Contents

Introduction

*S*chools have a duty to promote the spiritual, moral, cultural, mental and physical development of pupils (Education Act, 1996, 351 (1) (a)). A vital part of the work schools do here must include helping their pupils to develop a critical appreciation of and respect for their own and others' beliefs, culture and identity.

Where individuals feel reasonably secure about their own beliefs, culture and identity they are less likely to feel threatened by difference; where they have reached a good level of understanding of the beliefs, culture and identity of their neighbours, they are less likely to mistrust, fear or hate them. Skills of empathy and understanding are crucial to lifelong learning and the holistic development of the individual.

Where schools plan for pupils' spiritual, moral, social and cultural development, it is harder for racism and other forms of prejudice to fester and persist.

It is important to introduce pupils to key features of culture and tradition; local, national and global. They need to know 'where they come from' and they need to know about the world in which they will lead the rest of their lives. There is a relative scarcity in North Somerset of followers of religions other than Christianity. This makes it more vital that pupils know about and develop a critical appreciation of the beliefs, values and traditions of Buddhists, Hindus, Jews, Muslims and Sikhs, amongst others. These religions are strongly represented in nearby Bristol and in British society as a whole. Only in this way can our schools fully prepare their children for the opportunities, responsibilities and experiences of life.

It is not simply that schools need to combat ignorance, though that is essential, but that they help pupils grow in wisdom. For some, this will involve a deepening commitment to their own religion, beliefs or traditions, for others it will mean persevering in a search for truth and wisdom. As Jasper Ungoed-Thomas remarks,

> **At best,.. schools provide that richness and variety of understanding of persons which is the foundation upon which any education of quality has to be built. From such schools can come students who are learning a real respect for themselves and for others, arising from informed understanding of how many and valuable are the ways of being to which individuals may aspire.' (1996:137)**

[Ungoed-Thomas, J. (1996), Respect for Persons. In Best, R. (ed), Education, Spirituality and the Whole Child. London: Cassell.]

These few pages are intended not so much to provide ready-made answers to schools' questions about spiritual, moral, social and cultural development, as to offer a guide for schools to make their own decisions about how best to plan constructive activities into the life of the school. Not all of these activities will result in the immediate spiritual, moral, social and cultural development of all the involved pupils, but they will be planned with that possibility in mind.

In addition, these notes are intended to **raise questions** for school senior managers and other staff, governors, parents and pupils, so that all are aware of the opportunities and challenges presented by our complex and multi-faceted communities.

Help for Schools

It is helpful to focus on the following aspects for planning purposes:

■ Defining the key terms;

■ Key areas of school life where opportunities for spiritual, moral, social and cultural development may be planned;

■ Examples of attitudes and behaviour which may provide an evidence base in relation to pupils' spiritual, moral, social and cultural development.

Defining the Key Terms

Schools may use these definitions and questions as a basis for discussion. In each case notes could be made on what can be agreed and where differences of opinion remain. The school community may hold a variety of opinions, but there needs to be an educationally hospitable definition of each term, linked to the school's vision, values and ethos.

Spiritual Development

These definitions are taken from 'Spiritual Development: building opportunities for spiritual, moral, social and cultural development', 1998, Somerset County Council.

> **'Spirituality is.. the strangeness and wonder lying just below the surface even in the commonest things of daily life.'**
>
> *(Bertrand Russell)*

> **'Spirituality is to do with the very essence of what it means to be human and in this sense it includes self-understanding and self-worth, creativity, emotional responses, a**

personal quest for meaning and purpose and forming relationships. In schools it is essential we strive to develop the spiritual dimension, without compromise to the beliefs or integrity of individual persons or faith communities.' (Erica Brown 1996:4)

> *[Brown, E. (1996), Religious Education for All. London: David Fulton.]*

> **'By "spiritual" I mean appertaining to God, and some people are aware of this quest and purpose to their lives at an extremely early age.'**
>
> *(Martin Israel, 1995:38)*

Ofsted says that judgements about the school's provision for the spiritual development of pupils will be based on the extent to which it 'provides its pupils with knowledge and insight into values and beliefs and enables them to reflect on their experiences in a way which develops their spiritual awareness and self-knowledge.' (1995:82)

