Collective Worship and the spiritual, moral, social and cultural development of pupils

'Spiritual' is not the same as 'religious'

Spiritual Development

A moment set aside for reflection and contemplative thought

The school orchestra provides a live spiritual stimulus for our worship once a week

Moral Development

Collective Worship should offer a range of opportunities for pupils' spiritual, moral, social and cultural development. Many of these opportunities are already being offered in the life of the school.

Spiritual development relates to that aspect of inner life through which pupils acquire valuable insights into themselves and others, as well as into the world around them. It is characterised by reflection, the attribution of meaning to experience, and exploring a non-material dimension to life. 'Spiritual' is not the same as 'religious'. All areas of the curriculum may contribute to pupils' spiritual development.

Collective Worship may contribute to pupils' spiritual development by:

- focusing on significant experiences
- exploring meanings of experience
- providing insights into the values and beliefs of others
- offering insights into religious beliefs and practices
- developing a sense of awe and wonder
- developing a sense of the mysteries of life
- developing a sense of their position within the 'universal' picture
- exploring religious and personal responses to the mysteries of life
- encouraging personal reflection
- encouraging the search for meaning in life
- fostering the ability to 'step back from everyday life and consider things more deeply'
- developing a sense of the meaning and purpose of worship.

Moral development is concerned with a pupil's ability to make judgements about how to behave and act, and the reasons for such behaviour. It requires knowledge and understanding and includes questions of intention, motive and attitude. It seeks to build a framework of values, which regulate personal behaviour through principles rather than through fear of punishment or reward. Pupils should learn to be able to distinguish between what is right and what is wrong in different contexts, and take into account their own and other people's viewpoints.

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Collective Worship can contribute to moral development by promoting a sense of shared standards and values	Collective Worship can contribute to moral development by: • promoting a sense of shared standards and values • developing an awareness of the need for shared values • exploring moral issues • fostering reflection on values • exploring how religions and other belief systems promote moral ideas • developing awareness of the needs and concerns of others • encouraging seeing things from other people's point of view • fostering a high regard for ideas such as truth, honesty, fairness and justice • fostering rationality • fostering autonomy in moral decision-making.
Social Development *There are too few opportunities in the school day to reflect* *Fosters a sense of the value of community and the individuals within it*	Social development encourages pupils to relate positively to others, take responsibility, participate fully in the community, and develop an understanding of citizenship. It involves progressive growth in knowledge and understanding of society in all its aspects and community life as a citizen, parent, or worker. Collective Worship can contribute to social development by: • providing shared experiences • exploring and reflecting on shared experiences • fostering a sense of community • providing opportunities for communal celebration • fostering good social behaviour • providing opportunities to perform before others • fostering a sense of the value of the community and the individuals within it • fostering tolerance and respect for others, their beliefs, practices and values.
Cultural Development	

Cultural development teaches pupils to appreciate their own cultural traditions and the diversity and richness of other cultures. It seeks to increase pupils' understanding of those beliefs, values, attitudes, customs, knowledge and skills which, taken together, form the basis of identity and cohesion in societies and groups. It also involves a variety of aesthetic appreciation and the opportunity for pupils to develop and strengthen their existing cultural interests.

Collective Worship can contribute to cultural development by:

- exploring a variety of cultural traditions and practices
- promoting an appreciation of cultural diversity
- fostering an appreciation of the worth of cultural achievements
- including elements from a variety of cultures and backgrounds
- valuing and affirming the pupils' own cultural interests.

