

# Spiritual, Moral, Social & Cultural Policy (SMSC)

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## What is SMSC?

**SMSC stands for Spiritual, Moral, Social and Cultural development in schools.**

**The definitions of Spiritual, Moral, Social and Cultural developments are outlined below.**

### **Spiritual Development is:**

To **explore** beliefs and experience; to **respect** faiths, feelings and values; to **enjoy** learning about oneself, others and the surrounding world; to **use** imagination and creativity; to **reflect** on ones experiences.

### **Moral Development is:**

To **recognise** the difference between right and wrong; to **respect** the law; **understand** consequences; to **investigate** moral and ethical issues; to **offer reasoned** views and arguments.

### **Social Development is:**

To **appreciate** diverse viewpoints; to **participate, volunteer** and **cooperate** well with others from a range of religious, ethnic and socio-economic backgrounds; to **resolve** conflict effectively; to **engage** with the '**British values**' of democracy, the rule of law, liberty, respect and tolerance.

### **Cultural Development is:**

To **appreciate** a wide range of cultural influences; to **appreciate** the role of Britain's parliamentary system; to **participate** in cultural, sporting and artistic opportunities; to **understand, accept, respect and celebrate** diversity.

The Spiritual, Moral, Social and Cultural education of students at Priestnall School is cross- curricular

## Overview

- 1.1 At Priestnall School, we recognise that the personal development of students, spiritually, morally, socially and culturally, plays a significant role in their ability to learn, achieve and make informed decisions.

SMSC is about developing the 'whole person'.

We aim to provide an education which provides students with opportunities to explore and develop:

- their own values and beliefs, spiritual awareness
  - high standards of personal behaviour
  - a positive attitude towards other people
  - an understanding of their social and cultural traditions
  - an appreciation of the diversity and richness of other cultures.
  - how the culture(s) in which they live influences individual thinking.
- 1.2 All staff should model and promote expected behaviour, treating everyone equally as individuals: showing concern and respect for students and their families.
- 1.3 Through a supportive school ethos there are opportunities for students to cope with setbacks and learn from mistakes.
- 1.4 Students should learn to differentiate between right and wrong and be aware of how their actions affect others.
- 1.5 Students should understand the need for rules and the benefits of abiding by rules to the whole school community.
- 1.6 School and classroom rules should reflect, reiterate, promote and reward good behaviour and provide opportunities to celebrate students' work and achievements.
- 1.7 All curriculum areas have a contribution to make to SMSC and opportunities for this should be planned in each area of the curriculum.
- 1.8 All curriculum areas should use illustrations and examples from a wide range of cultural contexts and teacher planning should reflect this.

## General Aims

- 2.1 To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- 2.2 To ensure that a student's education is set within a context that is meaningful and appropriate for their age, aptitude and background.
- 2.3 To provide a range of opportunities where students can reflect upon and discuss their feelings, beliefs and responses to personal experience.
- 2.4 To enable students to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures in our society.
- 2.5 To give each student the opportunity to explore social and moral issues and responsibility.

- 2.6 To enable students to develop their understanding of individual and community identity.
- 2.7 To ensure that all students know what is expected of them and why.
- 2.8 To ensure that everyone connected with the school is aware of our values ethos and principles.

## **Spiritual Development**

As a school we aim to provide learning opportunities that enable students to:

- Sustain their self-esteem in their learning experience
- Foster their emotional life and express their feelings.
- Discuss their beliefs, feelings, values and responses to personal challenges in a supportive environment.
- Form and maintain worthwhile friendships.
- Develop their capacity for critical and independent thought
- Experience moments of reflection.
- Relate their learning to a wider frame of reference asking 'why?' 'how?' and 'where?' as well as 'what'

## **Moral Development**

As a school we aim to provide learning opportunities that enable students to:

- Provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.
- Promote measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria.
- Recognise the unique value of each individual.
- Listen to and respect the views of others, showing consideration for the feelings of others.
- Distinguish between right and wrong.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Make informed and independent judgements.
- Show respect for the environment.

## **Social Development**

As a school we aim to provide learning opportunities that enable students to:

- Foster a sense of community, with common, inclusive values which ensure that everyone irrespective of ethnic origin, nationality, gender, ability, sexual orientation can flourish.
- Help students develop personal qualities which are valued in a civilised society.
- Work together co-operatively.
- Understand and debate social issues through the provision of a linguistic framework.

