



# Caldicot School

## Spiritual, Moral, Social and Cultural Policy

May 2018

Ratified by the Governing Body on 15<sup>th</sup> May 2018

## **CALDICOT SCHOOL: Spiritual, Moral, Social and Cultural Policy**

### **1. Opening Statement**

- 1.1 The spiritual, moral, social and cultural development of students is central to the ethos of Caldicot School. This is reflected in the mission, aims and values of the school.
- 1.2 This policy document defines what Caldicot School means by Spiritual, Moral, Social and Cultural development and outlines specific strategies to secure development for all students.
- 1.3 In forming this policy, particular note has been taken of guidance issued by Estyn in Promoting and Evaluating Pupils' Spiritual, Moral, Social and Cultural Development (March 2004).
- 1.4 While the next section of this policy defines each of these areas separately, Caldicot School fully recognises that spiritual, moral, social and cultural elements of pupils' development are not only interrelated, they are interdependent.

### **2. Spiritual Development**

Spiritual development is the development of the non-material element of a human being, which animates and sustains us, continuing in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It can be seen as the development of a pupil's spirit, soul, personality or character.

#### **2.1 Aims of Spiritual Development**

We aim to:

- foster a set of values, principles and beliefs, which may or may not be religious, which inform a pupil's perspective on life and patterns of behaviour;
- develop an awareness and understanding of beliefs held in the community and wider society;
- develop an ability to show courage and persistence in defence of a pupil's aims, values, principles and beliefs;
- encourage 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;
- foster an appreciation of the intangible – for example, beauty, truth, love, goodness, order – as well as for mystery, paradox and ambiguity.

## 2.2 Outcomes of Spiritual Development

The school is committed to achieving the following outcomes for pupils from this policy:

- 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.
- A respect for insight as well as for knowledge and reason.
- 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.
- An expressive and/or creative impulse.

## 2.3 Procedure for Spiritual Development

In developing schemes of work, planning lessons and other activities, staff will seek opportunities to:

- encourage pupils to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives;
- where pupils already have religious beliefs, support and develop these beliefs in ways which are personal and relevant to them;
- encourage pupils to explore and develop what animates themselves and others;
- encourage pupils to reflect and learn from reflection;
- give pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful;
- develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected;
- accommodate difference and respecting the integrity of individuals.

All staff must ensure that they work towards developing teaching styles which encourage and value pupils' questions, enable pupils to make connections between aspects of their learning and encourage pupils to relate their learning to a wider frame of reference.

## 3. Moral Development

Moral development is about the building, by pupils, of a framework of moral values which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values and their understanding that there are issues where there is disagreement and that society's values can and do change. Moral development is about gaining an understanding of the range of views held by different people and the reasons for those views and forming a personal opinion on the views that are held by others.

### **3.1 Aims of Moral Development**

Caldicot School explicitly aims to support pupils in developing the following characteristics:

- To distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures.
- To act consistently in accordance with their own principles.
- To think through the consequences of their own and others' actions.
- To express their views on ethical issues and personal values.
- To encourage pupils to instil the values of honesty, tolerance, self-discipline, self-esteem, responsibility and respect.

### **3.2 Outcomes of Moral Development**

The school is committed to achieving the following outcomes for pupils:

- 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, treating others as they would like to be treated.
- 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.

### **3.3 Procedure for Moral Development**

In developing schemes of work, planning lessons and other activities and in all other aspects of life at Caldicot School, staff will seek opportunities to:

- provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school;
- promote measures to prevent discrimination on the basis of the protected characteristics according to the Equality Act 2010);
- give 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;
- develop an open and safe learning environment in which pupils can express their views and practise moral decision-making;
- reward expressions of moral insights and good behaviour;
- make an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the internet, as well as in school;
- model, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts;
- recognise and respecting the codes and morals of the different cultures represented in the school and wider community;

- encourage pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour;
- provide models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship;
- reinforce the school's values through images, posters, displays, screensavers and exhibitions.

#### **4. Social Development**

Social development is about people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together and functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding of all aspects of society. This includes understanding people as well as society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the inter-personal skills necessary for successful relationships.

##### **4.1 Aims of Social Development**

We aim to:

- adjust to a range of social contexts by appropriate and sensitive behaviour;
- relate well to other people's social skills and personal qualities
- to work, successfully, as a member of a group or team;
- to 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

##### **4.2 Outcomes of Social Development**

The school is committed to achieving the following outcomes from this policy. To encourage pupils to:

- reflect on their own contribution to society and to the world of work;
- respect people, living things, property and the environment;
- 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;
- develop understanding of the notion of interdependence in an increasingly complex society.