Moral Development

Most definitions of morality refer to right and wrong, and good and bad. But what is it to be 'morally developed'? Is a 'moral' person a 'virtuous' one? If so, what are the desirable virtues? Here are some 'personal' values which may help your discussion:

courage;	self-control;
empathy;	self-esteem;
honesty;	perseverance.
humility;	

Ofsted says that judgements about the school's provision for the moral development of pupils will be based on the extent to which it 'teaches the principles which distinguish right from wrong.' (1995:82) 'The essence of moral development is to build a framework of values which regulate personal behaviour through principles rather than through fear of punishment or reward. Moral and social education are closely related and depend on the school fostering values such as honesty, fairness and respect for truth and justice.' (p84)

Schools should provide a clear definition of what is acceptable and unacceptable and reach agreement on an acceptable moral code. Agreed principles should be promoted and applied.

Social Development

'The social development of pupils is concerned with their ability to recognise that individuals are interdependent. It is about their ability to understand the implications of their actions, both short term and long term for themselves, for other individuals, for the whole group and for society.' (Northumberland County Council, 1995)

Here are some 'social' or 'community' values which may help your discussion:

compassion;	loyalty;
forgiveness;	peace;
freedom;	respect;
justice;	service;
love;	tolerance.

Ofsted says that judgements about the school's provision for the social development of pupils will be based on the extent to which it 'encourages pupils to relate positively to others, take responsibility, participate fully in the community, and develop an understanding of citizenship.' (1995:82) 'Social development hinges on an acceptance of group rules and the ability to set oneself in a wider context.' (p84)

Cultural Development

Care needs to be taken when studying different cultures. What is moral in one culture might be immoral or ethically neutral in another.

'Culture refers to the variety of lifestyles and choices individuals and groups engage in and the ways in which individuals or groups live their life both consciously and sub-consciously.

For example: life-styles and choices may refer to shared values, faith/religious practices, musical tastes, shared symbolism and expression.'

(Tim Crockatt, 1999, Head of RE, Backwell School)

'Culture is a continuum in which present experiences are influenced by past understandings.'

(Northumberland County Council, 1995)

'Culture is the man-made part of the environment'.

(Herskovits, M.J., 1949)

Ofsted says that judgements about the school's provision for the cultural development of pupils will be based on the extent to which it 'teaches pupils to appreciate their own cultural traditions and the diversity and richness of other cultures.' (1995:82) 'Cultural development is concerned both with participation in and appreciation of cultural traditions.' (p85)

Key areas of school life
where opportunities for spiritual, moral, social and cultural development may be planned

How well does your school reflect awareness and understanding of spiritual, moral, social and cultural matters? Such awareness and understanding could be promoted through, eg:

■ displays around the school;

■ the school aims;

■ selection of resources to support pupils' learning;

■ highlighted aspects of programmes of study;

■ positive relationships between pupils, staff etc;

■ assemblies/acts of collective worship;

■ extra curricular activities;

■ cross-curricular activities;

■ choice of visits, visitors, field trips etc;

■ the staff development programme;

■ the menus offered in the canteen;

classroom activities such as:

■ reflection;

■ use of ICT;

■ direct teaching about spiritual, moral, social and cultural issues;

■ whole school/ class projects;

Examples of attitudes and behaviour
which may provide an evidence base in relation to pupils' spiritual, moral, social and cultural development.

■ examinations/ course work/ assessed tasks.

In broad terms, in all areas of the curriculum, schools can provide opportunities for pupils to develop spiritually, morally, socially and culturally. It will not always be easy to tell whether or to what extent those opportunities have been taken up, but it may be possible to observe behaviour more or less fitting to the following expectations.

Spiritual Development

One approach to providing opportunities for pupils' spiritual development, based on research into meaningful and 'peak' experiences, is to think of spiritual development in terms of a person's inner life

(sense of awe, wonder, curiosity etc) and the ways in which a spiritual life might be expressed (in lack of concern for status, for example).

What are the signs of a 'spiritually developed' person?

