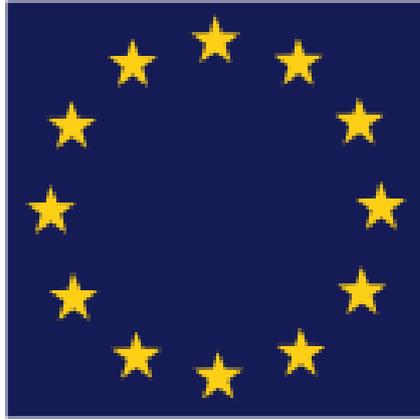


# ANGLO EUROPEAN SCHOOL



## SPIRITUAL, MORAL, SOCIAL & CULTURAL POLICY

(This policy includes some statutory references)

<b>Policy</b>	
Received/first adopted*	November 2012
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Reviewed	Every 3 Years

# Spiritual, Moral, Social and Cultural Policy: The AES approach

*Including policy on both Religious Education and Collective Worship*

The Anglo European School is a secular, non-denominational comprehensive school whose unique ethos is founded on embracing a full range of cultures, faiths, religions, languages and ethnicities.

Our approach to spiritual, moral, social and cultural education is informed primarily by the school's well-established aims and its Learner Profile which define the characteristics we seek to instil in succeeding generations of young people. This is a values-driven school which makes a significant contribution to the spiritual, moral, social and cultural development of young people.

Citizenship provides an important context for moral, social and cultural development. This includes both taught Citizenship and activities beyond the classroom. However, this aspect of our work permeates all subjects.

The pillars upon which the school is built: Citizenship, language learning, the ethos and values of the International Baccalaureate, our visits and exchanges programme and a broad, baccalaureate-style curriculum, create an environment which is highly conducive to the development of the spiritual, moral, social and cultural aspects of a young person's life.

## School aims

**Special quality:** To provide the highest quality of education which is enriched by a strong European and International dimension

**Intercultural worth:** To respect individuals and their culture whilst developing a respect for and an understanding of the student's own culture and the cultures of others.

**L'Avenir:** To give students the academic and social skills which enable them to move freely and productively beyond the boundaries of their own community

## Learner profile

(See Appendix 1)

The Learner Profile defines the characteristics that we aspire to develop in each child. Taken together, they make a significant contribution to their spiritual, social, moral and cultural development.

The spiritual, moral, social and cultural dimension to the school's provision is central to its success and is regularly regarded as outstanding by independent observers. The school believes it has a responsibility to nurture faith, respect faith where it is expressed and encourage others to explore faith as well as respect the faiths of others. The school will provide opportunities for faith to be expressed for those for whom it is an important part of their lives.

## **Spiritual, Moral, Social and Cultural education through the curriculum:**

Spiritual, moral, social and cultural education helps children develop personal qualities that are valued in a civilised society. Spiritual, moral, social and cultural development enables students to develop their personal qualities and become:

- Responsible for themselves, accepting an appropriate measure of responsibility
- Confident and competent both academically and socially
- Able to distinguish between right and wrong
- Able to articulate their own attitudes and values
- Able to understand and be sensitive to the beliefs, values and ways of life of others, responding appropriately to injustice and prejudice
- Caring, considerate and compassionate
- Skilled in working collaboratively and independently
- Able to reflect on their learning and plan for future development
- Able to respond positively to challenges and problems

All staff are involved in spiritual, moral, social and cultural education. These qualities will be evident in the way that children and adults interact throughout the school.

See Appendix 2

### **1. Spiritual Development – AES Definition:**

This is the development of the non-material element of a human being; the part that animates and sustains us. Depending on our point of view, it either ends or continues in some form when we physically die. Aspects of this development include a sense of identity, self-worth, self-esteem and a sense of meaning and wider purpose to life.

