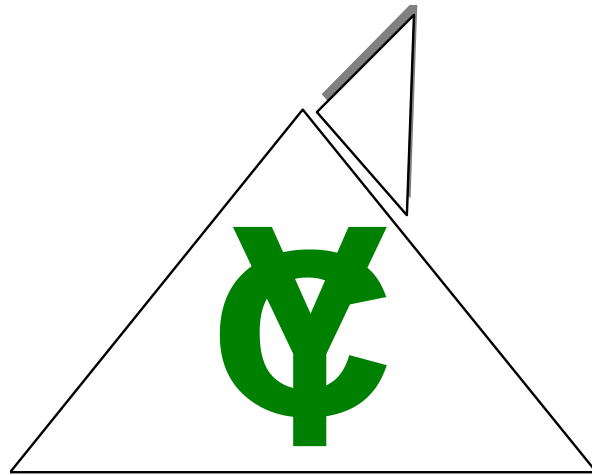


# YSGOL Y CREUDDYN



DAWN DYSG DAIONI

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



## YSGOL Y CREUDDYN



### **SPIRITUAL, MORAL, SOCIAL and CULTURAL DEVELOPMENT POLICY**

Spiritual, moral, social and cultural development in Ysgol y Creuddyn is based on the entire ethos and values of the school which respects and appreciates variety. (See Equality of Opportunity Policy)

#### **Aim.**

Ysgol y Creuddyn is committed to ensuring that each pupil is given opportunity to develop the following:

#### **ATTITUDES and VALUES**

1. show care and consideration for others and be sensitive to their feelings.
2. respect for self and others
3. appreciate differences in culture and equality of opportunity and respect the dignity of each individual
4. appreciate friends and families as a source of love and support
5. consider life's more complicated questions and search for meaning and purpose
6. experience emotion when hearing of injustice, exploitation and the rejection of human rights
7. commitment to take an active part in the community

#### **SKILLS**

1. critically appraise the views of others and messages conveyed by the media
2. identify with feelings and experiences of others
3. use a range of techniques for personal meditation

4. initiate and maintain friendly personal relationships and discuss behaviour within any relationship with others
5. be decisive and reject unnecessary pressure from peers and other influences
6. use a range of strategies to solve conflict
7. form moral judgements and solve moral matters and dilemmas
8. form reasoned opinions

## **KNOWLEDGE AND UNDERSTANDING**

### **Social Aspect**

1. Be aware of changing relationships in school/family situations.
2. Understand cultural variations and recognise examples of prejudice and stereotyping

### **Community Aspect**

1. Understand nature of local, national and international communities with regard to cultural variations, justice, law and order and interdependence.

### **Emotional Aspect**

1. Note the range of emotions and feelings they experience and understand the relevant “self talk” .
2. Know how to resolve conflict and, together, discuss *rapprochement*

### **Spiritual Aspect**

1. Be aware of own character, strengths and weaknesses
2. Have insight into their beliefs and values in the context of their parents, society and that which is advanced in the media
3. Realise how their beliefs and values affect their identity and way of life

### **Moral Aspect**

1. Acknowledge moral matters and problems in real situations
2. Be aware of that which they perceive as good and bad and understand related matters.
3. Be aware of factors relating to the forming of moral judgements

## **SPIRITUAL DEVELOPMENT**

The potential for spiritual development is not confined to religious conversion or a particular faith. It can relate to any of these. Spiritual development means something in human nature which cannot necessarily be felt by means of the physical senses or expressed in ordinary everyday language. It has to do with one's relationship with others, and, if a believer, with God. It is also connected with the way we respond to suffering, death, beauty and experience of good and evil. It can be said that spiritual development has to do with the search for the meaning and purpose of life and the values we follow on life's journey.

## **MORAL DEVELOPMENT**

Describing moral development simply and concisely is no mean task: it has to do with a number of elements, e.g., (a) the desire to behave in a moral way as a matter of principle, and (b) knowledge of behaviour which society deems acceptable. A moral matter has to do with people's decisions regarding right and wrong. Pupils should know the difference between good and evil and become accustomed to the appropriate concepts from their early days, so that moral behaviour becomes second nature to them.

Schools are expected to reinforce such moral values as:

- telling the truth;
- keeping a promise;
- respect for the property and rights of others;
- treating others with consideration;
- helping those less fortunate than us;
- self-discipline;
- responsibility for our own behaviour.

In the same way, schools should reject:

- bullying;
- deceit;
- dishonesty;
- cruelty;
- irresponsibility

It is important for pupils to develop an understanding of what is acceptable and what is not. They have an opportunity to question the regime but boundaries and agreed values are necessary if the pupils are to recognise the school's expectations. The aim is to work together with parents to give the pupils the necessary knowledge and questioning and reasoning skills, so that they can develop their perception of the essential values and make decisions concerning them.

## **SOCIAL AND CULTURAL DEVELOPMENT**

### **Objectives**

1. Foster and encourage a civilised, successful community within the bounds of Ysgol y Creuddyn and beyond.
2. Ensure that the school is, in itself, a lively community which develops the minds, talents, skills, interests and confidence of the pupils in a caring, secure and happy atmosphere.
3. Ensure that the education is of the highest possible quality and that it is relevant and practical in the lives of the pupils and in their bilingual society.
4. Encourage awareness of positive responsibility among pupils and parents to aspire together and work together to enrich their own locality by:
  - a) appreciating, protecting and developing their linguistic and cultural heritage,
  - b) foster pride, confidence and faith in their own ability to become part of the process of social improvement in their locality,
  - c) create confident people, leaders able to enrich their local Welsh-language communities.
5. Enable all pupils to be fluent in both Welsh and English and foster in them a healthy attitude towards bilingualism.
6. Encourage a close relationship and trust between parents and school in the interests of the pupils.

The spiritual, moral, social and cultural development of the pupils is developed by means of the following:

- a) The ethos of the school
- b) The Curriculum, in particular Religious Education and PSE.
- c) Communal worship/Services
- ch) Extra-curricular activities
- d) School Council
- dd) Pastoral system of school and Positive Discipline
- e) Contact with parents