Such a person might be observed, for example *(Inner life)*:

■ engaging in activities which involve listening, reflecting, puzzling, searching for truth;

■ developing an understanding of their own feelings, likes and dislikes;

■ developing personal beliefs and values;

■ showing insights into deep questions about life, change and death;

■ engaging in prayer or worship.

They might also be observed, for example *(Outward expression)*:

■ engaging in activities which involve questioning, valuing, creating, envisioning, empathising, imagining;

■ immersing themselves in constructive work, sacrificing immediate self-interest;

■ developing an understanding of their relationships with those near and far;

■ enjoying exploring diversity and difference;

■ being involved with a faith community.

How important are the following activities in *helping pupils to develop spiritually?*:

■ identifying aspects of *current* schemes of work where the sorts of activities listed above *already* take place;

■ identifying aspects of *future* schemes of work where more of the sorts of activities listed above *will* take place.

Signs of the following behaviour and/or attitudes are an indication that *more or wider opportunities for spiritual development* need to be provided:

■ indifference to others, their beliefs, values and needs;

■ indifference to reflection;

■ over-concern with status and material rewards.

Moral Development

What are the outward signs of a 'morally developed' individual?

Such a person might be observed, for example:

■ coping well with difficulties - practical and emotional;

■ expressing their moral values;

■ showing an understanding of their rights and responsibilities and those of others;

■ showing an understanding of the principles of equality of opportunity (race, gender, disability etc);

■ helping others;

■ taking note of others' needs;

■ recognising what may be done for others.

In terms of *citizenship*, such individuals may be seen:

■ developing their values;

■ showing self discipline;

■ setting themselves in a wider context.

How important are the following activities in *helping pupils to develop morally?:*

■ practice at logical reasoning;

■ exploring differences in pupils' family expectations;

■ learning 'good manners';

■ exploring the sources of moral authority;

■ exploring what is truly valuable;

■ exploring the dilemmas that come with the possession of money;

■ exploring the idea of truth and truthfulness;

■ exploring the concept of hypocrisy.

(cf Huddleston, R.E., et al, 1996)

Signs of the following behaviour and/or attitudes are an indication that more or wider opportunities for moral development need to be provided:

■ narrow-mindedness;

■ self-centredness.

Social Development

What are the outward signs of a 'socially developed' individual?

Such a person might be observed, for example:

- asking appropriate questions;
- sharing;
- taking turns;
- showing tolerance;
- helping others;
- listening;
- showing forgiveness;
- showing an interest in and valuing others;
- competing fairly;
- responding positively to learning opportunities;
- communicating constructively with others;
- working together collaboratively and co-operatively;
- taking on responsibilities, eg as monitors or prefects;
- showing respect for their environment;
- showing decision making skills;
- showing initiative;
- participating in community events.

In terms of *citizenship*, such individuals may be seen:

- taking responsibility for their own actions;
- receiving acceptance of the group;
- responding reasonably to rules;
- acknowledging the rights of others.

How important are the following activities in *helping pupils to develop socially?:*

- practice at asking good questions;
- co-operating on joint projects;
- thinking about the way pupils are organised within the school;
- practising communication, decision-making and negotiation skills;
- engaging in competitive games;
- exploring concepts of rights and responsibilities.

Signs of the following behaviour and/or attitudes are an indication that *more or wider opportunities for social development* need to be provided:

- use of offensive language;
- refusal to accept responsibility for actions;
- disrespectful behaviour;
- disruptive behaviour;
- refusal to work or attend lessons.

The role of religious education

in promoting pupils' spiritual, moral, social and cultural development

Cultural Development

What are the outward signs of a 'culturally developed' individual?

■ Such a person may be observed, for example:

■ showing empathy for others;

■ recognising similarities and differences;

■ treating others as the pupil would wish to be treated;

■ appreciating others' points of view;

■ 'transcending boundaries';

■ showing positive self-identity/ self-esteem;

■ stepping out of the 'comfort zone';

■ recognising stereotypes and generalisations, eg, in literature, art, news etc;

■ being able to compare ideas, methods and approaches used in different traditions;

■ enjoying exploring cultural diversity;

■ becoming a 'skilled cultural navigator'.

