



ST BERNARD'S PREPARATORY SCHOOL

**SPIRITUAL, MORAL, SOCIAL AND
CULTURAL DEVELOPMENT POLICY**

ADVENT 2018

St Bernard's Preparatory School

SPIRITUAL, MORAL, SOCIAL, CULTURAL DEVELOPMENT POLICY

Mission Statement

With God as our shelter and Christ as our guide, the mission of St Bernard's Preparatory School is to educate towards love and service to God, each other and the wider community. Through our broad balanced curriculum we will develop an understanding of each faith and the values we share. We will treat each person with respect, knowing we are special and unique.

St Bernard's is part of the St Benedict's family of schools. All schools in the group share a similar Catholic and Benedictine/Bernardine ethos.

PHILOSOPHY OF THE POLICY

In the light of our school mission statement we understand Moral, Social and Cultural Development to be the growing awareness of the individual to the demands of living in a community and the recognition of right and wrong, good and evil in a social context.

STATEMENT OF PURPOSE OF MORAL, SOCIAL, CULTURAL DEVELOPMENT

- 'Our aim is to achieve the conditions in which we can achieve the call of Christ for us to have the fullness of life (John 10:10) within the limitations of school life. We are called to celebrate all that is good within the individual created by God for his glory, and fulfilling the potential of the individual'. (Whole school issues – NORES guidelines).
- Our aim is to help the children to have an understanding of the gospel values and British values to help them make moral judgements. Reflection on Jesus as the model of the Christian way of life will lead the children to explore moral issues.
- Our aim is to provide for pupils in the context of a shared set of values and a shared practice in the application of moral responsibility in decision making. Through this, pupils are assisted to develop in their own unique way within our community.
- Through our behaviour and actions, based on love and respect for the individual, we aim to help children to develop their personal code of conduct and ways of living and working with others in a caring community.
- The basis of our cultural and social education is inspired by the gospels. These naturally reflect and flow from spiritual and moral education. We aim to lead the children to a deeper understanding of their moral, cultural and social responsibility for others and the world created by God.
- Culturally we celebrate the rich variety of backgrounds from which our children and staff come. Our aim is to value and appreciate our differences and be united in the universal message of the gospel.

St. Bernard's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

PROMOTING MORAL, SOCIAL AND CULTURAL VALUES

- Teachers must demonstrate qualities of honesty, respect for others, integrity, fair-mindedness in dealings with adults and pupils.
- Staff must agree about what our shared values are and how we plan to put them into practice.
- The moral values which are promoted by individual teachers should be reflective of the school as a centre of Catholic Education.
- Pupils must be helped to understand how to think rationally and without prejudice about social, cultural and moral questions.
- Teachers should explore with pupils how moral choices are made in a range of situations.
- Pupils must be shown how moral thinking has developed over centuries e.g. treatment of children, the mentally ill.
- Teachers should use the curriculum as a means of identifying moral values and dilemmas, teaching pupils how to examine questions and work out their own responses and solutions.
- Pupils should be educated in ways of examining and justifying their reactions to situations.
- Teachers should lead pupils beyond immediate emotional responses to situations involving moral choice, challenging them to examine and justify their reactions.
- Teachers should enable pupils to gain knowledge of changes in moral things through studies in Science, Technology, History, Geography, Literature and Religious Education so that pupils can analyse and think about their own responses and those made in the past; in this way pupils will see the importance of having knowledge and information about how moral decisions were reached. Through this, the individual's own rational judgment and decision-making can be developed.
- Teachers should help pupils to understand that 'conscience' is that aspect of a human being which is not the same as instinct or personal preference.
- Pupils should be shown why certain acts are judged to be good or evil – how decisions about these were made in the past.
- Teachers should help pupils to realise that self-gratification has often to be deferred in decision-making for the 'greater good' of a group.
- Teachers should lead pupils towards an understanding of the importance of forgiveness to enable us to move forward.
- Teachers provide opportunities for exploring the moral, cultural and spiritual values and beliefs held between cultures. Links between faith groups are positively encouraged and celebrated.
- Cultural differences are explored and opportunities given to deepen understanding and develop respect of others in different situations
- Opportunities are provided for pupils to show imitative and taken personal responsibility through the use of Faith Ambassadors, Eco-Warriors, School Council and Year 6 Responsibilities as Class Monitors, House Captains, Head boy/girl etc...

ORGANISATION, MONITORING AND EVALUATION

Each member of staff is responsible for ensuring these elements of the moral, social cultural development of our children are organised and are effective.

Legal Status

Complies with Regulatory Requirements (2010)

Applies to

Whole School including Early Years Foundation Stage (EYFS).

Related Documents

Religious Education Policy, Community Cohesion Policy, Home School Parish Liaison Policy, Liturgy and Prayer Policy, Spiritual Development Policy

Availability

This policy is made available to parents; a copy may be obtained from the school office when requested.

Monitoring and Review

This policy will be reviewed bi-annually in accordance with the school's rolling policy review programme. This policy will be subject to continuous monitoring, refinement and audit by the Headmaster.

The Trustees will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed by _____

Headmaster _____

Date _____

Chair of Governors _____

Date _____