KENILWORTH SCHOOL & SIXTH FORM

SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY

JULY 2012

CONTENTS

AIMS

At Kenilworth School we want to create an ethos, which develops students spiritually, morally, socially and culturally.

- We want to ensure that students are treated as individuals with individual needs.
- We aim to deliver to deliver spiritual, moral, social and cultural education through all aspects of school life; the curriculum, transition, extra-curricular activities, the pastoral system, PSHE and assemblies.
- We want to ensure that the personal development of students is a fundamental part of the academic and pastoral system at Kenilworth School.

DEFINITIONS

SPIRITUAL DEVELOPMENT

Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view; either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a student's 'spirit'. Some people may call it the development of a student's 'soul'; others as the development of 'personality'; or 'character'.

Everyone is capable of developing spiritually. Spiritual development is an essential part of learning to value everyone as a unique human being. It also encompasses reflection on religion as an important focus of the faith of many people. At Kenilworth School, together with parents, we can help ensure that no young person lacks opportunities to develop spiritually. Spiritual development can include providing opportunities for us to encounter all the positive aspects of human experience and students who are developing spiritually are likely to be developing some or all of the following characteristics:

- A set of values, principles and beliefs, which may or may not be religious, which
- inform their perspective on life and their patterns of behaviour
- An awareness and understanding of their own and others' beliefs
- 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
- An ability to show courage and persistence in defence of their aims, values, principles and beliefs

- A readiness to challenge all that would constrain the human spirit , e.g. 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
- An appreciation of the intangible, e.g. beauty, truth, love, goodness, order, as well as for mystery, paradox and ambiguity
- A respect for insight as well as for knowledge and reason
- An expressive and/or creative impulse
- An ability to think in terms of the 'whole', e.g. concepts such as harmony, interdependence, scale and perspective

MORAL DEVELOPMENT

Moral development is about the building, by students, of a framework of moral values which regulates their personal behaviour. It is also about the development of students' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

The promotion of students' moral development helps students to value their relationships. It is central to the smooth running of society. No school can effectively promote students' moral development without the help of parents and the community.

Students who are becoming morally aware are likely to be developing some or all of the following characteristics:
- An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures
- Confidence to act consistently in accordance with their own principles
- An ability to think through the consequences of their own and others' actions
- A willingness to express their views on ethical issues and personal values
- 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
- 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

SOCIAL DEVELOPMENT

Social development is about young 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. It is about functioning effectively in a multi-racial, multi-cultural society. 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 characters, 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 interpersonal skills necessary for successful relationships.

The promotion of students' social development is key in enabling them to socialise both in the school and the wider community. It helps to develop an understanding of citizenship and roles in society.

Students who are becoming socially aware are likely to be developing the ability to:
- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work, successfully, as a member of a group or team
- 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 inclusion and unity
- Reflect on their own contribution to society and to the world of work
- Show respect for people, living things, property and the environment
- Benefit from advice offered by those in authority or counselling roles
- 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 the local and wider communities
- Participate in activities relevant to the community
- Understand the notion of interdependence in an increasingly complex society

CULTURAL DEVELOPMENT

Cultural development is about pupils' understanding their own culture and other cultures in their town, region and in the country 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 schools' attempts to value cultural diversity and prevent racism.

The promotion of student's cultural development will enable them to appreciate that the communities and society to which they belong provide the conditions in which human creativity, imagination and insight can flourish.

