



CHRIST'S COLLEGE FINCHLEY
SPECIALIST MATHEMATICS AND COMPUTING ACADEMY

Whole School Policy

Spiritual, Moral, Social and Cultural Policy

Date of Review: September 2012
Next Review: August 2014
Ratified: 26th February 2013

The spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance to the education of pupils. It should be considered as a whole school issue and shared by Governors, staff and parents of Christ's College Finchley. We must provide an education that presents pupils with opportunities to explore and develop their own values, beliefs and spiritual awareness. It must cover high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of social and cultural traditions and an appreciation of the diversity and richness of those cultures.

Principles

Spiritual, moral, social and cultural development is crucial for individual pupils and society as a whole. We believe that these principles are at the centre of an all-encompassing education and essential in helping pupils to develop into adults with a wide range of knowledge and understanding.

Social, moral, spiritual and cultural development is concerned with the following ideas, beliefs and values:-

Social development

- The progressive acquisition of competencies and qualities needed to play a full part in society.
- Understanding the institutions, structures and processes of society.
- Understanding how individuals relate to each other and the ability to make a personal contribution to the well-being of a group
- The ability to adjust to a range of social contexts by appropriate and sensitive behaviour.

- An ability to exercise responsibility and initiative.
- Understanding how the learnt curriculum relates to life in society.
- The ability to take on the roles of team leader and team worker.

Moral development

- Taking responsibility for one's own actions and behaving consistently in accordance with accepted principles.
- A knowledge of the codes and conventions of conduct as agreed by society and developing an ability to articulate these attitudes and values.
- Developing a socially acceptable set of values and principles and cultivating the will to behave morally as a point of principle.
- Recognising the moral dimensions to situations and an acceptance that values and attitudes change over time.
- Making judgments on issues by applying moral principles, insights and reasoning whilst understanding the consequence of actions for self and others.
- Recognising the greater need, which extends beyond self-interest

Spiritual development

- *Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve.*
- Developing the knowledge, skills, understanding, qualities and attitudes needed to cultivate their own inner life and non-material wellbeing.
- Developing the sense of individual purpose and of being part of a greater whole.
- Developing an insight into personal existence which is of enduring worth.
- Understanding the relationship between belief and behaviour

Cultural development

- Understanding of beliefs, customs, values, knowledge and skills which form the basis for identity and unity within society

- A knowledge of the nature and roots of cultural traditions and a recognition and respect for the rights of others to exercise a cultural influence
- The capacity to relate what is learnt to an appreciation of wider cultural aspects of society
- Developing and strengthening the cultural interests of pupils by exposing them to a wide range of stimuli, which will allow them to develop new interests
- Extending horizons beyond the immediate to the highest artistic, musical and literary achievements.
- Understanding the diversity of religious, social, aesthetic, ethnic and political traditions and practices.
- The ability to evaluate the diversity, equality and worth of cultural achievements.

Guidelines

It is an expectation at our school that all staff, in all subjects, can and should make a contribution to the spiritual, moral, social and cultural development of pupils.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and show respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the School

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of one and all. School and classroom rules should reflect, promote and reward acceptable behaviour and provide opportunities to celebrate pupil's work and achievements.

At Christ's College we aim to:

- develop the individual strengths of all pupils and to help and provide support in areas for development
- provide the skills to reason rationally and to inspire and stimulate the pupils in order to foster the enjoyment of learning and enquiry.

4. Mentoring

- All pupils will be involved with mentoring with their tutor at least once every term in the allocated time on a Friday afternoon from 2.30 – 3.00.
- These sessions will predominantly cover academic issues but should also allow the pupil to reflect on SMSC issues and development and provide opportunities for self-reflection, awareness and challenge.

5. My Zone

- My Zone is a specially designed afternoon that allows pupils to experience out of curriculum activities.
- On a Wednesday afternoon all pupils are assigned to an activity, which will run for six weeks.
- The pupils will experience a wide range of activities, which do not come within the normal curriculum and will encompass cultural, moral, spiritual and social contexts.

6. Co-Curricular Activities

There are a numerous and diverse co-curricular activities which make a major contribution to personal development. A wide variety of overseas trips and tours, visits to the theatre and art galleries, the creation of in-house literacy books and magazines, a debating society with trips to houses of parliament for student parliament discussions, Duke of Edinburgh, my zone activities, which all contribute to the social and cultural development of pupils.

7. Students as Leaders

The systems of prefects, School Council and sixth form mentors provide both formal and informal opportunities for the pupils to exercise leadership and responsibility.

8. Cultural exchanges

Christ's College has links to international schools in Finland and South Africa where pupils and staff have opportunities to experience different cultures and societies. A range of visitors and visits including residential trips contributes very effectively to promoting pupils academic, personal, social, health and citizenship education

9. Links with the wider community

Visitors are welcomed in to the school and the school has a strong home-school link, which is regarded as very important. Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it

10. Themed SMSC Days

There are days built into the school calendar which are structured to allow pupils to engage