In terms of *citizenship*, such individuals may be seen:

■ contributing to group and class discussions;

■ responding reasonably to rules;

■ acknowledging the rights of others.

How important are the following activities in *helping pupils to develop culturally?*:

■ practice at asking good questions;

■ co-operating on joint projects;

■ taking part in school trips and visits;

■ practising skills of participation, empathy, negotiation and critical thinking;

■ exploring concepts of rights and responsibilities.

Signs of the following behaviour and/or attitudes are an indication that *more or wider opportunities for cultural development* need to be provided:

■ being dismissive or disrespectful of other people's deeply held beliefs, values and convictions;

■ indifference to cultural activities;

■ ignorance of the damage that can be done by stereotyping and generalisation.

Religious education should help pupils' spiritual development. According to Ofsted, 'Although religious education and spiritual development are not synonymous, religious education can make a significant contribution to *spiritual* development. Inspectors might consider, for example, whether religious education encourages pupils to consider life's fundamental questions and how religious teaching can relate to them; respond to such questions with reference to the teachings and practices of religions as well as from their own experience and viewpoint; and reflect on their own beliefs and values in the light of what they are studying in RE' (1999: Handbook for Inspecting Secondary Schools p67, cf. Handbook for Inspecting Primary and Nursery Schools p71).

The same is true of what religious education can contribute to the moral, social and cultural aspects of pupils' development. As part of pupils' *moral* development, for example, RE will be encouraging pupils to consider the principles of behaviour which religions advocate for a 'good' life. RE schemes of work will usually include study of the lives of individuals who have shown moral qualities and pupils will be encouraged to consider the relevance of these qualities for their own lives.

As part of pupils' *social* development, RE will, for example, be encouraging pupils to consider models of community life as practised by different religious groups. RE schemes of work will usually include consideration of the social values religions engender, especially those values which encourage responsible living and care for all in need.

As part of pupils' *cultural* development, RE will, for example, be encouraging pupils to appreciate their own religious and cultural heritage as well as the diversity and richness of other religious and cultural traditions. RE schemes of work will usually include study of a variety of religious practices and lifestyles and pupils will be encouraged to relate these to aspects of their own lives.

Spiritual, moral, social and cultural development in RE for each key stage

On the next few pages are some examples of RE learning opportunities from the agreed syllabus *(Awareness, Mystery and Value)* which lend themselves well to pupils' spiritual, moral, social and cultural development. You might like to highlight these in your scheme of work along with *specific activities* you are going to use to help your pupils' development.

For example, at Key Stage 1, you could highlight the learning opportunity for Unit 1b 'participate in times of stillness and reflection' and highlight an activity in your planning which involves pupils in reflecting on a time when they felt happy.

KEY STAGE 1

Spiritual development

Unit 1 Ourselves
b participate in times of stillness and reflection

Unit 7 Special Places
a identify places that are special to them or that have special associations

Unit 8 The World Around Us
a share feelings related to experiences of wonder, amazement, mystery or disappointment that the natural world can evoke.

Moral development

Unit 3 Special Books
c share ideas about why particular stories or books may be special to themselves or others

Unit 6 Rules and Choices
d identify values that may be important to themselves and others, eg fairness, honesty, forgiveness, kindness, and think about some of the ways in which these values are demonstrated in everyday life

Unit 9 The Life of Jesus
c discuss some aspects of Jesus' teaching which guide people in their lives, eg love your neighbour or teaching on forgiveness.

Social development

Unit 2 Festivals and Celebrations
a share experiences of special occasions and celebrations in their own life

Unit 4 Friends, Family and Community
a share their feelings and experiences associated with belonging to a group or community

Unit 5 Milestones in Family Life
d share ideas about what it is that makes important times in life significant or special.

Cultural development

Unit 3 Special Books
d learn about how religious books are used

Unit 4 Friends, Family and Community
b identify the types and characteristics of groups or communities people belong to

Unit 7 Special Places
c look at examples, within religious buildings and/or places, of how people have used various forms of expression to convey a message, eg symbols, paintings, stained glass, architecture.

