



# SteinerAcademyExeter

## SPIRITUAL, MORAL, SOCIAL and CULTURAL POLICY

### AIM

Spiritual, moral, social and cultural issues affect every aspect of human life and therefore every curriculum area and everything within the school environment, including the way it is organised.

The ethos and atmosphere in the Steiner Academy Exeter aim to give strong messages about spiritual, moral, social and cultural areas and to support pupils to

- ⤴ behave in responsible, caring and compassionate ways
- ⤴ demonstrate understanding of the consequences of their own and others' actions
- ⤴ formulate, express and justify a personal opinion on social issues
- ⤴ challenge behaviour which does not match their moral code, such as derogatory remarks, injustice or intimidation

Spiritual development affects everyone whether they have a religious affiliation or not. The Steiner curriculum provides opportunities for pupils to explore human relationships and for open ended enquiry. It fosters a belief in the human potential of everyone. It also provides opportunities for reverence and contemplation and for sharing and reflecting on personal experience in ways likely to lead to insight into the meaning and purpose of life and an increasing capacity for reflection, curiosity, discussing beliefs and acknowledging and handling feelings.

Moral development is about enabling children and young people to develop their own personal values to guide their thinking and behaviour in all areas of their lives. It is also about enabling them to make and act on informed choices, taking right and wrong into account. This code of values should enable them

- ⤴ to distinguish between myth, anecdote, bias and evidence
- ⤴ to understand consequences and implications of their actions for themselves and others
- ⤴ to be non-judgemental and tolerant of the views of others
- ⤴ to value diversity
- ⤴ to explore their own and others' attitudes and values
- ⤴ to be inspired that there is good in the world
- ⤴ to understand how factors such as injustice, prejudice, discrimination, exclusion and exploitation affect their ability to make and act on their own choices

Moral issues are discretely integrated into all areas of the curriculum, in particular in the weekly RE lesson, where various topics such as bullying, friendship, work experience, drugs education and health education are studied.

The school's Behaviour Policy and Code of Conduct are also indicators of the moral values upheld by staff and pupils. Pupils and staff should be able to explore the full range of meanings that values have for different people. Pupils are taught strategies for assertiveness, negotiation and conflict resolution. This is in addition to the range of communication skills already included in the curriculum.

Social development is promoted by encouraging pupils to:

- relate positively to both their peers and to all others
- take responsibility
- participate fully in the community of their class and the wider community
- develop an understanding of citizenship and how the community they live in functions and affects themselves and others.

Skills and qualities that are relevant to social development are promoted at SAE, including the ability to:

- form, express and justify a personal opinion and feelings, needs and wishes
- give and receive feedback
- openly value self and others
- be assertive rather than aggressive or passive
- work collaboratively
- resolve conflicts without violence, in ways which respect the rights of self and others
- negotiate solutions which are in the best interests of everyone involved
- set personal targets for changes in behaviour.

Moral and social development are promoted by the teacher consciously acting as a role model at all times. The school will provide appropriate counselling and a mentoring services in Years 10 and 11.

Cultural development is teaching pupils to appreciate their own cultural traditions and the richness and diversity of other cultures. Developing awareness of how the cultural context determines norms and codes of behaviour are also central to the Steiner approach which aims to ensure that pupils tolerate difference and understand that cultural norms may vary from one social class or ethnic group to another.

An important aspect of cultural development is to enable pupils to find out about their own and other people's culture and traditions. Pupils need to be prepared to live and work in a multi-cultural society. This can be covered in all curricular areas but perhaps most specifically in the humanities main lessons, where opportunities are provided for pupils to:

- explore their own and others' cultural traditions
- recognise and value differences
- reflect on how their own lives can be enriched through this knowledge and through contact with other cultures
- recognise factors leading to change in traditional values, beliefs and practices
- recognise what different cultures have in common
- take pride in their own heritage

- develop the ability to adapt to change
- reflect on how their own cultural experience has shaped the person that they are
- reflect on the moral values underlying traditions and pressures for change

In conclusion, within the school as a whole, activities should be planned to ensure that every pupil has opportunities at all time to explore spiritual, moral, social and cultural issues in all of the following ways:

- listen to and create stories and parables
- engage in creative work which encourages holistic and intuitive thinking
- explore and express ideas and beliefs through words, art, play, drama and music
- engage in reflection
- experience a sense of awe and wonder and silence
- engage in moral reasoning
- experience collaborative working
- find out about other people’s beliefs, ideals and vision for a better world
- find out about how people respond to adversity
- develop their own vision of a better world
- explore topical moral dilemmas relating to culture, science and technology etc.
- explore moral issues underlying current events

<b>Approved by (Print name):</b>	
<b>Signature:</b>	<b>Date</b>
<b>Review Date*:</b>	
<b>Designated staff member:</b>	
<b>Designated governor:</b>	

The Governing Body is free to determine how often this policy is reviewed.