### **4.3 Procedure for Social Development**

In developing schemes of work, planning lessons and other activities and in all other aspects of life at Caldicot School staff will:

- identify key values and principles on which school and community life is based;
- foster a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish;
- encourage pupils to work co-operatively;
- encourage pupils to recognise and respect social differences and similarities;
- provide positive corporate experiences – for example, through assemblies, team activities, residential experiences, exchange visits abroad, school productions;
- help pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect;
- help pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community;
- help pupils resolve tensions between their own aspirations and those of the group or wider society;
- provide a conceptual and linguistic framework within which to understand and debate social issues;
- provide opportunities for engaging in the democratic process and participating in community life;
- provide opportunities for pupils to exercise leadership and responsibility;
- provide positive and effective links with the world of work and the wider community.

### **5. Cultural Development**

Cultural development is about pupils' understanding their own culture and other cultures in Caldicot, Monmouthshire, in Wales and in the United Kingdom as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with school's attempts to value cultural diversity and promote equality.

## 5.1 Aims of Cultural Development

We aim to enable pupils to:

- recognise and understand their own cultural assumptions and values;
- develop understanding of the influences that have shaped the cultural heritage of Wales;
- develop an ability to use language and understand images/icons – for example, in music, art, literature – that have significance and meaning in a culture;
- develop a willingness to participate in, and respond to, artistic and cultural enterprises.

## 5.2 Outcomes of Cultural Development

The school is committed to achieving the following outcomes from this policy:

- 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 equality.
- An openness to new ideas and a willingness to modify cultural values in the light of experience.
- 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 of interdependence of cultures.

## 5.3 Procedure for Cultural Development

In developing schemes of work, planning lessons and other activities staff will seek opportunities to:

- provide opportunities for pupils to explore their own cultural assumptions and values;
- present authentic accounts of the attitudes, values and traditions of diverse cultures;
- address discrimination on the grounds of the 'protected characteristics' (Equality Act 2010) and promote equality;
- extend pupils' knowledge and use of cultural imagery and language;
- recognise and nurture particular gifts and talents;
- provide opportunities for pupils to celebrate in literature, drama, music, art, crafts, sporting activities, distinctive aspects of Welsh culture during an annual Eisteddfod and encouraging pupils to reflect on their significance;
- develop partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges;
- reinforce the school's cultural values through displays, posters, exhibitions, etc;

- audit the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.

## 6. COLLECTIVE WORSHIP

Worship is an important part of school-life. It provides an opportunity for pupils to meet together and reflect in a shared experience. The Collective Act of Worship at Caldicot School is viewed as an essential part of the curriculum for all pupils.

### 6.1 Information and advice for tutors regarding the leading and organising of Collective Worship

#### The Law

The Education Reform Act of 1988 states that: "All registered pupils attending a maintained school should take part in daily collective worship."

*"It is open to a school to have Acts of Worship that are wholly of a broadly Christian character, acts that are broadly in the tradition of another religion and Acts of Worship which contain elements drawn from a number of different faiths..... providing that within each school term the majority of Acts of Worship must be wholly or mainly of a broadly Christian character, but it is not necessary for every Act of Worship to be so."*

### 6.2 Aims of Collective Worship

We aim to:

- provide opportunities for pupils to reflect upon the traditions and beliefs of Christianity and other religions and their relevance to their lives;
- heighten the pupils' aesthetic, spiritual and personal awareness of God, each other and themselves;
- assist pupils in forming and clarifying their personal values;
- establish a sense of belonging to the school community and its ethos;
- provide an environment of understanding, tolerance and respect;
- comply with statutory regulations regarding a daily act of collective workshops.

### 6.3 Outcomes of Collective Worship

The school is committed to achieving the following outcomes from this policy:

- The school community will adhere to the philosophy of the local Agreed Syllabus for Religious Education, the policy of the 1988 Education Reform Act on Collective Worship and the School Standards and Framework Act 1998).
- Local clergy, members of the Senior Leadership Team, School Chaplain, Pathway Leaders, a range of staff will plan and lead assemblies for each half term.
- Mr S Mock, Deputy Headteacher will work alongside the School Chaplain to ensure a varied range of assemblies to include talks, readings, drama, hymns, prayers and meditations as appropriate to the theme of the week and to the pupils.

- Staff will ensure that all pupils take part in a daily act of worship by participating in the thought for the day in form rooms.
- Progress leaders will ensure that there will be a weekly collective act of worship that includes all pupils in the year.

#### **6.4 Planning of Collective Worship**

At Caldicot School the School Chaplain will meet with Mr S Mock (Deputy Headteacher) each year to plan ahead for the next year's rota and to review the previous year's programme. Themes are chosen to suit the seasons of the year and current events or festivals. The pupils are able to gain an insight into how several people see different aspects of a theme.

