



BEDSTONE

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Spiritual, Moral, Social & Cultural Development Policy

at

Bedstone College

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Bedstone College

Policy on Spiritual, moral, social and cultural development of students

This policy applies to all members of our college community, including boarders and those in our EYFS setting. Bedstone College is fully committed to ensuring that the application of this policy is non-discriminatory in line with the [UK Equality Act \(2010\)](#). Further details are available in the college's Equality and Diversity Policy document.

This policy links to the policies on Teaching and Learning, Behaviour, Curriculum, PSHE and Child Protection

It addresses the following criteria:

ISI Regulatory Requirements: Part 2 Para 5 (a to d) (commentary para 59-71)

Aims:

To actively promote the following principles:

1.1 To enable students to develop their self-knowledge, self-esteem and self-confidence;

1.2 To enable students to distinguish right from wrong and to respect the law; both criminal and civil.

1.3 To encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;

1.4 To provide students with a broad general knowledge of public institutions and services in England

1.5 To assist students to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions

1.6 To encourage respect for other people, with a particular emphasis to the protected characteristics set out in the Equality Act 2010 (2):

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

1.7 To encourage 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.

1.8 To actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

1.9 To ensure that we preclude the promotion of partisan political views in the teaching of any subject in the school; and to take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of students—

(i) while they are in attendance at the school;

(ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or

(iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere;

they are offered a balanced presentation of opposing views.”

Students' Spiritual Development:

The fact that Bedstone is a Christian College does not mean that it is primarily concerned with converting its students to Christianity. The conversion which really matters is from shallow to deeper thinking. The spiritual development which must be encouraged rests upon the encouragement to think, explore and discuss. It is concerned with how personal beliefs and values are acquired, especially on questions of religion, whether life has purpose, and the basis for personal and social behaviour.

It is not another name for religious education, although there are close connections. For example, spiritual development may be both an aim for religious education and an outcome of it.

The potential for spiritual development is open to all students. It is concerned with specifically religious concerns but by no means confined to the development of religious beliefs. The spiritual dimension of life at Bedstone is seen as the set of beliefs, values, attitudes, experiences, and reflections by which individuals give direction and shape and meaning to their lives.

Spiritual development is also concerned with the promotion of the development of feelings and emotions, as well as identifying the importance of intellectual curiosity. It is concerned with deepening appreciation of music, art and literature.

These areas, as well as those traditionally understood as religious, seek to explain what life is about and students are invited and encouraged to explore them.

They are urged to approach these areas with serious intent and take on increasing responsibility for themselves in them. The methodology adopted is that of discussion, exploration and reflection through what is taught in its curriculum, participation in music, drama and artistic activity, through collective worship and through the College's ethos.

Students' Moral Development:

Moral development is concerned with a Student's knowledge, understanding, intentions, attitudes and behaviour in relation to what is 'right' and 'wrong' in both civil and criminal law. Moral development then is concerned with fundamental judgements and precepts about how people should behave and act and reasons for such behaviour.

The intention at Bedstone is that students, as they develop a sense of morality, will be invited to explore the place of reason in ethical matters and, as autonomous moral agents, acquire value systems which are their own, together with an understanding that their behaviour and actions should be derived from a moral set of beliefs and values. It is crucial for the College to expect high moral standards from all members of its community and it is in this context that it is felt important that teachers explore the basis of moral behaviour. It is important for boys and girls to understand that any social grouping depends for its continued existence on the broad acceptance of rules and laws.

In the classroom situation, in consistency with the purpose of developing student autonomy and personal responsibility, moral education focuses on values clarification. It is important, however, to be clear and consistent when dealing with matters of morality, especially where there is a high degree of consensus in society.

Students' Social Development:

Social development refers to the progressive acquisition of the competences and qualities needed to play a full part in society. It is primarily concerned with the skills and personal qualities necessary for individuals to live and function effectively in society by being a member of the community. The College can only complement and extend what the home and society in general can achieve in helping to prepare boys and girls to participate constructively in society.

Upon entry to Bedstone a student will be required to learn the obligations and constraints, but also the satisfaction, that go with being a member of a group or community. As they develop boys and girls will also become aware of their own identity as individuals, as well as the importance of taking into account the feelings and wishes of others within the group or community, and they will be given opportunities to experience a variety of social roles. Social development is seen to be closely related to the development of moral principles. The 'Merit' system rewards those younger students for being 'good citizens', as well as for excellence in academic, sporting, and artistic endeavours.

Students' Cultural Development:

Cultural development refers to Students' increasing understanding and command of those beliefs, values, customs, knowledge and skills which, taken together, form the basis of identity and cohesion in societies and groups. This area of development is principally concerned with the Students' understanding and appreciation of the music, art, drama, poetry, science and technology of the society in which they live.

The purpose of education is both to develop and strengthen the cultural interests which the students already possess and expose them to a breadth of stimuli which will allow them to develop new interests. It is important to realise that cultures change, consequently students will be taught about those past features which have influenced and shaped the present, as well as about how the present generations, themselves included, are maintaining, interpreting and reshaping their cultural traditions.

It is also acknowledged that the College will not be the only means whereby a boy or girl is influenced culturally and, indeed, that it may not be the strongest of these. The College can have an immediate impact upon its students and does have a contribution to make.

Such contributions may include an introduction to the values and customs held within a nation's culture, and to those of other significant cultures, including those represented in the College.