KEY STAGE 2

Spiritual development

Unit 1 Ourselves
b explore a range of factors that might influence or affect a person's identity or personality (including religious identity)

Unit 8 Questions and Mysteries
a consider ideas about the nature and existence of God

Unit 11 What's It Like to be a Muslim?
c learn about personal forms of Muslim response to belief, eg prayer, meditation, contemplation.

Moral development

Unit 3 Writings
d consider the moral message(s) within different stories and their relevance to people's lives

Unit 6 Barriers and Bridges
a identify a range of questions related to a moral issue

Unit 9 Life Stories
c reflect on their attitudes and behaviour in the light of qualities demonstrated by other people.

Social development

Unit 1 Ourselves
a consider how stories, hymns, prayers, etc., help people to understand more about themselves and their relationships

Unit 4 What's It Like to be a Christian? – Belonging, Belief and Identity
c learn about the life Christians lead as members of a Christian group or community

Unit 11 What's It Like to be a Hindu?
b learn about some of the practices associated with belonging to a Hindu group or community.

Cultural development

Unit 3 Writings
b consider the origins of special or holy writings, eg their revelation, writing, compilation

Unit 5 Journeys
d consider artistic, symbolic and other expressive work associated with special journeys and the journey of life

Unit 7 Expressions of Belief
c reflect upon the underlying meaning of different forms of expression: signs and symbols, artistic expression, universal symbols.

KEY STAGE 3

Spiritual development

Unit 1 Experience and Belief
a consider how physical and non-physical aspects of human nature affect people's identity and personality

Unit 5 Life's Journeys
c consider how people might respond to the felt need for spiritual growth, eg confirmation, initiation, pilgrimage, coping with loss, moving to a new place, looking for happiness

Unit 8 What Do People Believe?
d consider ultimate questions about life, suffering, death and eternity.

Cultural Development

Example of a policy statement in a primary school

(With thanks to Backwell CofE VC Junior School, North Somerset)

Moral development

Unit 3 Where's the Answer?
a   consider the variety of creative ways in which people have expressed their deepest values and commitments

Unit 6 Keeping the Rules
d   consider how beliefs, values and moral codes might be applied to a variety of ethical issues

Unit 9 What's To Be Done
b   consider different responses to poverty, injustice, disadvantage and distress.

Social development

Unit 2 Human Beings and the Environment
a   consider attitudes to the environment, both natural and human-made

Unit 4 Belonging , Belief and Identity
a   consider the significance for people of family, community and experience, particularly in developing a sense of identity and commitment

Unit 7 Expressions of Belief
b   consider the ways in which communities might express their identity and beliefs.

Cultural development

Unit 2 Human Beings and the Environment
d   consider festivals that are linked with solar and/or lunar calendars and the seasons.

Unit 5 Life's Journeys
b   consider how aspects of change and growth might be expressed in different literary and symbolic ways

Unit 7 Expressions of Belief
b   consider the influence of religious leader on believers and in the wider world.

KEY STAGE 4

Spiritual development

Unit 3 Responses to Suffering

c   consider and evaluate their own attempt to make sense of suffering in the world

Unit 4 Planet Earth
a   consider questions of the origins and purpose of human life

Unit 11 Religion and Philosophy

a   consider some of the ultimate questions posed in the philosophy of religion.

Moral development

Unit 5 Life and Death Issues

a   consider a range of moral principles and religious teachings in relation to life and death dilemmas

Unit 9 War and Pacifism

a   consider a range of moral principles and religious teachings in relation to issues of war and pacifism.

Unit 10 Religion and the Media

a   consider personal responses to issues of religion in the media.

Social development

Unit 2 Human Rights

b   consider how values and commitments might affect people's attitudes and behaviour towards others

Unit 7 Crime and Punishment

b   consider how values and commitments might affect people's attitudes and behaviour in relation to issues of crime and punishment

Unit 8 Family Relationships

a   demonstrate knowledge and understanding of how religious practices and lifestyle choices have been used by believers to meet the challenges and make the most of family life.

Cultural development

Unit 1 Belief

a   demonstrate knowledge and understanding of religious and non-religious beliefs about God and life after death

Unit 6 Work, Wealth and Leisure

c   consider and evaluate how people's response to work, wealth and leisure may affect their identity, personality and experience

Unit 12 Religion in the Community

b   explain the relevance of religious practices and lifestyles in changing historical and cultural contexts.