Of course, such opportunities have to be structured within a programme of Collective Worship and, without careful planning, they are unlikely to be covered in anything other than a random way. However, they provide another means of underlining the usefulness of Collective Worship within the school as a whole. They also emphasise how Collective Worship can become part of a cross-curricular approach to education.
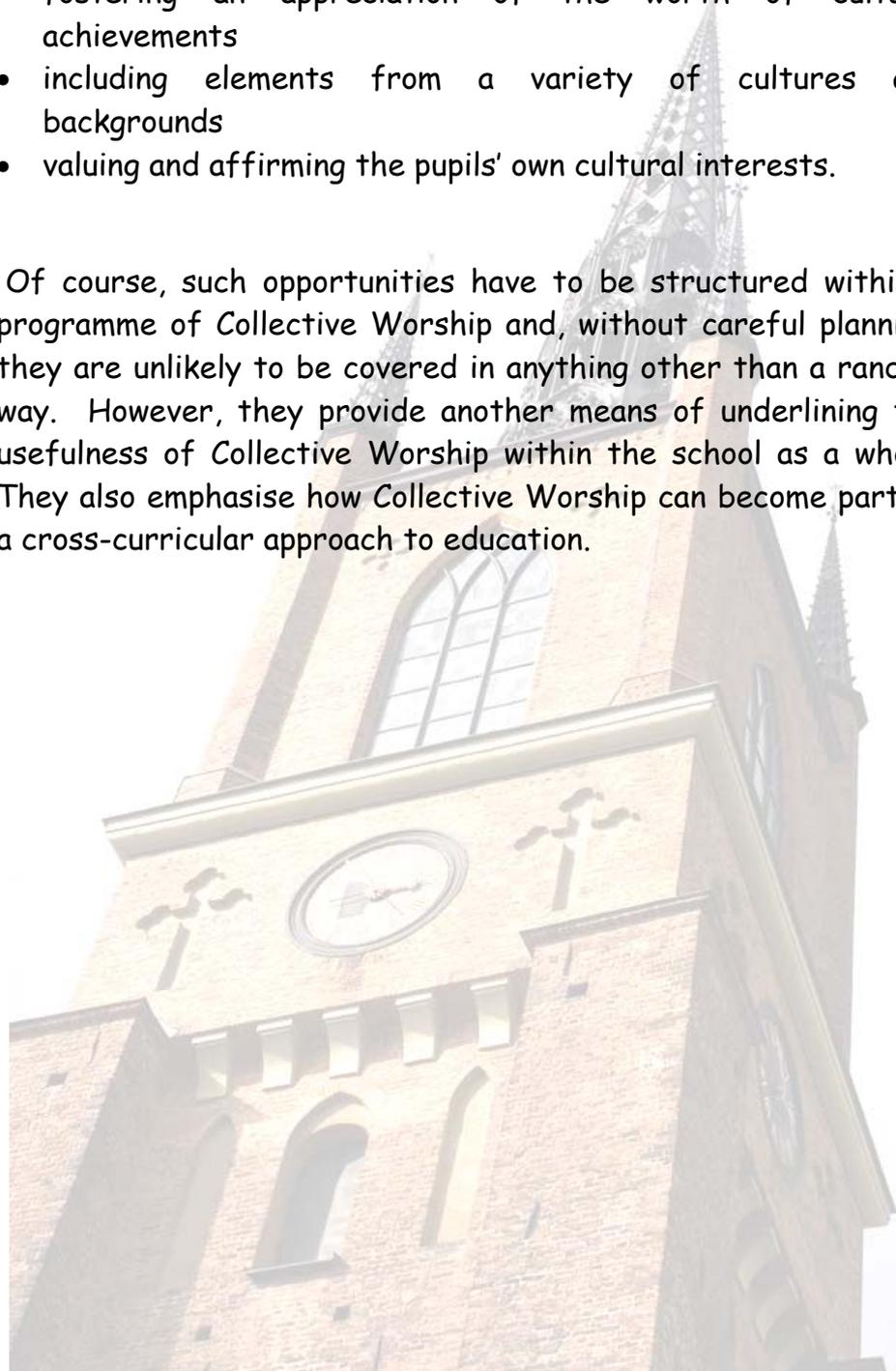
# More on spiritual, moral, social and cultural development

Pupils who are developing **spiritually** are likely to be developing the following characteristics:

- A set of values and beliefs, which may or may not be religious, which informs their perspective on life and their patterns of behaviour
- An awareness and understanding of their own and other's beliefs
- A respect for themselves and for others
- An ability to show courage and sustained effort and to understand the motivation for this
- An expressive and/or creative impulse
- A sense of empathy and compassion towards the needs of others
- An understanding of the intangible – for example, beauty, truth, love, goodness, order, as well as for mystery, paradox and ambiguity
- A distaste for all that would constrain the human spirit, for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination
- A respect for intuition and insight as well as knowledge and reason
- An ability to think in terms of the 'whole' – for example, concepts such as harmony, interdependence, scale, perspective.