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to recognise and understand their own cultural assumptions and values
- An understanding of the influences which have shaped their own cultural heritage
- An understanding of the dynamic, evolutionary nature of cultures
- An ability to appreciate cultural diversity and accord dignity and respect to their people's values and beliefs, thereby challenging racism and valuing race equality
- An openness to new ideas and a willingness to modify cultural values in the light of experience
- An ability to use language and understand images/icons, eg in music, art, literature, which have significance and meaning in culture
- A willingness to participate in, and respond to , artistic and cultural enterprises
- A sense of personal enrichment through encounters 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 and interdependence of cultures

DELIVERY OF SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT IN KENILWORTH SCHOOL

- All faculties and departments should identify and consider ways in which they can contribute to the personal development of each student.
- All staff should recognise the particular relevance of the principles of the SMSC policy at times of transition and demonstrate planning and implementation of the policy.
- The School uses transition as an opportunity for older children to demonstrate the qualities fostered by the SMSC by engaging them in the planning and process of introducing new children to the school, or of helping others to adjust to developing academic & social demands.
- SMSC should be highlighted where appropriate schemes of work and lesson plans.
- Collective worship planned for and delivered by the pastoral year teams provides a regular opportunity to help students in their personal development.
- The PSHE programme will provide an opportunity to focus on specific issues and events which are in line with SMSC requirements and also give times for reflection upon students' own identity and life both in and out of school.
- The rewards and consequences system in the school promote moral understanding at all times.

- A full range of extra-curricular activities including, Duke of Edinburgh, sporting, cultural, charitable and reason-based activities.
- Development days and events, including diversity days, cross-curricular days, futures days (careers) and activities day.
- Student Voice; giving the students the opportunity to express their opinions including school council, student surveys, interview panels, student newspaper in sixth form.

Implementation of the Spiritual, Moral, Social and Cultural Policy

- Throughout a students' life at Kenilworth School we will offer positive and realistic examples and role models for students to follow.
- Opportunities for personal target setting, profiling, discussion, support and advice will be offered so that students develop self-awareness and self-esteem.
- All faculties and departments will be required to demonstrate ways in which they can contribute to the personal development of each student.
- Year heads and class tutors will be required to demonstrate how they implement, within their pastoral teams, the principles of the SMSC.
- A series of SMSC exemplars (see Appendix 3) will help staff consider how their subjects can help contribute to the effective implementation of the policy.
- Kenilworth School's vision and aims need to be shared by the whole school and everyone should work together to achieve the agreed goals.
- Consistency in staff responses to students with regard to rewards and sanctions and the implementation of the Behaviour for Learning Policy is essential and will be monitored.
- All staff should work towards achieving high standards of personal development and a strong sense of an inclusive school community in which every student aspires to realise their potential.

MONITORING THE IMPLEMENTATION OF THE POLICY

- The Spiritual, Moral, Social and Cultural Director will be responsible to the Head teacher for monitoring and maintaining the implementations of the policy.
- Year heads and class tutors should provide evidence of how they use the SMSC to inform social and personal development within and across year groups.
- Heads of Department will be responsible for ensuring that the SMSC exemplars (Appendix 3) are discussed in Department Meetings and, where appropriate, incorporated into schemes of learning and learning plans.
- Heads of Department should keep simple checklists of incidents that break this policy. These should be discussed at the annual Head teacher's Review in order to identify issues of concern, which can be shared at Department meetings.
- Examples of good practice should also be recorded and shared at Department and year group meetings.
- The Deputy Head i/c Curriculum will be responsible for producing and conducting surveys with a representative sample of students on their

- knowledge and understanding of their own culture and those of others, and of stereotypes and generalisations.
- The PSHE co-ordinator will be responsible for keeping a log of the use of resources, visitors, assemblies, PSHE activities, Curriculum activities etc used.
- The PSHE co-ordinator will be responsible for producing a short report on the implementation of the SMSC to be fed into the School Development Plan.
- The Deputy Head i/c Curriculum will be responsible for mapping Spiritual, Moral, Social and Cultural Development across the curriculum.
- The PSHE co-ordinator and the Deputy Head i/c Curriculum will be responsible for auditing the current Spiritual, Moral, Social and Cultural provision, using the revised OFSTED criteria. They will then need to work with Heads of Departments to identify how to develop areas of weakness across the curriculum.
- The PSHE co-ordinator and the Deputy Head i/c Curriculum will be responsible for devising a student survey to assess the effectiveness of SMSC Development.
- Parents should be made aware of the SMSC policy and given an opportunity to comment on their perception of its implementation through parent survey questions.
- All adults in the school will be responsible for modelling good SMSC practice and delivering SMSC through both formal and informal contact with students.
- The Assistant Head Teacher i/c behaviour and Heads of Year will monitor the behaviour and attitude of the students by analysing attendance and punctuality data, exclusions, exits, seclusions and complaints from outside the school.
- The responses from future OFSTED inspectors and Department Audits will also assist us in the monitoring and implementation of the policy.