## **Cultural Development**

As a school we aim to provide learning opportunities that enable students to:

- Recognise the value and richness of cultural diversity and how this has influenced individuals and society.
- Develop an understanding of local, national and international dimensions.
- Develop an understanding of their social and cultural environment.

## **Teachings and Organisation**

- 3.1 Development in SMSC will take place across all curriculum areas through activities that encourage students to recognise the spiritual dimension of their learning, reflect on the

significance of what they are learning and to recognise any challenges that there may be to their own attitude and lifestyle.

- 3.2 All curriculum areas should seek illustrations and examples drawn from as wide a range of cultures contexts as possible.
- 3.3 Classroom discussions and form time activities will give students opportunities to:
- Talk about personal experiences and feelings
  - Express and clarify their ideas, thoughts and beliefs.
  - Speak about sensitive and difficult events.
  - Share thoughts and feelings with other people.
  - Consider others needs and behaviour.
  - Show empathy.
  - Develop self -esteem and a respect for others.
  - Develop a sense of belonging.
  - Explore relationships with friends, family and others.
  - Listen and talk to each other.
  - Work co-operatively and collaboratively.
- 3.4 Develop the skills and attitudes that enable students to develop socially, morally, spiritually and culturally - eg empathy, respect, open mindedness, sensitivity, critical awareness.

### **Links with the wider community**

- 4.1 Visitors are welcomed into school.
- 4.2 The development of a strong home- school link enables parents and school staff to work in effective partnership to support our students.
- 4.3 Students will be taught to appreciate their local environment and to develop a sense of responsibility to it.

### **Monitoring and Evaluation**

Provision for SMSC should be monitored and reviewed by:

- Audit of policies and Schemes of Work.
- Annual review of aspects of the extended curriculum ( DLAW, visits/clubs)
- Lesson monitoring, learning walks and the observation of teaching and learning.
- Discussion at college, subject and governors meetings.
- Sharing of good practice
- Collation of evidence
- Regular agenda item on the meeting schedule

Outlined below are the existing SMSC opportunities which are planned and available to all the students at Priestnall.

#### **Spiritual**

- Learning Co-ordinator and form assemblies - cultural diversity
- Sociology and Ethics curriculum at Key Stage 4
- Beliefs and Values Curriculum for all students
- Social Emotional Aspects of Learning
- Pupil Voice activities
- Curriculum - Art, Sociology, English, Humanities
- Charity weeks
- Assembly programme for the School Year

- Behaviour policy
- Equality and Diversity policy
- College System which divides the school population into smaller units
- Student Leadership roles
- Peer mentors and school ambassadors
- Sports coaching

## Moral

- Charity weeks are democratically chosen by Priestnall students. Local, National and international charities benefit from these events
- Behaviour policy & expectations (including parents)
- Race Aid materials are used to help dispel racists' views
- History, Beliefs and Values, English, English Literature
- E-safety for students and for parents
- Fire Practice
- Rewards linked to the Every Child Matters criteria
- Stars of Respect Awards
- Church workers - Christians In Schools Trust
- **Head teacher's Awards**
- Student planner
- Sanctions ultimately involving the Governing Body Disciplinary panel
- Briefing/emails
- **Assemblies programme which is linked to local, national and international themes, SMSC and the Fundamental British Values**
- School displays recognise the qualities and achievement of our students
- Newsletters
- Website

## Social

- The Plasma Screen in the school reception
- Assemblies – enterprise
- SEAL
- **Educate for Life philosophy which underpins our school ethos.**
- Signs around school
- Expectations booklets
- **Access to good quality careers information, advice and guidance to ensure students are successful post 16.**
- Shows, concerts and exhibitions
- Visits, DoE
- DLD/DLAW
- College leadership process
- Charity weeks
- Work with primaries
- UN model
- **External provision to provide alternative pathways**
- **Student voice including the Student Leadership Team**
- Parent voice
- Every Child Matters agenda
- Curriculum opportunities

## Cultural

- Beliefs & Values
- Assemblies (Learning Co-ordinator ) international
- DLD activities/DLAW/ in curriculum (poetry/literature)
- Cross curriculum opportunities
- Subject ambassadors
- Visits to other providers including, theatre, museums
- international displays
- School Library
- Race Aid ( challenging cultural assumptions)
- Arts Mark
- Religious observation throughout year
- Friday prayers
- International Day of Language supported by SEAL activities and different foods available in the school's cafés
- Student voice
- Achievement of all groups of students is monitored and action is taken to address underachievement.
- Equality and Diversity Policy