



# **SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT**

## **Spiritual Development**

Spiritual development is linked with the relationships one has with oneself and with other people, with all aspects of creation, and for those who live within a faith community, with their God. It is linked to our quest for individual identity, for a meaning and purpose in life and the acceptance of a pattern of values by which we should live.

Throughout their time with us, our pupils will develop their creativity, curiosity, imagination, insight and intuition and their motivation to learn, and they will be given opportunities to experience feelings of awe and wonder through all aspects of the curriculum.

They will be encouraged to develop self-knowledge and their own personal beliefs, including religious beliefs, upon which they can base their lives and actions.

## **Spiritual Aims**

- A willingness to reflect on and appreciate the faith which has given Boyne Hill its distinctiveness.
- Recognition of the right of others to hold their own views and respect for those who have different beliefs and customs.
- A willingness to seriously explore the religious faith which has shaped the particular culture from which the pupil has come.
- A willingness to look beyond materialism.
- A willingness to reflect on and think critically about their experiences, responses and choices.
- A developing sense of awe and wonder in the face of the universe.
- A willingness to reflect on and appreciate works of literary, artistic or musical merit.
- A willingness to ask and explore 'ultimate questions'.

## **Moral Development**

Moral development is concerned with a pupil's knowledge, understanding, intentions, attitudes and behaviour in relation to what is 'right' and 'wrong', about how people should behave and act and reasons for such behaviour. We expect high moral standards from all members of our community and whilst they are with us, our pupils will develop a sense of morality and an understanding that their behaviour and actions should be derived from a moral set of beliefs and values.

## **Moral Aims**

- A developing sense of self-discipline and responsibility not only for their own actions but for their responsibilities towards others.
- A developing awareness of, and pride in, their own unique gifts, talents and privileges and a parallel rejection of all forms of prejudice against others on the basis of class, race, gender, religion or nationality.
- An appreciation of the importance of honesty, truthfulness and the development of personal integrity.
- Sensitivity to the feelings, needs and rights of others.

- A growing disposition towards generosity, rather than selfishness, by helping those less fortunate than ourselves.
- An appreciation of the importance of being kind to others and a clear rejection of unkindness, cruelty or bullying.

## **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.

Throughout their time with us, our pupils will learn the obligations and constraints, but also the satisfaction that go with being a member of a group or community. As they develop, they 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.

## **Social Aims**

- To provide opportunities for pupils to work in groups and in pairs to experience a variety of social roles.
- To provide opportunities for pupils to experience working co-operatively in partnership.
- To provide opportunities for pupils to exercise leadership and responsibility.
- To provide opportunities for pupils to learn to respond to the initiatives of others and what it means to share a common purpose.
- To provide opportunities for pupils to understand about the 'political' aspects of living in society.
- To provide opportunities for pupils to be involved in a decision-making process which involves democratic participation.

## **Cultural Development**

Cultural development refers to pupils' 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 pupils' 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 pupils 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 so throughout their time with us, our pupils 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.

## **Cultural Aims**

- To provide pupils with the knowledge of the nature and roots of their own cultural traditions and practices and those of other cultural groups within the school community.
- To encourage a personal response and accomplishment in a range of cultural fields; this might include literature, history, music, art and design and physical movement.
- To enlarge pupils' capacity to relate what they learn to their appreciation of wider cultural aspects of society.

## **This policy will be reviewed biennially**

Last reviewed: October 2024