SUCCESS CRITERIA FOR SKILLED SPIRITUAL, MORAL AND CULTURAL NAVIGATOR

Students show attitudes of:

- Happiness, pride, forgiveness and responsibility
- Imagination, curiosity, creativity and intuition
- Exploring, searching, questioning and engaging
- Respect for different cultures
- Positive self-identity
- Empathy towards others
- Curiosity to learn about other cultures
- Willingness to step outside of the 'comfort zone' in learning about others
- Enjoying exploring cultural diversity
- Thoughtfulness and sensitivity towards others
- Acceptance that we are all part of the human race

Students possess knowledge and understanding of:

- Right and wrong
- Surviving hardship, pain and grief
- How to deal effectively with moral conflict and temptation

- Their own culture(s)
- Stereotypes and generalisations
- Other cultures and traditions

Students are able to:

- Experience order, peace, wonder and calm
- Empathise with others at times of joy and tragedy
- Understand that people choose their behaviour and those choices have consequences
- Choose wisely with consideration for self and others
- Engage in self-reflection
- Negotiate disagreements fairly and compromise willingly when necessary
- Contribute confidently to the well-being of friendship groups and community
- Set aside self-interest to work with others for the common good
- Understand, appropriately express, recognise and respond to emotions in others
- Recognise and explore similarities and difference between cultures
- Listen actively to others' views and experiences
- Interact comfortably with those from cultures and traditions different from their own

COLLECTIVE WORSHIP POLICY

LEGAL REQUIREMENTS FOR COLLECTIVE WORSHIP

It is the statutory duty of all schools to provide a daily act of collective worship for registered students. Kenilworth School works towards this requirement set out in the 1993 Education Act. In line with the School Standards and Framework Act 1998, the head teacher is responsible for arranging daily collective worship after consultation with the governing body. The headteacher will report to the governing body on the implementation of collective worship.

Collective worship will be addressed mainly through assembly and tutor time and will be based on a thematic approach which will mainly be of a broadly Christian character. (The Christian character will not reflect any particular Christian denomination.)

Parents have a right to withdraw their child from collective worship. Any parent who wishes to exercise this right should consult the headteacher. The Education and Inspection Act 2006 makes provision for students in post-16 education to exercise the right to withdraw themselves from the daily act of collective worship, but not from assembly.

AIMS

At Kenilworth School we believe that collective worship should:

- Provide the opportunity for students to participate in worship
- Give expression to, reaffirm and practise the values of the school community
- Be acceptable to the whole community, staff and students
- Provide an experience that provides the social, moral, spiritual and cultural development of students
- Be of a broadly Christian nature (non-denominational)
- Include multi-cultural topics to help celebrate and understand the diversity of our society
- Celebrate and give thanks for achievements within the school, local and international community, and occasions of significance, including festivals
- Encourage a respect for self and engender a concern for the needs of others
- Allow reflection and response to the fundamental questions of life and those things that are of eternal concern and value to human beings

IMPLEMENTATION OF COLLECTIVE WORSHIP POLICY

- The programme for assemblies will be established in line with resources available (students may attend assembly in one of the halls or in their tutor base).
- Delivery will be, in the main, to year groups (Y7-13), but on occasion to House Groups.
- Heads of Year and the Senior Leadership Team will deliver the majority of assemblies, but all staff will be invited and volunteers used to lead. Outside agencies will also be invited to lead assemblies.
- A programme of assembly themes will be established at the beginning of the academic year and a rota of staff will be arranged. (Themes may be changed due to newsworthy events.)
- Assemblies may take place during the Tutor Period (8:35am – 8:55am) or during PSHE lessons and special assemblies may be held at other times.
- Tutors are required to escort their tutees to their assembly and stay with them throughout.
- Students are always welcome to help with the delivery of assemblies and are encouraged to do so. Any member of staff leading an assembly may involve students in such activities as drama, dance, music, poetry and reading.

