



**POLISI ADDYSG YSBRYDOL,
FOESOL, GYMDEITHASOL A
DIWYLLIANNOL**

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

PARATOWYD PREPARED	Hydref 2015 / <i>October 2015</i>
CADARNHAWYD RATIFIED	Ionawr 2016 / <i>January 2016</i>
ADOLYGWYD REVIEWED	Mawrth 2021 / <i>March 2021</i>
CYLCH ADOLYGU REVIEW CYCLE	3 blynedd / <i>3 years</i>

NODIADAU'R ADOLYGIAD
REVIEW NOTES

March 2021	<ul style="list-style-type: none">● The word 'development' has been removed from the policy title on page 1 to reflect the policy's name● References to the 'Equality Policy' and 'Equal Opportunities Policy' updated to the 'Equality, Diversity and Community Cohesion Policy' throughout● Reference to the 'Behaviour Policy' updated to the 'Behaviour and Discipline Policy' on page 4● Chair of the Board of Directors and Executive Lead Teacher signatures updated on page 5
September 2021 (update)	<ul style="list-style-type: none">● Chair of the Board of Directors and Lead Teacher signatures updated on page 5● Reference to the 'School Council' updated to 'Senedd yr Ysgol / School Parliament' on page 4

Spiritual, Moral, Social and Cultural Education Policy

Spiritual, moral, social and cultural education helps learners develop personal qualities, such as thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect.

At Ysgol Gymraeg Llundain (YGLI) we provide an opportunity for these qualities to be developed across the curriculum and throughout school life. We believe these core Values will ensure learners become responsible citizens in a democratic and civilised society. It is also linked closely to our school aims and philosophy and further opportunities may be provided through an awareness of other relevant policies (Equality, Diversity and Community Cohesion Policy).

Aims:

To enable learners 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 culture 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 should be evident in the way that learners and adults interact throughout the school.

**Spiritual Development:
Definition**

a) 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, soul, personality or character'.

There are many aspects of spiritual development which may include:

- An awareness and understanding of their own and others' beliefs
- A respect for themselves and for others
- A sense of awe, wonder and mystery
- Being inspired by the natural world, mystery, or human achievement
- Feelings of transcendence
- A respect for insight as well as knowledge and reason
- The search for meaning and purpose
- Asking "why me?" at times of hardship or suffering
- Responding to challenging experiences of life such as beauty, purpose, suffering and death
- An awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences
- A growing understanding and acceptance of individual identity and development of self-respect
- A sense of empathy with others, concern and compassion and an ability to build relationships with others
- Expressing innermost thoughts and feelings through, for example, art, music, literature and crafts
- Exercising the imagination, inspiration, intuition and insight
- An understanding of feelings and emotions and their likely impact
- A growing awareness of when it is important to control emotions and feelings
- Respecting the natural world and our neighbours

Steps to spiritual development might include:

- Recognising the existence of others as independent from oneself
- Becoming aware of and reflecting on experience
- Understanding and evaluating a range of possible responses and
- Developing personal views and insights
- Applying the insights gained with increasing degrees of perception to one's own life

At YGLI we aim to encourage Spiritual Development through:

- The values and attitudes the school identifies, upholds and fosters
- The contribution made by the whole curriculum
- Religious education, acts of collective worship and other assemblies
- Extra-curricular activity, together with the general ethos and climate of the school.

Collective worship

Learners will have the opportunity to take part in Acts of Worship. The form of this can be through:

- whole school worship
- phase group worship
- class worship
- group / individual worship as and when necessary

There is no specific time that an Act of Worship should last. When it is included in the same session as an assembly, however, the two will be separate in style and content in order that the Act of Worship will be distinct.

Content

The content of the Act of Worship will be Christian based but will take account of other faiths and beliefs. The Act of Worship will take into account the age and experiences of the learners and will be pitched at an appropriate level.

Staff

Staff are encouraged to lead or assist with whole school Acts of Worship, when appropriate, using whatever approach they feel most comfortable with.

Learners

Learners are encouraged to take an active part in Acts of Worship using whatever strategy is most appropriate.

Suggested ways are:

- class or group led worship using drama, dance, music, readings etc
- involvement for a particular purpose at the adults leader's instigation
- invited questions, answers, comments as part of the planned activity

Pupil withdrawal

Parents have the right to withdraw learners from a daily Act of Worship. Such learners will be given suitable tasks under appropriate supervision.

