities to use appropriate web sites or CD ROMS to access information about festivals / aspects of other cultures
- Displays of works of art and multicultural resources alongside more traditional and abstract
- Planned visits from authors, artists, musicians, religious leaders

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