PLANNING, RECORDING & REVIEW

- Students will also be asked to share their experiences and thoughts about assemblies delivered through Tutor Groups, Year Council meetings and the School Council meetings.
- Reviews to be fed back to the co-ordinator for assemblies (Assistant Head i/c Pastoral).
- HoYs and SLT are always present during assemblies and so will review the assemblies that take place, along with the thoughts of the member of staff delivering the assembly. The co-ordinator for assemblies should keep copies of the assembly delivered, either in the assembly file or on the school's VLE. The content and methodology should be varied.

OPPORTUNITIES FOR SCHOOL-WIDE SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Kenilworth School will promote awareness and understanding of spiritual, moral, social and cultural matters through:

- Including students in the planning and delivery of well-structured transition programmes which support those making transitions and allow all staff and students to develop and demonstrate their awareness of the principles of SMSC policy
- Finding opportunities for contact across year groups to model good behaviour and demonstrate caring and inclusive attitudes within the school, e.g. prefects, peer mentors and learning ambassadors
- Displays around school
- Kenilworth School's aims and objectives
- Selection of resources to support students' learning
- Highlight aspects of programmes of study
- Positive relationship between and staff; staff and staff etc
- Assemblies
- PSHE time
- Extra-curricular activities
- Cross-curricular activities
- Awareness of social and cultural celebrations
- Choice of visits, visitors, field trips etc
- Links with schools in other areas
- The staff development programme
- The menus offered in the dining hall

OPPORTUNITIES FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT WITHIN SUBJECT AREAS

This checklist can be used within Departments to consider ways in which the students' spiritual, moral, social and cultural development can be promoted.

Each statement should be considered by staff teaching the subject and where appropriate incorporated into SoWs.

ART

- Studying great works of art can give an insight into the culture of other people and provide a strong link with the past.
- Art can provide a valuable tool to study the past and make social or oral comment on it e.g. what do the people in works by Lowry tell us about the social conditions of the time?
- Multicultural art, the art of different religions, the art of ancient societies all reinforce the value of societies other than our own and help us to appreciate their value and the value of our own, for example:
  - Apartheid

- o South Asian art
- o African art
- o Aboriginal art
- o American Indian art
- The appreciation of great works of art and the appreciation of our own artistic efforts helps to build up an awareness of aesthetics and gives an uplifting experience.

ENGLISH

- The studying of different texts – classical, contemporary, serious, humorous can provide challenging starting points for the consideration of moral, social, political and cultural perspectives, and give an appreciation of the beauty of great language and literature.
- Exposure to great literature and poetry and its place within a culture promotes an appreciation of that culture's moral or social aspects, e.g. Dickens' social commentary.
- Awareness of the cultural value of writing as a source of social interpretation and commentary for example, the study of the War Poets, works on social exclusion such as those by Malorie Blackman, or Shakespeare's representation of Jewish characters.
- Studying drama and stories and creating opportunities for moral judgements.
- Shared activities – shared reading, group drama, corporate writing that lead to an understanding of an appreciation of the importance of the group and other people's point of view.
- Knowledge of our language and its influence on our culture and the importance and value of other languages and cultures.
- Awareness of traditional tales and their cultural background.

NUMERACY

- Group work on a shared topic or investigation promoting an appreciation of the input of all members of the group.
- An appreciation of the inherent pattern and beauty of mathematics.
- Studying the patterns of Islam and their cultural/religious connections.
- The promotion of positive attitudes towards mathematics through appropriate groupings.
- An understanding that mathematics has an historical and cultural base – Greek, Arabic, Egyptian. An understanding of the role and importance of these cultures.
- Use of universal symbology reflects deeper understanding of international communications
- Tasks engage with social development e.g. smoking task, VAT task and ethnic diversity task.
- An awareness of the social and political value of data; its origins and potential strengths and weaknesses.