Rationale

Cultural development is important in promoting the holistic education of children. It helps pupils to appreciate their own cultural traditions and the diversity and richness of other cultures. As a result of this it encourages pupils to live in harmony with each other and enjoy and explore the world that they live in. Cultural development is an integral theme of the LEA agreed syllabus for religious education.

Aims

Our aim is to develop children who are 'skilled cultural navigators'. We have defined such a person as one who exhibits the qualities needed to explore and experience different cultures, interacting with interest, enjoyment and sensitivity.

Objectives

1. Attitudes

We aim for the pupils to:

(a) foster a curiosity to learn about and enjoy other cultures as well as their own;

(b) develop a positive self-identity;

(c) develop empathy towards others and show respect for different cultures;

(d) develop thoughtfulness and sensitivity towards others;

(e) show acceptance that we are all part of the human race.

Bibliography and useful resources

2. Knowledge

We aim for pupils to:

(a) possess good knowledge and a realistic view of their own culture(s);

(b) possess a broad knowledge of cultures other than their own;

(c) recognise stereotypes and generalisations.

2. Skills

We aim for the pupils to be able to:

(a) recognise similarities and differences between cultures;

(b) possess appropriate communication skills and be active listeners;

(c) interact comfortably with pupils and adults from varying cultures.

Methods: Curriculum Planning and Design, Practice and Delivery

Pupils' cultural development will be fostered through:

1. inclusion as a cross-curricular theme within the school topic plan;

2. direct teaching of knowledge and skills listed above;

3. encouraging pupils to use their skills of inquiry and reflection in lessons relating to cultural awareness;

4. the use in lessons of a wide range of cultural stimuli and artefacts, including some bilingual texts;

5. the use in collective worship of stories from a variety of different cultures;

6. invitations to visiting speakers, performers and parents to share their knowledge and experience of other cultures with the children;

7. the creation and maintenance of links with schools and organisations within and outside the UK.

Success criteria for a culturally developed school:

1. a school policy statement on cultural development;

2. planning grid illustrating opportunities for cultural development across the curriculum throughout the school;

3. programme of collective worship includes stories from a variety of cultures;

4. displays throughout the school year, both in classrooms and in communal areas, of aspects of life as experienced by different people, reflecting a variety of religious and ethnic groups within and outside the UK;

5. a wide range of stimuli and artefacts from different cultures being used in lessons;

6. after-school clubs include the dimension of raising cultural awareness, eg, French Club, Italian Club;

7. use of visiting speakers who present positive images of different cultures;

8. ongoing links with the Luhimba Project in Tanzania;

9. links with schools in other areas, eg Y6 with St Mary Redcliffe, Bristol; Y4 with Rotokauri Primary, New Zealand; Y3 with a school in Scotland; Y5 with a school in India;

10. list drawn up of artists who present positive images of different cultures;

11. a variety of food from different cultures available to pupils via classroom cookery and school meals;

The Working Party

12. register drawn up of detailed knowledge of different countries and language skills possessed by parents/carers of pupils at the school, so that they may be called upon when studying those countries and cultures.

Success criteria for the skilled cultural navigator

Those who show attitudes of:

- 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.

Those who possess knowledge and understanding of:

- their own culture(s);
- stereotypes and generalisations;
- other cultures and traditions.

Those who are able to:

- recognise and explore similarities and differences between cultures;
- listen actively to others' views and experiences;
- interact comfortably with whose from cultures and traditions differ from their own.

Monitoring

The success of this policy will be monitored through a biannual review conducted by the member of staff taking a lead on spiritual, moral, social and cultural development.

This review will consist of:

- observation of the displays of children's work and other materials seen in classrooms and in open areas;
- gathering staff views on pupils' match to the 'skilled cultural navigator' criteria;
- brief interviews with a representative sample of children on their knowledge and understanding of their own culture(s) and those of others, and of stereotypes and generalisations;
- a log of the use of resources, visitors, stories and other materials from different cultures in lessons, assemblies and extra-curricular activities;
- a short report to be fed into the school development plan.

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