

Spiritual, Moral, Social and Cultural Development and British Values Policy

精神风貌、道德水平、社交与文化发展及英国的价值观政策

Spiritual, Moral, Social and Cultural Development (SMSC)

精神风貌、道德水平、社交与文化发展

A child's Spiritual, Social, Moral and Cultural development is at the heart of the St John's ethos (see [and Ethos](#)) and is reflected the curriculum aims (see [Curriculum Policy](#)). SMSC is not taught as a discrete subject but rather permeates every aspect of life at St John's.

学生的精神风貌、道德水平、社交与文化发展是圣约翰学校精神的核心(参见[目标和学校精神](#))，也是课程目标的主旨(参见[课程政策](#))。SMSC并不是一个独立的学科，但是渗透到圣约翰学校生活的各个方面。

Definitions and aims

Spiritual development is the development of the non-material element of a human being, which animates and sustains us. It aims to explore and develop a person's beliefs and understand how these contribute to personal identity; to develop a sense of awe, wonder and mystery; to give opportunities for pupils to experience feelings of transcendence and respond to the 'other'; to guide pupils in searching for meaning and purpose in life and to give opportunities and a language to respond to experiences such as beauty, suffering and death; to develop a knowledge of self and to value relationships with others; to develop creative expression and imagination; to enable children to recognize and explore their feelings.

含义与目标

精神风貌是人类非物质形态的体现，它激励并支持着我们。目的在于探索和培养一个人的信念，并了解这些信念是怎样促进个人身份认同；培养敬畏感、好奇心及神秘感；让学生有机会体会超越感并回应“他人”；引导学生探寻生活的意义和目的，通过机遇及语言来表达美好、痛苦和死亡的经历；发展自我认识，重视与他人的关系；培养创造性和想象力；让孩子认识和探索自己的情感。

Moral development is the building of a framework of moral values that regulate personal behaviour. It aims to teach a child about society's shared and agreed values, where there are disagreements and why values change; to give children the opportunity to reflect on different values in order to form their own opinions and understanding of their personal moral values; to help a child to think through the consequences of their own and others' actions and to respect the needs, interests and feelings of others.

道德水平发展是指规范个人行为道德观框架的建设。目的在于教育孩子关于社会共享和认同的价值观，包括分歧和价值观改变的因素；让孩子有机会反思不同的价值观，以形成自己对个人道德价值观的看法和理解；帮助孩子思考自己和他人行为的后果，尊重他人的需要、兴趣和感受。

Social development is teaching children to work effectively with each other and to participate successfully in the community as a whole. It aims to develop the skills and personal qualities necessary for living and working together; to help children to grow in knowledge and understanding of society, including institutions, economic and political principles, roles and responsibilities; to develop the skills and understanding to become a caring part of the community.

社会发展旨在教育孩子们要有效开展合作，并作为个体成功参与社会活动。其目的是培养生活和社会工作所需的技能和个人素质；帮助儿童增长知识以及对社会的理解，如制度、经济和政治原则、角色和责任；培养学生的技能和理解力，使他们成为社会上有爱心的人。

Cultural development is about helping children to understand, celebrate and respect their own culture and other cultures. It aims to help children to understand that cultures are always changing and to give them the skills to cope with change; to explore the differences between cultures and respect the opinions and backgrounds of others, being open to new ideas; to teach them to use and understand the language and images from other cultures and appreciate the diversity and interdependence of cultures.

文化发展是帮助孩子们理解、庆祝并尊重自己的文化和其他文化。它旨在帮助孩子们认识到文化是不断发展变化的，并教会他们应对变化的技能；探索不同文化之间的差异，尊重他人的意见和背景，接受新思想；教他们理解及使用其他文化的语言和图像，欣赏文化的多样性和相互依存性。

Curriculum

SMSC is developed across the whole curriculum, both through the content taught and also the way in which we teach it. The school's [Curriculum Summaries](#) detail the ways in which SMSC is developed in each individual subject.