ICT

- Working together to create a graphic design or study.
- Researching religious artefacts on the internet.
- Setting up email correspondence with another school from a different country.
- Following the Internet and Acceptable Use policy.
- Using social media responsibly and intelligently in order to widen horizons and promote inclusivity.

SCIENCE

- The development of an understanding of our place in the great scheme of things by studying space or life processes.
- An appreciation of moral questions as scientific knowledge increases e.g. the use of GM crops.
- An awareness of the cultural background of science e.g. the role of women in science throughout the ages or the ancient Greek scientists.
- Consideration of moral, environmental and citizenship issues when considering our role in caring for the environment e.g. efficient ways of feeding the world, intensive farming, the pollution of the planet including discussion of nuclear debate, genetic engineering.
- An appreciation of other people who may hold different views on e.g. theories on origin of life on earth, Big Bang, Darwin etc
- Health, drugs, smoking, drinking – an understanding of the social and scientific issues involved and an awareness of everyone's point of view.
- An appreciation of the cultural values of science in the progress of societies e.g. the contribution of material science to the development of industrial and medical techniques.

DESIGN TECHNOLOGY

- The aesthetic aspect of good design is an important area, as is the question "How will this affect the environment?"
- Educational visits allow students to find out about existing designs and products and build on the skills of reflection and analysis.
- In Food technology, students can develop personal insight by testing and trialling new products.
- Appreciating design in nature.
- Through discussion students are given opportunities to consider and reflect on their moral understanding of issues such as Fair Trade and GM foods.
- The study of technologies from different cultures – historical and geographical – and how these have evolved provides important lessons in cultural awareness.
- Group working – sharing of equipment and designing together.
- Promoting equality of opportunity and providing an awareness of areas that have gender issues eg activities that are historically female such as textile studies, encouraging girls to use equipment that has been traditionally male dominated.

DRAMA

The following are examples of topics that students respond to emotionally through group discussion and performance:

- Opportunities to widen friendship groups
- Developing teambuilding skills through challenge production and performance.
- Collaborative work across year groups in extra-curricular activities.
- Encouraging a sense of awe & wonder by exploring texts, physical movement and the excitement of performance.
- Stimulating imagination allowing students to appreciate a range of perspectives of social and moral issues.

HISTORY

- The study of artefacts, buildings, churches etc gives students a sense of their place in the historical scheme of things. It also helps to develop an awareness of beauty and aesthetics.
- Moral issues can be considered e.g. was it right that a war was fought or that Anne Frank was forced into hiding?
- Studying the cultures of other times – Egyptians, Romans etc builds an awareness of the value and importance of other societies and cultures and the relative value and importance of our own. It also stresses the interdependence of cultures.

GEOGRAPHY

- The study of different localities helps students to understand the background, way of life and values etc of different people and cultures., e.g. the Inuits (Eskimo) and their way of life and values are, to a large degree, the result of their habitat – as is our own.
- Tolerance of other peoples' differences, overcoming stereotyping, racism and prejudice can all be highlighted through the study of different peoples and their way of life.
- Local studies will encourage an awareness of the student's place, family, home, dependency upon other individuals, people and cultures and needs in the great scheme of things.
- Environmental issues and concerns can be discussed – what are the effects and the issues involved in urbanising an area.

MUSIC

- Listening to music, performing, joining in with it gives pleasure, lifts spirits and has an emotional dimension that students need to experience. Music experienced in our services and assemblies helps the pupils in their spirituality.
- Listening to and appreciating the great music of our culture and its folk music builds an important awareness of our culture and that of other lands. Music of other cultures is important for the same reasons.

