Holmer Green Senior School

Spiritual, Moral, Social and Cultural Development (SMSC) Policy

(To include SMSC, Britishness, PSHEE and Citizenship)

To be referred to in conjunction with the SMSC Improvement Plan

November 2015

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Spiritual, Moral, Social and Cultural Development (SMSC) Policy

SMSC stands for SPIRITUAL, MORAL, SOCIAL and CULTURAL education. At HGSS we champion and firmly believe in a holistic education, experience and curriculum that ensures that our students are 'rounded and grounded'. We recognise that spiritual, moral, social and cultural development of our students plays a significant part in this, and in their ability to learn and achieve in school and in later life. SMSC is also central to their ability to relate fully to, and access the world they live in: to become productive and active citizens. SMSC is addressed through the curriculum in the context of the subject under study, and also in the wider school experience we offer our students. Linked to the provision of SMSC is the teaching of 'Britishness'. This includes an emphasis on teaching about British civil and criminal laws and the workings of British democracy such as the British Parliamentary system. It asks students to understand, appreciate, respect and engage with these and the core British values of freedom, respect and tolerance. 'Britishness' is also about students' recognizing their cultural traditions, history and heritage and the diversity and richness of modern British cultural life today. Religious laws are studied as part of our curriculum but pupils are taught that the English/British civil and criminal laws are those which they should follow in everyday life.

Guidelines

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this are planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating people as unique and valuable individuals and showing respect for all students and their families.

The school community will be a place where students can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Students should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Students should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate students' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

General Aims

- To ensure that all teachers become teachers of SMSC
- To ensure that SMSC is embedded and identified effectively across the curriculum
- To create an SMSC policy which is truly cross curricular and innovative, embracing the Ofsted framework and DfE guidance
- To ensure the systems for developing, monitoring and reviewing SMSC are fully embedded.
- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure that a student's education is set within a context that is meaningful and appropriate to their age, aptitude and background.

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- To ensure that students know what is expected of them and why.
- To give each student a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable students to develop an understanding of their individual and group identity.
- To enable students to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.
- To give each student the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

Spiritual Development

Spiritual development is about a student developing a sense of identity and self-worth. It is about growing personal insight and experience, exploring the meaning and purpose of life and reflecting on the awe and wonder of our shared human existence. It looks to explore and develop a student's spirit, soul, personality or character.
It is demonstrated by a student's:
• ability to be reflective about their own beliefs, religious or otherwise
• interest in and respect for different people's faiths, feelings and values
• sense of enjoyment and fascination in learning about themselves, others and the world around them
• use of imagination and creativity in their learning and willingness to reflect on their experiences

Moral Development

Moral development is about the development of a framework of moral values. It is also about a student's understanding of society's shared and agreed values and ethics. It asks students to understand that there are issues where there is disagreement in society and to understand why. It is also about developing an opinion about these different views and accepting other people's points of view as valid.
It is demonstrated by a student's:
• willingness to make a decision and understand the consequences of it, including accepting right and wrong
• understanding and accepting of British law
• willingness to accept and understand ideas and attitudes different to their own
Britishness is taught in such a way that promotes the values of this country whilst remaining mindful of the view of others.

Social Development

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together in a multi-racial, multicultural society. This includes understanding how British society works but also involves the development of interpersonal skills necessary for successful relationships.
It is demonstrated by a student's:
• use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
• willingness to participate in a variety of communities and social settings, including volunteering and charity work
• acceptance and engagement with the fundamental British values of democracy, including respect and tolerance of others in their actions and attitudes

Cultural Development

Cultural development is about students understanding their own culture and other cultures that exist in their town, region, country and global community. It is about understanding

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and feeling comfortable in a variety of cultures and being able to operate in the emerging and ever-changing world culture of shared experiences provided by new technologies. It is about welcoming and accepting diversity.

It is demonstrated by a student's:

• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others as an essential element of their preparation for life in modern Britain

• knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain

• willingness to participate in and respond positively to artistic, sporting and cultural opportunities

• interest in exploring, improving understanding of, and showing respect for different faiths and cultural diversity as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within 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.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible. Assemblies and 'thought for the day' themes will provide additional opportunities to make these objectives explicit.

Class discussions and circle time will give students opportunities to:

- Talk about personal experiences and feelings
- Express and clarify their own ideas and beliefs
- Speak about difficult events, eg. bullying, death, etc.
- Share thoughts and feelings with other people
- Explore relationships with friends/family/others
- Consider others needs and behaviour
- Show empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging
- Develop the skills and attitudes that enable students to develop socially, morally, spiritually and culturally – eg. empathy, respect, open mindedness, sensitivity, critical awareness, etc.

Many curriculum areas provide opportunities to:

- Listen and talk to each other
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different
- Agree and disagree
- Take turns and share equipment
- Work co-operatively and collaboratively

Links with the wider community

- Visitors are welcomed into school.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the student.

- Students will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Monitoring and Evaluation

Provision for SMSC will be monitored and reviewed on a regular basis in line with current school policy. This is achieved by:

- Monitoring of lesson plans and teaching and learning, by heads of department/senior management/headteacher/governors
- Regular discussion at staff and governors' meetings
- Audit of all SMSC, PSHEE and Citizenship
- Sharing of classroom work and practice
- Audit of Collective Worship practice as necessary
- Regular inclusion on School Improvement Plan

Conclusion

High standards in the area of SMSC development will be sought and maintained by establishing clear principles and making explicit the school's values.