As a school we will encourage spiritual development through:

- Making explicit the ethos and values that the school identifies, upholds and fosters through its aims and learner profile.
- Ensuring all members of staff take seriously their responsibility in this area through staff development and training, regular audits of current practice and self-evaluation and monitoring practices.
- Ensure that all areas of the school curriculum contribute appropriately.
- Assemblies and other school events promote SMSC elements.

## **2. Moral Development – AES Definition:**

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

As a school we will encourage moral development through:

- Addressing moral issues through assemblies and other corporate events of the school community.
- Ensuring moral issues are explored explicitly in all relevant areas of the school curriculum. These are especially high-lighted in, but are not limited to, RE, Science, PSHE, Citizenship, Drama and English.
- Consistently and persistently managing behavioural and discipline issues in a way that upholds the school's clearly communicated framework of values. This is the responsibility of all staff.
- A clear home-school agreement.
- Promoting a safe learning environment where all students can express their views and opinions.
- Modelling the values we wish students to reflect on and put into practice.
- Encouraging students to take responsibility for their actions.
- Acknowledging, praising and celebrating good behaviour which reflects the school's moral framework.

## **3. Social Development – AES Definition:**

Social development is about the school community working effectively with each other and participating successfully in the community as a whole. It is about functioning effectively in a multi-racial, multicultural society. It involves growth in knowledge and understanding of society, society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It involves the development of the interpersonal skills necessary for successful relationships.

As a school we will encourage social development through:

- Requiring students to participate in work experience in Year 10 and make provision for it in Lower Sixth. Students will be encouraged to undertake work experience overseas and/or in the third sector.
- Fostering a sense of community with shared, inclusive values. (see our Equality, Diversity and Community Cohesion Policy.)
- Providing students with opportunities to work in a range of groups, both within their own year and across the school.

- Providing positive whole-school experiences – e.g. school productions, school events, assemblies, International Visits and exchanges and focused PSHE days.
- Encouraging students to develop high-value personal qualities – thoughtfulness, honesty, kindness, being a good friend, respect etc
- Modelling these personal qualities through the behaviour and actions of staff.
- Helping students to resolve tensions and conflicts and learn how they could be avoided in future.
- Encouraging students to support nominated school charities and to nominate their own annually. (see Giving Policy)
- Providing a programme of political education and encouraging involvement in the political process.

#### **4. Cultural Development – AES Definition:**

Cultural development is building up students' understanding of their own culture and other cultures in their local community, region, country and internationally. This then leads to them developing their understanding of cultures around the world so that they feel comfortable in a variety of cultures and can operate in the emerging "world culture" of shared experiences mediated by television, travel and the internet. Students must understand that cultures are always changing and that coping with this change is an important skill. Promoting students' cultural development is intimately linked with valuing diversity and combating racism; issues deeply embedded in the school's ethos.

As a school we will encourage cultural development and an appreciation of different cultures through:

- Having an equality, diversity and community cohesion policy that addresses cultural elements.
- Celebrating the unique qualities of the cultures of all students in the school.
- Ensuring that every subject area plans the ways in which the school's International Dimension will be embedded and promoted through scheme of work and lesson planning.
- Ensuring that the school's International curriculum gives opportunities to learn about students' own culture and those of others e.g "Who do you think you are?" Year 7 induction programme.
- Raising awareness of other cultures through the international curriculum, whole-school and international events, our extensive programme of international visits and exchanges and assemblies.
- Having an anti-bullying policy and promoting equality, diversity and community cohesion through explicit modules such as the Anti-Bullying unit in tutor time.
- Reporting and managing racist incidents according to school policy.
- Encouraging students to read widely from International Literature or literature which explores different cultures through our wider promotion of reading and Literacy Strategy.

## Religious Education

Religious Education will be provided for all students at the Anglo European School. The curriculum will be guided by the Essex Agreed Syllabus as revised by the Essex Standing Advisory Committee in 2011. It will be taught as a discrete subject in Key Stage 3 and as part of the Citizenship Programme in Key Stage 4. It is also offered as an option choice at GCSE and as an A-level in the Sixth Form. All major religions will form part of the taught programme. IB Philosophy is also offered in the Sixth Form, a module of which is the Philosophy of Religion. Religious understanding and respect for difference is key to the school's ability to achieve its aims.