- Music of fields, sea shanties, slave songs etc can be used to build an awareness of the importance of music and its place in social history and the accompanying moral and social questions that arise out of it.
- Group music-making is an important social activity – working together and experiencing the same feelings together.

PHYSICAL EDUCATION

- Caring for our bodies and respecting the health of others
- Obeying the rules of the game, being a 'good sport', learning to be a good winner and a good loser, understanding that doing one's best is important.
- Appreciating the aesthetic beauty of movements of gymnastics or dance.
- Building team spirit, being a good team member, valuing the contributions of others to the team.
- Learning that sport is an important element of many cultures – Ancient Greeks, Romans, the history of great sporting events such as the Olympics or the Ashes.
- Appreciating that different individuals or groups have different skills because of their background or habitat e.g. Austrian skiers, Dutch speed skaters
- Opportunities given for students to experience new challenges e.g. orienteering, gymnastics.

PERSONAL, SOCIAL, HEALTH EDUCATION / CITIZENSHIP

- Listening to others and valuing what they have to say.
- Holding debates and discussions leading to written work.
- Drama and role play linked to social and moral choices.
- Ethics and morality are key themes for discussion e.g. ethics of Fair Trade and capitalism, morality of abortion
- Students challenge racism and are aware of the need to challenge prejudice of any kind.

RELIGIOUS EDUCATION

- The exploration of moral and spiritual questions by discussing, for example, the great Bible stories or the stories from other religions.
- Appreciating and valuing other faiths and beliefs of both groups and individuals.
- Learning about being a member of a pluralist society and respecting and tolerating others and their belief and needs.
- Knowing about the historical, social and religious aspects of our own culture and that of others – Harvest, Christmas, Easter, May Day, Jewish New Year, Divali, Eid etc – appreciating and respecting the values of the cultures concerned.
- Students given opportunities to experience new ways of thinking e.g. meditation.
- Conflict and conflict resolution taught as part of KS4 short course.

PSYCHOLOGY

Throughout the two years of the course, students will be required to view academic material from varying cultural, social and moral perspectives so that they are aware of potential bias. For example:

- The impact of conformity and authority on the individual and how we can resist malign influences
- The methods used to create positive social change
- The nature and causes of individual and group aggression
- The formation, maintenance and breakdown of relationship
- Positive and negative effects of the media on the individual and society
- Promoting pro-social behaviour
- Objectivity and honesty in research

SOCIOLOGY

The study of sociology provides many opportunities to develop students' understanding of spiritual, moral and cultural issues. By the very nature of the subject these issues, along with social issues, are identified in virtually every lesson.

Whilst studying sociology students become aware that:

- Society is made up of a range of different groups from varied social, cultural and religious backgrounds. Cross cultural issues are important in all sections of the specification.
- Social inequality is a central issue. This may be a result of social class, ethnicity, gender, age or disability (or a combination of these factors). Inequality is the central focus in "The Sociology of Education".
- Cross cultural issues are important and these are studied in many sections of the course, especially in the "Sociology of Beliefs"
- The Study of Crime and Deviance involves discussion of morality and the social construction of laws.

SPIRITUAL DEVELOPMENT ACROSS THE CURRICULUM

This checklist can be used within Departments to consider ways in which the students' spiritual development can be promoted.

Each statement should be considered by staff teaching the subject and where appropriate incorporated into schemes of work and learning plans. This list is not exhaustive.

1. Encouraging students to consider their own values and attitudes
2. Encouraging reflection on questions about religion and the meaning of life
3. Reflecting on human experiences
4. Exploring their own and other people's beliefs
5. Encouraging students to consider and discuss their beliefs
6. Developing a sense of awe and wonder

7. Promoting understanding of ways that beliefs contribute to individual and group identity
8. Promoting awareness of the value of a non-material dimensions to life
9. Considering ways that people have sought to explain the universe and the purpose
10. Being concerned about the search for truth
11. Promoting self-understanding
12. Providing opportunities for problem-solving and discovery
13. Encouraging the enjoyment of learning
14. Encouraging students to think for themselves
15. Developing students' capacity to think, reflect and express themselves on spiritual matters
16. Exploring the beliefs that are central to religious traditions
17. Providing opportunities to see another person's point of view
18. Developing ways of demonstrating reflection and creativity
19. Reflecting on their response to the possibility of a Divine Being
20. Promoting respect for their own and other people's religious beliefs
21. Recognition of the multi-faith society in which we live

MORAL DEVELOPMENT ACROSS THE CURRICULUM

This checklist can be used within Departments to consider ways in which the students' moral development can be promoted.

