

Spiritual, Moral, Social & Cultural Policy

Rokeby aims to prepare all its pupils for the opportunities, responsibilities and experiences of life by providing spiritual, moral, social and cultural development.

1. Spiritual development

1.1 The curriculum, particularly RS and PSHE, will provide pupils with opportunities to investigate and reflect upon their own beliefs and values.

1.2 The pupils should:

- a) Develop the ability to use their senses
- b) Be aware of, and enjoy using, their own imaginative potential
- c) Develop self-confidence in expressing their inner thoughts in a variety of ways
- d) Find inner confidence and self-esteem
- e) Practise quiet reflection

2. Moral development

2.1 Pupils will develop an understanding of the difference between right and wrong, moral dilemmas, the will to do what is right, a willingness to consider others with concern and the ability to cope with moral conflict.

2.2 The pupils should:

- a) Take responsibility for their own actions
- b) Respect the rights and property of others
- c) Appreciate the feelings and concerns of others
- d) Help those less fortunate than themselves
- e) Tell the truth
- f) Keep a promise
- g) Exercise self-discipline
- h) Develop high expectations
- i) Develop positive attitudes
- j) Conform to rules and regulations for the good of all
- k) Be aware of, and enjoy using, their own imaginative potential

3. Cultural development

3.1 Cultural development refers to the development of knowledge and understanding of differing cultural beliefs, customs and traditions. At the heart of cultural development lies the encouragement of pupils to question, analyse, evaluate and reflect on their response and the responses of others within a range of different cultural contexts and aesthetic experiences.

3.2 The pupils should:

- a) Develop an awareness and recognition of their own cultural assumptions and values and all that a cultured person appreciates in terms of music, art, drama and literature.
- b) Develop a love of learning

- c) Develop an understanding of British cultural tradition, including Christianity and the influences that have shaped our cultural heritage
- d) Appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing racial equality
- e) Develop the ability to value current cultural enthusiasms, icons, music, media, critically and independently of peer pressure

4. Social development

- 4.1 Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about functioning effectively in a multiracial, multicultural society and it involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibility and life as a citizen, parent or worker in a community. It also involves the development of the interpersonal skills necessary for successful relationships.
- 4.2 The pupils should:
- a) Show sensitivity to the needs and feelings of others
 - b) Develop an understanding of citizenship and experience being part of a caring community
 - c) Share emotions such as love, joy, hope and fear
 - d) Show respect of people, living things, property and the environment
 - e) Develop leadership and responsibility
 - f) Interact positively with others
- 4.3 In order to promote opportunities for spiritual, moral, social and cultural development, the school will:
- a) Encourage pupils to express their creativity and imagination, eg in Drama, PSHE and form periods
 - b) Foster a sense of respect for the integrity of each person
 - c) Create an atmosphere which enables pupils and staff to speak freely about their beliefs and values
 - d) Create opportunities within the curriculum. Departments should identify opportunities to include SMSC within their teaching and Form Tutors should ensure that they use the same for their PSHE lessons and form periods. Assemblies will also be used to incorporate SMSC, such as visits from charities and the Headmaster's and Form assemblies on moral codes
 - e) Encourage extra-curricular opportunities throughout the school, eg various clubs
 - f) Encourage off-timetable events and whole school events like Arts Week
 - g) Encourage staff, and older boys, to act as good role models throughout the school (eg the "buddy" system with Year 6 and 3, occasional mentors for individual boys)

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