In the Bedstone context, with the presence of a significant minority of students from other cultures it is important that they feel that their values and customs are respected.

Achieving the Aims

The moral, spiritual, social and cultural (personal) aspects of a Student's development do not form part of any separate curriculum area's scheme of work. The formation of character, beliefs, values and a spiritual centre, is really the development of character and is not something which can be attained by formula, curriculum organisation or prescription. Personal meanings, beliefs and values which constitute a person's spirituality, and the qualities of character and value from which morally good and socially responsible action proceed, are built up steadily, slowly, continuously and cumulatively in the on-going process of how we relate to each other as human beings. It is a fact that the process began before the boys and girls came to Bedstone and will continue after they have left.

No single system or institutional structure within the College, no single department or procedure is responsible for the moral, spiritual, cultural or social developments of the boys and girls at Bedstone College. The College, however, can endeavour to provide an ethos where such development can take place through the general day to day quality of relationships. The so-called hidden curriculum is also of immense importance and can aid development. Some areas of the College's life may have a greater part to play in the process of these characteristics than others. As far as the student is concerned the precise nature of this variance will be individual and possibly idiosyncratic. What is important within these four areas is that positives must be emphasised, and actions and attitudes which favour the opposite should be discouraged.

In an attempt to achieve its aims, the College does have a number of more formal structures which are intended to contribute to the general process of moral, spiritual, social and cultural development. It is not intended that these structures obviously and clearly deliver moral, spiritual, social, or cultural development, but that collectively they underpin the more important aspects of the general social relationships which exist within a College. They also provide some of the contexts within which creative personal interaction and development may take place.

1) The Curriculum: All subjects and all teachers can and do contribute to personal development simply by the way staff interact with students during lessons. However, certain subjects such as RS, PSHE, English, History, Geography, PE and Biology by their subject matter have a particular contribution to make. In PSHE in particular, Democracy in the UK, Rights and Responsibilities and Global Citizenship is covered in the 3rd Form (NC Year 9).

2) Assemblies/Services: Assemblies, by what they applaud, celebrate, encourage and disallow, make a highly significant contribution to the articulation and demonstration of the values which the College wishes to promote and develop. In line with the College's foundation, assemblies are of a broadly Christian character, which provide the opportunity for worship and reflection. There are two formal Christian services each week for every student. The content of which follows the Christian calendar. On one occasion each week there will be a Headmaster's Assembly. This may not be overtly Christian, but will be rather on the theme of something of local, national or international interest. There will always be a moral message and a hymn and a prayer related to the theme. Every student will attend these three events per week. In addition, boarders attend a formal Sunday Service, every second week, at the local church, St. Mary's in Bedstone.

3) The Tutor System: Each boy and girl is a member of a Tutor Group whose Tutor is responsible for their academic, social and personal welfare. As part of their role, Tutors conduct one regular meeting each week which, as well as dealing with routine administration, will at times, both explicitly and implicitly, deal with the promotion of personal values. Tutors will also see their tutees at least twice each day for registration periods. The tutorial system is based on competitive houses and some groups are mixed age.

4) Extra-Curricular Activities: There are numerous and diverse extra-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 publications, concerts from visiting and student musicians, a thriving Duke of Edinburgh Award Scheme and the Headmaster's Dining Society all contribute to the social and cultural development of students.

5) Responsibility and Leadership: The system of College Prefects, House Prefects, Competitive House Captains, Captains of Sport, Head and Deputy Chorister, Buddies and the College Council provide both formal and informal opportunities for girls and boys to exercise leadership, service and responsibility.

6) Specialist Staff: In addition to all teaching staff there are a number of specialist staff – the Medical Centre nurses, the College Counsellor, the 'independent listener', and the Head of Careers who have a particular role to play in working closely with individuals to assist them to prepare in diverse ways for the outside world.

7) Special Services: During the College year there are occasions, such as the Leavers' Service, the Carol Service, the Harvest Service and Remembrance Service, which are celebrated in and through Christian acts of worship. These serve both to remind the College of its heritage and enable it to celebrate what it is.

8) Cultural Exchanges: Bedstone benefits greatly from having students of some 13 different nationalities. This multi-cultural community is consciously extended by a range of trips and overseas visits that students take on as part of the College provision or individually through the friendships that they form with those of other cultures. This cultural diversity is of incalculable benefit to all members of the College community.

9) Models and Examples: Spiritual, moral, cultural and social values could be said to be caught rather than taught. In Bedstone College boys and girls will encounter a wide variety of different people, through teachers, non-academic staff, prefects and older students as well as visitors to the College. All these will provide material for reflection and evaluation in the development of their own character.

10) The College Ethos and Rules: There is so much more to spiritual, moral, social and cultural development than just conforming to a set of rules. It is important, however, to have a well regulated and disciplined environment for any educational achievement. The College has policy documents on the College codes of behaviour that are based on the fundamental tenet of mutual respect, and these together with the general ethos of the College (implicitly) are expressions of the values that Bedstone seeks to encourage. They are considered to be a vital ingredient in the spiritual, moral, social and cultural development of all the boys and girls.

Through the elements outlined above Bedstone will:

- (a) lead students towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity.
- (b) enable students to gain insights into the origins and practices of their own cultures, and into those of the wider community including those far removed from their own.
- (c) take steps to ensure that students appreciate racial and cultural diversity and avoid and resist racism.