Each statement should be considered by staff teaching the subject and where appropriate incorporated into schemes of work and learning plans. This list is not exhaustive.

1. Developing students' sense of right and wrong
2. Examining motives for action
3. Exploring links between beliefs and values
4. Considering the need for consistency between beliefs and actions
5. Challenging hypocrisy
6. Encouraging consideration towards others
7. Developing students' awareness of the needs of others
8. Promoting honesty and integrity
9. Promoting discussion of ethical issues
10. Challenging students to take personal responsibility for their own actions
11. Exploring issues of evil and suffering
12. Encouraging students to formulate and review their own values
13. Treating students courteously and respectfully, and expecting them to behave similarly
14. Providing opportunities for students to consider equal opportunities

SOCIAL DEVELOPMENT ACROSS THE CURRICULUM

This checklist can be used within departments to consider ways in which the students' social development can be promoted.

Each statement should be considered by staff teaching the subject and where appropriate incorporated into schemes of work and learning plans. This list is not exhaustive.

The curriculum provides ways of promoting the students' social development by:

1. Supporting them through periods of transition
2. Encouraging students to see issues
3. Listening to the views of others
4. Handling controversial issues
5. Promoting good relations between individuals and groups
6. Developing / understanding ways in which communities function and are organised
7. Developing the capacity to discuss reasonably matters about which they feel strongly
8. Promoting concern for those with special needs
9. Promoting equal opportunities
10. Providing opportunities to work in a range of groups
11. Exploring aspects of citizenship
12. Recognising links between beliefs and positive / negative aspects of society
13. Respecting the right of others to hold views different from one's own
14. Recognising the need to live harmoniously in society
15. Negotiating conflict and coping with differences of opinion on important issues
16. Writing for a range of purposes and audiences
17. Providing opportunities to reflect on social issues
18. Recognising that to be different is not necessarily to be wrong
19. Providing opportunities for exercising responsibility
20. Providing opportunities for students to contribute to the life of the school and / or community

CULTURAL DEVELOPMENT ACROSS THE CURRICULUM

This checklist can be used within departments to consider ways in which the students' cultural development can be promoted.

Each statement should be considered by staff teaching the subject and where appropriate incorporated into schemes of work and learning plans. This list is not exhaustive.

The curriculum provides ways of promoting the students' cultural development by:

1. Exploring cultural differences to develop understanding, respect and compassion.
2. Providing individuals with opportunities to consider their own cultural heritage, its value and relationship to other cultures.
3. Encouraging a sense of the social & personal value of cultural endeavour.

4. Developing students' capacity to appreciate music art & literature from a range of cultures by introducing them to a range of experiences and allowing them the opportunity to reflect on the thoughts on feelings they evoke.
5. Developing critical analytical skills through reflecting and writing about works of art, music & literature.
6. Providing opportunities to express their own values and beliefs through performance in art, music & drama lessons and in extra-curricular activities.
7. Encouraging the use of cultural mediums to share experiences, such as the opportunities presented by contemporary music as a form of expression, entertainment and social inclusion.
8. Encouraging a sense of self identity & personal value through thought and expression.
9. Considering the ways in which science and mathematics inform cultural change.
10. Promoting an understanding of how design informs cultural development, e.g. the design of new media.
11. Understanding the cultural significance of social media e.g. its impact on social habits or the provision of new platforms for publication.
12. Providing students with a sense of the history of cultural development so that they can contextualise innovation and appreciate the value of change.