And to encourage pupils' **spiritual** development, **schools** are likely to be:

- Encouraging pupils to explore and develop what drives and motivates themselves and to explore what drives other people
- Giving pupils the opportunity to explore beliefs including religious beliefs and the way in which they impact on peoples' lives
- Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful
- Giving pupils the opportunity to understand the importance of sustained effort in all facets of life including the arts, sport, business, industry and science
- Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected
- Accommodating difference and respecting the integrity of individuals
- Promoting teaching styles which
- value pupils' questions and give them space for their own thoughts, ideas and concerns
- enable pupils to make connections between aspects of their learning
- encourage pupils to relate their learning to a wider frame of reference – for example, asking 'why', 'how' and 'where' as well as 'what'
- Monitoring in simple, pragmatic ways, pupils' development and the success of what is provided.
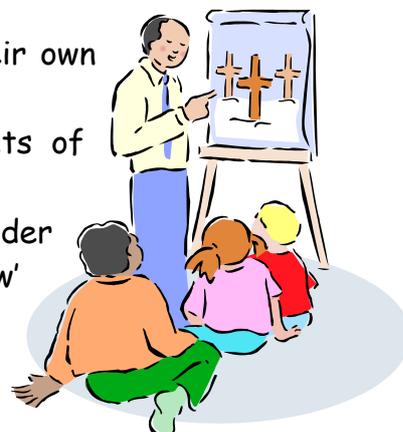
Pupils who are becoming **morally** aware are likely to be developing some or all of the following characteristics:

- An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures
- 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 lifestyle with 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 re-assess their values, codes and principles in the light of experience.

Schools that are encouraging pupils' **moral** development are, therefore, likely to be:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision-making
- Rewarding expressions of moral insights and good behaviour
- Making an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the internet as well as in school
- Modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for persons, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts
- Recognising and respecting the moral codes and more of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour
- Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship
- Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions, etc and
- monitoring in simple, pragmatic way, the successes of what is provided.

Pupils who are becoming **socially** aware are likely to be developing the ability to:

- adjust to a range of social contexts by appropriate and sensitive behaviour
- relate well to other peoples' social skills and personal qualities
- work successfully, as a member of a group or team
- share views and opinions with others, and work towards consensus
- resolve conflicts and counter forces which militate against inclusion and unity
- reflect on their own contribution to society and to the world of work
- show respect for people, living things, property and the environment
- benefit from advice offered by those in authority or counselling roles
- exercise responsibility
- appreciate the rights and responsibilities of individuals within the wider social setting
- understand how societies function and are organised in structures such as the family, school and local and wider communities
- participate in activities relevant to the community
- understand the notion of interdependence in an increasingly complex society.

Schools that are encouraging pupils' **social** development are, therefore, likely to be:

- identifying key values and principles on which a community life is based
- fostering a sense of community, with common, inclusive values
- promoting racial, religious and other forms of equality
- encouraging pupils to work co-operatively
- encouraging pupils to recognise and respect social differences and similarities
- providing positive corporate experiences – for example, through assemblies, team activities, residential experiences, school productions
- helping pupils develop personal qualities which are valued in a civilised society - for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect
- helping pupils resolve tensions between their own aspirations and those of the group and wider society
- providing conceptual and linguistic framework within which to understand and debate social issues
- providing opportunities for engaging in the democratic process and participating in community life
- providing opportunities for pupils to exercise leadership and responsibility; providing positive and effective links with the world of work and the wider community
- monitoring in simple, pragmatic ways, the success of what is provided.

Pupils who are becoming **culturally** aware are likely to be developing some or all of the following characteristics:

- an ability to recognise and understand their own cultural assumptions and values
- an understanding of the influences which have shaped their own cultural heritage
- an understanding of the dynamic, evolutionary nature of cultures
- an ability to appreciate cultural diversity and accord dignity to other people's values and beliefs, thereby challenging racism and valuing race equality
- an openness to new ideas and a willingness to modify cultural values in the light of experience
- an ability to use language and understand images/icons, for example, in music, art, literature which have a significance and meaning in a culture
- a willingness to participate in, and respond to artistic and cultural enterprises
- a sense of personal enrichment through encounter with cultural media and traditions from a range of cultures
- a regard for heights of human achievement in all cultures and societies
- an appreciation of the diversity and interdependence of cultures.

Schools that are encouraging pupils' **cultural** development are, therefore, likely to be:

- providing opportunities for pupils to explore their own cultural assumptions and values
- presenting authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality
- extending pupils' knowledge and use of cultural imagery and language
- recognising and nurturing particular gifts and talents
- providing opportunities for pupils to participate in literature, drama, music, arts, crafts and other cultural events and encouraging pupils to reflect on their significance
- developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges
- reinforcing the school's cultural values through displays, posters, exhibitions, etc
- auditing the quality and nature of opportunities for pupils to extend their cultured development across the curriculum
- monitoring in simple, pragmatic ways, the success of what is provided.