#### **6.5 Participants and Leaders**

The Senior Leadership Team and other staff will regularly plan and lead the Collective Act of Worship. A range of regular contributions from the local Church community will also be incorporated into the scheme for the year, including several ordained ministers who may lead worship, as well as local lay people. This is outlined in the school assembly rota.

#### **6.6 Range of Activities**

To involve all aptitudes, ages and interests of pupils, a variety of activities will be undertaken, including talks, readings, drama, hymns, prayers and meditations as appropriate to the theme. By receiving a contrast of activities, the pupils will be able to reflect on issues. Pupils may lead tutor group and year group Collective Act of Worship sessions where feasible, with the form tutor.

### **7. Advice regarding Collective Worship**

#### **7.1 Practical considerations**

- Collective Acts of Worship take place in the school hall each day between 8.35am and 8:45 am
- Collective Acts of Worship take place in year groups. There are on average over 200 pupils in each year, divided into the following age groups.

Year Seven Ages 11-12  
 Year Eight Ages 12-13  
 Year Nine Ages 13-14  
 Year Ten Ages 14-15  
 Year Eleven Ages 15-16  
 Year Twelve Ages 16-17  
 Year Thirteen Ages 17-18

- On entry to the School Hall the pupils are encouraged to prepare themselves for reflection and music may be played.
- If you require the use of the projector, screen, sound, or other equipment, please give notice to the relevant Key Stage Pathway Leader.

- Pupils should be encouraged to participate in worship, e.g. if you would like them to read a poem or partake in a play please contact the relevant Year Tutor, so pupils can prepare and rehearse.
- Speakers are requested to arrive ten minutes before the start of Collective Worship.
- The presentation can take any form that the speaker may think appropriate and should last approximately 10 minutes, e.g. slides, role plays, artefacts, short stories, games, reflection on music, prayers.
- A bell goes at 8:45 am. Please try not to overrun. Aim to finish before the bell so that pupils can arrive at lessons on time.
- If you have a particular presentation that will take more time special arrangements can be made with prior approval.
- The appropriate Year Tutor will be present each day. Queries regarding a particular year group should be addressed to them. At the collective act of worship there will also be present the form teacher of each class (about 6-8 members of staff).
- Notices for the pupils will be given at the start of the Collective Act of Worship and will not usually last more than five minutes.

## **7.2 Information and advice for Year Tutors/ Senior Manager regarding the leading and organising of Collective Worship**

### **Creating an environment for worship**

For Collective Worship to be successful it is important to take time to create an environment that signifies that this activity is set apart from the other activities of school life. It is important to ensure that pupils are able to value this time to reflect and be still. The following points should be observed:

- Music may be played on entrance to the School Hall to set the tone of the Act of Worship. If other equipment is required, check and arrange beforehand that this is in place at least 10 minutes before the start of Collective Worship.
- Notices must be separated from other activities. It is best to have these lasting for no more than two minutes at the start of the worship, especially when there is a visiting speaker.
- Either announce the speaker at this stage, begin with an act of communal prayer or arrange that the visiting speaker or senior member of staff prays at the beginning of assembly. Make sure that the pupils know worship is a separate activity.
- Ensure that there are enough staff present and usually at least one senior member of staff (Year Tutor or Pathway Leader).
- Ask Form Tutors to complete registers as quietly as possible so that the message is conveyed to pupils that worship is a reflective activity.
- At all costs the Collective Act of Worship should not follow a reprimand by a senior member of staff. When this is necessary, another time needs to be negotiated. The last thought as a pupil leaves the School Hall needs to be a reflection on the message given.
- Deal with misbehaviour in Collective Worship swiftly. Ask tutors to be active and vigilant with regard to behaviour in Assembly.
- When there is a visiting speaker, ensure that they are met and thanked for their contribution.

- Try and enable pupils to participate in a number of ways, e.g. pupils welcoming guests and setting out equipment. They may also partake in role plays, drama, reading of poems, giving out certificates etc.

### **7.3 The Worship Co-ordinator's Responsibility and Role**

The role of the worship co-ordinator is fulfilled by Mr S Mock (Deputy Headteacher) in co-operation with the School Chaplain and the Pathway Leaders. The responsibilities of the worship co-ordinator are as follows:

- To organise a programme of Collective Worship for the whole school to include a variety of talks, reading, drama, hymns/ singing and prayers based on appropriate themes.
- To organise worship meetings, one per year.
- To give regular feedback to those leading Acts of Worship.
- To ensure the active and regular monitoring of the Collective Acts of Worship and ensure that they are in line with the law and the school policy. Year Tutors will monitor the daily Acts of Worship in their respective tutor groups.
- To ensure that a 'thought for the day' is available for Form Tutors to facilitate a daily act of worship in form rooms
- To liaise with the School Chaplain to ensure that an electronic version of the thought for the day is available to all staff to deliver to pupils which links with the school's values. (NB: The School Chaplain prepares a 'thought for the day' for pupils and a 'thought for the week' for staff.)
- To maintain contact with visiting speakers and inform them of relevant school events.
- To involve outside speakers, local clergy, staff and pupils in the planning and delivery of Acts of Worship.
- To plan and organise at least annually a special worship event.
- To delegate the organisation of equipment required for Collective Acts of Worship and make sure they have been provided by those responsible i.e. Year Tutors.
- To keep up to date on educational developments regarding Collective Acts of Worship and advise those concerned accordingly.
- To be responsible for a budget and use this to provide and update relevant resources for worship such as new books, artefacts and to authorise relevant expenses.
- To ensure that other practical matters regarding Collective Acts of Worship are dealt with by the relevant staff, such as intrusive noise, seating arrangements and the greeting of guest speakers.
- To ensure that information regarding the term's themes are written into the school's assembly rota.
- To deal with any requests for withdrawal from Collective Acts of Worship in association with the Headteacher.

### **7.4 Withdrawal from Collective Acts of Worship**

The collective act of worship is valued at Caldicot School. However parents who wish to withdraw their child from Collective Acts of Worship may do so. The following letter is sent to parents expressing a wish to remove pupils from acts of worship.

**Example of a letter explaining procedures to parents regarding withdrawal from Collective Acts of Worship.**

Dear ....Parent /Carer.....

Thank you for your interest in Collective Worship. The procedures at Caldicot School are as follows:

At Caldicot School, Collective Acts of Worship take place at the start of each day.

Pupils in years 7 -13 attend one Assembly each week with their year group which usually takes place in the School Hall. These Collective Acts of Worship are led by members of staff, as well as visiting speakers including Ministers of the local churches. Each Act of Worship begins with notices for the pupils. The content varies but, in accordance with the law, the majority of Acts of Worship are broadly Christian.

On days other than the weekly Assembly, a 'Thought for the Day' takes place in the Form Tutor group. This is organised by individual Form Tutors and is co-ordinated by Mr S Mock, Deputy Headteacher. These 'Thought for the Day' activities can be led by the pupils, Form Tutor or invited speakers.

All activities seek to develop the spiritual aspect of our pupils' lives but do not in any way reflect the teachings of any particular Christian or other organisation. The aim is for the pupils to become aware of the complex and diverse nature of religious ideas.

With reference to your concerns, it would be preferable if you would be willing in the first instance make an appointment with Mr Mock, to outline your views.

If you then still wish to withdraw your child from Collective Acts of Worship, you will need to make a request in writing, indicating that your child should be excused from the Acts of Collective Worship and/or Thought for the Day.

If you should wish your child not to attend Collective Acts of Worship the arrangements are as follows:

Collective Acts of Worship in Year Groups

- The pupil will accompany his/her form to the assembly and enter the hall for the notices. He/she is requested to sit in the back row of seats to ensure a quiet and orderly exit.
- The pupil can then leave the hall and sit a quiet area, with their alternative spiritual or other reading material. A member of staff will be available for supervision.
- At the end of the Act of Worship the pupil will return to their usual timetable of activities.

Form Tutor Group: 'Thought for the Day'

- The pupil may sit outside the classroom with alternative spiritual or other reading material.
- Following the 'Thought for the Day', the pupil will return to their form room / usual timetable of activities.

Please do not hesitate to contact the school if you require further clarification of any of these issues.

Yours sincerely

Headteacher/Deputy Headteacher

## **8. Monitoring, Evaluation and Review**

8.1 Monitoring provision and outcomes for spiritual, moral, social, cultural development of pupils presents a particular challenge. At Caldicot School we will adopt a simple, pragmatic approach to monitoring which focuses primarily on the feedback from pupils, staff and relevant stakeholders.

Social, moral, spiritual and cultural development will be monitored through:

- the results of the pupils' attitudes to learning survey
- the results of questionnaires given to a cross section of the school population
- feedback from the School Ambassadors
- take up of extra-curricular and community activities
- review of displays
- subjects reviews
- regular review of the daily Act of Worship by Pathway Leaders and Year Tutors
- regular meetings of the worship planning group through reflection on previous collective worship
- Form Tutors and Year Tutors will monitor pupils' perceptions of assemblies and their participation in them through the wellbeing team meetings

8.2 Mr S Mock, Deputy Headteacher and the wellbeing team will review this policy on a regular basis and make any further recommendations to the Governing Body.

8.3 The Governing Body, in consultation with the Headteacher, the School Ambassadors, staff and parents, will regularly review this policy and associated procedures in order to ensure its continuing effectiveness.