Planning

Acts of Worship will be planned to take account of:

- the curriculum being delivered
- appropriate festivals / seasons etc
- particular events etc which may be happening within the school or community

Monitoring

The Teaching Staff will ensure by periodic monitoring the Acts of Worship are appropriate to:

- the ethos of the school
- national criteria
- the spiritual, personal and social needs of learners

Parents

Parents are welcomed to Acts of Worship on appropriate occasions. They are also involved through learners' participation; helping with readings etc.

Equal opportunities

It is important that Acts of Worship are designed so that all learners have the opportunity to participate. All learners must feel that the worship is relevant to themselves. Care will also be taken over gender matters. The subject matter and pupil involvement will ensure that an equal balance is obtained.

Moral Development

Definition

a) Moral development is about the building, by learner, of a framework of moral values which regulates their personal behaviour. It is also about the development of learners' 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.

Our intention is that the learners of YGLI will be working towards:

- To value their own cultural roots within the culture in which they are living
- 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
- An understanding of rights and responsibility within the communities and society in which they live.

At YGLI we address moral issues through assemblies, RE and PSHE/Citizenship. We have developed a Behaviour and Discipline Policy which has been contributed to by both staff and learners. We deal promptly with any discrimination and injustice. We believe in involving learners in decision-making where appropriate, and have a very active student school council. We promote a safe learning environment in which learners can express their views and opinions. We model through relationships and interactions, the principles we wish to promote. We encourage learners to take responsibility for their actions, actively acknowledging and praising good behaviour.

Social Development:

Definition

a) Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about working together. 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 also involves the development of the interpersonal skills necessary for successful relationships.

Our intention is that the learners of YGLI will be working towards:

- An ability to adjust to a range of social contexts by appropriate and sensitive behaviour.
- Working successfully as a member of a group or team.
- An ability to share views and opinions with others and work towards a consensus.
- Showing respect for people, living things, property and the environment.
- Appreciation of others' rights and responsibilities.
- An understanding of the structures of society, e.g. the organisation of the family, the school, etc.

At YGLI we foster a sense of community with common, inclusive values and provide opportunities for learners to work in a variety of groupings, within the class and across the school. We provide positive whole school experiences, e.g. school productions, awards assemblies, residential opportunities and. Learners are encouraged to develop valuable personal qualities, e.g. thoughtfulness, honesty and respect by modelling these behaviours and through PSHE/Citizenship. Learners are taught and encouraged to resolve tensions and conflicts. We have an active student voice in the form of Senedd yr Ysgol / School Parliament and we encourage learners to support nominated charities through school events.

Cultural Development:

Definition

a) Cultural development is about learners' 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 learners' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

Our intention is that the learners of YGLI will be working towards:

- An ability to recognise and understand their own culture and values
- An ability to appreciate cultural diversity and to respect other peoples' values and beliefs
- Having an openness to new ideas
- Having a willingness to participate in artistic and cultural events, recognising and understanding images/icons, which have significance, and meaning in a culture.

At YGLI we have an Equality, Diversity and Community Cohesion Policy. We celebrate learners' particular gifts and talents, regardless of culture and raise pupil's awareness of other cultures through assemblies, R.E, and PSHE/Citizenship. We work closely with outside agencies to support the needs of learners as appropriate. Our Religious Education sessions provide opportunities for learning about other cultures. We take incidents of racism and prejudice very seriously and ensure they are reported appropriately.

Equal Opportunities:

All members of the school are committed to the Equality, Diversity and Community Cohesion Policy. Discrimination based on race, gender, colour, religion, faith, physical appearance or disability is unacceptable to us (see Equality, Diversity and Community Cohesion Policy).

ARWYDDWYD GAN: SIGNED BY:		
M Jones	Cadeirydd Bwrdd y Cyfarwyddwyr <i>Chair of the Board of Directors</i>	March 2021 <i>Mawrth 2021</i>
S Rees Jones	Athrawes Arweiniol Weithredol <i>Executive Lead Teacher</i>	March 2021 <i>Mawrth 2021</i>
G Roberts	Cadeirydd Bwrdd y Cyfarwyddwyr <i>Chair of the Board of Directors</i>	Medi 2021 <i>September 2021</i>
T Sugg	Athro Arweiniol <i>Lead Teacher</i>	Medi 2021 <i>September 2021</i>