## Collective worship

The gathering together of one or more year groups to reflect on both the wider work of the school as well as key political, moral, social, spiritual, cultural and topical issues is an important means of educating young people to become responsible citizens and to develop their wider spiritual understanding. It is not considered as a means of promoting Christian values alone and our 'assembly' programme does not seek to do this.

Article 1 of the Universal Declaration of Human Rights (UDHR) states *"All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in the spirit of brotherhood"*.

Article 2 states *"Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status"*

Article 18 states *"Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change their religion or belief, and freedom, either alone or in community with others and in public or in private, to manifest their religion or belief in teaching, practice, worship and observance"*

The UDHR has been ratified by the United Kingdom in its entirety without reservation and is a key principle in this school's distinctive provision.

Collective worship of a broadly Christian nature is contrary to the clearly expressed inclusive ethos of this school. It is also practically impossible to meet the requirements for a daily act as stated in Circular 1/94. The school does not believe it is qualified to promote any particular faith. It does not accept that the gathering of whole year groups should necessarily involve the worship of God nor that most such gatherings should relate specifically to the traditions of Christian belief or accord a special status to Jesus Christ.

Where groups assemble together such gatherings should be inclusive, promote a sense of community, enable participants to be actively involved, should promote spiritual, moral, cultural and social development, that it should be seen as a special time and of high quality.

For these reasons the Governing Body may apply for a determination by the Essex SACRE at the earliest opportunity in order to lift the requirement and enable the school to respect its unique ethos and aims.

## The Sanctuary

This place of quiet is a venue for the student voice and conscience to be expressed. It is a place for discourse, discovery, debate and dialogue. Staff, students and friends of the school with a particular faith commitment will be able to use the Sanctuary to explore their own faith with like-minded people as well as to explore other faiths. It will also encourage them to feel able to express their faith. The Sanctuary is sited in a part of the school campus which represents the school's spiritual heart.

## **The right to withdraw**

Parents have the right to withdraw their child from the taught Religious Education programme and from Collective Worship. The Governing Body and Headteachers strongly advise that this right is not exercised. This advice is given in the case of assemblies a) because assemblies are broadly based and do not seek to promote predominantly Christian values b) collective gatherings are a key element in the schools communication system c) they provide opportunities to consider important topical and moral issues and d) enable senior staff to convey important aspirational ideas and ambitions for individuals and for the school. In the case of Religious Education the school consider this is an important means of promoting mutual respect and understanding of both individuals in particular and the world in general.

However if, despite this advice, parents wish to proceed they should do so by writing to the Headteachers outlining their reasons. The request cannot be reasonably refused. Parents would be expected to advise the Headteachers about the appropriate work to be undertaken. This work must be of a spiritual, moral, social or cultural nature. The student would be required to give an undertaking of good behaviour during the time they would otherwise be in assembly (if withdrawing from collective worship) or Religious Education lessons (if withdrawing from RE).

## Appendix 1

### Learner Profile

**The Anglo European School will provide opportunities for students to become:**

**Inquirers:** To develop their natural curiosity; acquire the skills necessary to conduct inquiry and research and show independence in learning. To actively enjoy learning; a commitment which can be sustained throughout their lives.

**Knowledgeable:** To explore concepts, ideas and issues which have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers:** To exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems and make reasoned, ethical decisions.

**Communicators:** To understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. To work effectively and willingly in collaboration with others.

**Principled:** To act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. To take responsibility for their own actions and the consequences that accompanies them.

**Open-minded:** To understand and appreciate their own cultures and personal histories, and to be open to the perspectives, values and traditions of other individuals and communities. To be accustomed to seeking and evaluating a range of points of view and be willing to grow from the experience.

**Caring:** To show empathy, compassion and respect towards the needs and feelings of others. To have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers:** To approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. To be brave and articulate in defending their beliefs.