课程

SMSC 贯穿于整个教学活动之中，如教学内容和教学方式。学校的[课程概要](#)详细介绍了每一门课程中 SMSC 的培养方法。

Assemblies

Assemblies provide a space for reflection on all four elements of SMSC. Topics include reflection on the charity of the term and the lives of the people with whom they work; reflection on the lives of inspirational people; space for self-reflection on our behaviour and beliefs and Mindful practice. Assemblies in T1 are three times a week and in Kindergarten are twice a week.

社会活动

社会活动为培养 SMSC 四个要素提供了条件。课题包括学期慈善活动，与他人共同生活；对励志人物生活的反思；行为，信念及意志的自我反省及提高。T1 阶段一周三次活动，幼儿园阶段一周两次。

Relationships

Building secure, caring relationships between teachers and children as well as between the children is at the heart of what St John's believes in and is the basis for our SMSC development. At St John's, secure and positive relationships in which the children can feel safe, noticed and cared for, are developed in a number of ways:

- The [PSHEE Curriculum Summary](#) explains how we develop relationships and how children's moral and social understanding is developed through our Emotions for Learning curriculum.
- All children in Pre-KG – T1 have their class teacher who is responsible for their pastoral care.
- At the beginning of every term children write a list of people whom they would like to be in their 'safety circle', which is a list of people whom they feel they could talk to if they were worried or anxious about anything.

关系

建立安全、关爱的师生关系及同学关系，是圣约翰学校精神的核心，也是我们 SMSC 发展的基础。在圣约翰，孩子们可以感受到安全、被关心和被照顾的安全而积极的人际关系，具体体现在以下几个方面：

- [PSHEE](#) 课程概要介绍了我们该怎样发展人际关系，怎样通过课程学习培养情感并培养孩子们的道德和社会观。
- Pre-KG – T1 阶段的所以学生都有班级教师，负责照看孩子。
- 每个学期开始，孩子们都会写一份自己的“安全社交圈”名单，列出他们觉得如果担心或焦虑时，可以与之交谈的人。

Behaviour

Our school [Behaviour Policy](#) explains that we do not have a complex set of school rules but that we follow the simple rule that we should treat others as we would wish to be treated and base our pastoral expectations on the application of this rule to any particular circumstances. Children's moral development at St John's is based on this ethos and the Behaviour Policy explains how we teach and nurture it.

行为

我们学校的[行为规范](#)说明我们学校的规定不复杂，我们遵循简单的规则，即你希望别人如何对待你，那就以这样的方式和态度去对待别人，将我们的期望建立于规则应用之上，并适用于任何特定情况。圣约翰学生的道德发展基于上述精神，[行为规范](#)解释了我们如何教授和培养这种精神。

Mindfulness

Mindfulness is a key way in which children's spiritual development is nurtured. Mindfulness forms part of our Emotions for Learning Curriculum (see the [PSHEE Curriculum Summary](#)) and Mindfulness is practiced every day.

正念

正念是培养儿童精神发展的关键途径。正念是课程情感学习的一部分(见PSHEE课程概要)，每天都发生。

Charities

The school charity committee plans and organizes events to raise money for locally based charities, or for charities which members of our school community have particular links to. Events organized include 'Grow a pound', tea and cake stalls and visiting elderly residents in care homes. The latter is particularly important in developing children's social skills as they not only perform for and serve the elderly residents but spend time talking to them. The work of the committee nurtures the social (and also the moral, spiritual and cultural) development of the children through the awareness raised of needs around the world.

慈善

学校慈善委员会计划和组织慈善活动，为当地的慈善机构筹款，或为与我们学校师生有特殊联系的慈善机构筹款。组织的活动包括“贡献一英镑”，帮助蛋糕摊活动，以及探访住在敬老院的老人。后者对于发展儿童的社交技能尤为重要，因为他们不仅为老人提供服务，而且也花时间与老人谈心。委员会通过不断提高学生们对世界各地需求的认识，来培养他们的社会观(以及道德、精神和文化发展)。