



PROSPECT HOUSE  
SCHOOL

Spiritual, Moral, Social and  
Cultural Development

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# Spiritual, Moral, Social and Cultural Development

## 1 Introduction

- 1.1 The school's curriculum promotes the spiritual, moral, social and cultural development of all individuals within the school's community. Through the curriculum and the school's activities as a community, the pupils should:
- develop their knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence both individuals and societies
  - be aware of equal opportunities and challenge discrimination and stereotyping
  - develop an understanding of, and respect for, the environment in which they live, both locally and globally
  - develop an understanding of the fundamental British values of democracy, the rule of law and individual liberty
  - develop respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England
  - be equipped as consumers to make informed judgements and independent decisions and to understand their responsibilities and rights

## 2 Aims

- 2.1 The aims of the group's policy are
- To develop self-confidence and self worth
  - To promote respect for others and tolerance for the opinions of others
  - To create opportunities for children to exercise moral judgement
  - To create opportunities to experience different cultural heritages
  - To provide opportunities to experience genuine awe and wonder
  - To understand that, for many, there are believed to be aspects of reality not immediately accessible by the five senses

By the end of their school experience, pupils should be able to:

- converse and engage in constructive dialogue with other children and adults, respecting the opinions of others
- project themselves as responsible and caring citizens capable of contributing to the development of a just society
- recognise situations with a moral dimension
- demonstrate respect for cultural traditions and belief systems other than their own
- demonstrate a broad general knowledge of, and respect for, public institutions and services in England
- respond using appropriate emotional, cultural or spiritual language to a variety of situations

### 3 Organisation and methodology

- 3.1 It is expected that due consideration be given to the topics in this policy in the teaching of all subjects (at both planning and delivery stages) and in the behaviour of all members of the school community. There are clear areas in the curriculum where certain aspects can be addressed. Moral issues can be addressed in assemblies and in PSHCE lessons. While spiritual issues can be readily addressed in RPE lessons. The development of a sense of wonder should be considered in every curriculum area. Aspects of pastoral care also provide the opportunity for the experience of moral issues and citizenship. However, spiritual, moral, social and cultural development should, and does, embrace all areas of the curriculum.
- 3.2 This policy should be read in conjunction with the Anti-bullying Policy; Assemblies Policy; Behaviour Policy; Pastoral Care Policy; RPE Policy, RSE Policy, PSHCE Policy; and Sex and Relationships Policy.

### 4 SEN provision including Gifted & Talented

- 4.1 The school recognises the fact that in all classes there are children of differing abilities and seeks to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. This is achieved by:
- setting common tasks which are open ended and can have a variety of responses
  - setting tasks of increasing difficulty. Not all children complete all of the tasks
  - grouping children by ability in the room and setting different tasks for each ability group
  - using mixed ability pairings or groups
  - providing resources of different complexity depending on the ability of the child
  - using classroom assistants where available to support the work of individual children or groups of children
- 4.2 Differentiation is considered when planning lessons and assessing pupils of varying abilities.

### 5 EAL

- 5.1 Various teaching methods are used to ensure that children with English as an additional language are able to access the curriculum. Visual aids are used, as well as differentiated worksheets and teacher support, to help pupils learn concepts and vocabulary.

### 6 Equal Opportunities

- 6.1 The school is committed to an environment that promotes equal opportunities for all children, regardless of their race/colour/gender and religion and any work undertaken reflects this commitment. Spiritual, Moral, Social and Cultural Development offers numerous opportunities to draw upon the perspectives of different individuals.

### 7 ICT Links

- 7.1 Technology will be used, where appropriate, to enhance teaching and learning.
- 7.2 Pupils will use technology to:
- Find things out
  - Develop ideas
  - Share information and work collaboratively
  - Review, modify and evaluate work as it progresses.
- 7.3 Pupils will be given opportunities to apply and develop their computing capabilities by using

technology to support their learning through a variety of tasks; such activities may include:

- a) The use of an interactive whiteboard to introduce or reinforce concepts
- b) The use of laptops/iPads to aid research and presentation of work
- c) The use of presentation software to improve pupils understanding and create a real-life audience for work
- d) The use of Internet resources to develop and enhance both learning and teaching
- e) The use of communication devices to encourage speaking, listening and interaction.

7.4 The subject coordinator will be responsible for sourcing appropriate resources to further develop ICT links within their subject, the computing coordinator will provide support and offer advice to ensure that technology is used throughout the curriculum.

## 8 Assessment

8.1 There is no formal evaluation of spiritual, moral, social and cultural development. However, the pastoral care system allows for records to be made of pupils' contributions to this area of development. The reporting system also requires that class teachers comment upon the overall development of each individual.

## 9 Statutory compliance

9.1 This policy has been adopted to reflect, among other things, the school's obligations imposed by the Education (Independent School Standards) (England) Regulations 2014.