**Balanced:** To understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective:** To give thoughtful consideration to their own learning and experience. To be able to assess and understand their strengths and limitations in order to support their learning and personal development.

## APPENDIX 2

### PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (Summary)

#### 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 pupil's 'spirit'. Some people may call it the development of a pupil's soul, others as the development of personality or character.

**Pupils 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

- a 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, for example, 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 – for example, 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 ‘whole’ – for example, concepts such as harmony, interdependence, scale, perspective
- an understanding of feelings and emotions, and their likely impact

**Schools that are encouraging pupils’ spiritual development are, therefore, likely to be:**

- giving pupils the opportunity to explore values and beliefs, including religious beliefs and the way in which they affect peoples’ lives
- where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them
- encouraging pupils to explore and develop what animates themselves and others
- encouraging pupils to reflect and learn from reflection
- giving pupils the opportunity to understand human feelings and emotions the way they affect people and how an understanding of them can be helpful
- developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected
- accommodating difference and respecting the integrity of individuals
- promoting teaching styles which:
  - value pupils’ questions and give them space for their own thoughts, ideas and concerns
  - enable pupils to make connections between aspects of their learning
  - encourage pupils to relate their learning to a wider frame of reference – for example asking ‘why?’, ‘how?’ and ‘where?’ as well as ‘what?’
- monitoring, in simple, pragmatic ways, the success of what is provided
- where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them

### **Moral Development**

Moral development is about the building, by pupils, of a framework of moral values which regulates their personal behaviour. It is also about the development of pupils’ 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.

**Pupils 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
- a 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

**Schools that are encouraging pupils’ moral development are, therefore, likely to be:**

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria
- giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality and opportunity, right and wrong
- developing an open and safe learning environment in which pupils can express their views and practice moral decision-making
- rewarding expressions of moral insights and good behaviour
- making an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the internet as well as in school
- modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for people, pupils’ welfare, respect for minority interests, resolution of conflict, keeping promises and contracts
- recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment and developing codes of behaviour
- providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship
- reinforcing the school’s values through images, posters, classroom displays, screensavers and exhibitions
- monitoring, in simple, pragmatic ways, the success of what is provided

### **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 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 characteristics, 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 inter-personal skills necessary for successful relationships.

Pupils 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 militate against 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 local and wider communities
- participate in activities relevant to the community
- understand the notion of interdependence in an increasingly complex society.

Schools that are encouraging pupils' social development are, therefore, likely to be:

- identifying key values and principles on which school and community life is based
- fostering a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish
- encouraging pupils to work co-operatively
- encouraging pupils to recognise and respect social differences and similarities
- providing positive corporate experiences- for example, through assemblies, team activities, residential experiences, school productions
- helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self respect
- helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community
- helping pupils resolve tensions between their own aspirations and those of the group or wider society
- providing a conceptual and linguistic framework within which to understand and debate social issues
- providing opportunities for engaging in the democratic process and participating in community life
- providing opportunities for pupils to exercise leadership and responsibility
- providing positive and effective links with the world of work and the wider community
- monitoring, in simple, pragmatic ways, the success of what is provided.

## 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.

- 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 to other 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 experiences
- an ability to use language and understand images/icons- for example, in music, art, literature- which have significance and meaning in a culture
- a willingness to participate in, and respond to, artistic and cultural enterprises
- a sense of personal enrichment through encounter 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.
- Schools that are encouraging pupils' cultural development are, therefore, likely to be:
- providing opportunities for pupils to explore their own cultural assumptions and values
- presenting authentic accounts of the attitudes, values and traditions of diverse cultures
- addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality
- extending pupils' knowledge and use of cultural imagery and language
- recognising and nurturing particular gifts and talents
- providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges
- reinforcing the school's cultural values through displays, posters, exhibitions etc
- auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum
- monitoring, in simple, pragmatic ways, the success of what is provided.