



# Spiritual, Moral, Social and Cultural Policy Statement

<b>CATEGORY:</b>	Policy
<b>CLASSIFICATION:</b>	Operational
<b>PURPOSE</b>	Policy covering scope and responsibility for spiritual, moral, social and cultural development.
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<ul style="list-style-type: none"> <li>• <b>Essential Reading for:</b></li> <li>• <b>Information for:</b></li> </ul>	<p>All managers, staff, governors</p> <p>Stakeholders</p>

## 1. Introduction

This policy outlines the purpose, nature and management of Spiritual, Moral, Social and Cultural development at Bridgnorth Endowed School. It was developed with reference to the new National Guidance from Ofsted 2015.

In contrast to the policies for specific curriculum subjects, this policy relates to the **whole life of the school and reflects the school vision**. Of particular importance in promoting spiritual, moral, social and cultural development (SMSC) is the example set by adults in the school community and the quality of relationships between staff and students.

### **Ofsted framework definition:**

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their 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
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield 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

## 2. Aim

Bridgnorth Endowed School aims to create an ethos and culture that fosters the spiritual, moral, social and cultural development of all students.

We are committed to offering students the opportunities to:

- identify, reflect on and explore experiences and distinguish between right and wrong
- discuss moral issues develop and talk about their own attitudes and values
- take responsibility for their own decisions
- develop an understanding of social responsibilities and citizenship
- celebrate a diversity of cultures

## 3. Scope

**3.1 Spiritual development** is concerned with exploring those dimensions of human experience which help students consider their thoughts, feelings and relationships and in particular to consider those things which are of special significance such as people, places, objects and stories. All areas of the curriculum may contribute to students’ spiritual development.

The primary aim is to underline the spiritual concerns of humanity (e.g. matters of life and death, the purpose of life, choices in life, etc.) ‘Thought of the week’ allows all students an opportunity to reflect on pertinent moral and spiritual themes.

Religious Education has a particular contribution to make as it allows students the opportunity to gain insight into their own beliefs and loyalties, consider their personal and spiritual values and practices so that they may take up their own spiritual journey. Moreover, it contributes to the moral and social development of our young people, developing consideration for others, an appreciation of human rights and responsibilities and a concern for justice in society. Also, it develops in students respect for the practices of different religious faiths and a sympathetic understanding of their underlying values and concerns. This is part of their development as young people and citizens of our world.

**3.2 Moral development** is concerned with students’ ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong.

The system of rules and codes of behaviour established in our school is an important early introduction of issues of fairness for all and to the consequences of operating outside the acceptance rule system. Students are encouraged to understand the need for a common code and to follow it from conviction rather than because of consequences or sanctions.

Moral development based on our school principles should enable students to become increasingly responsible for their own actions and behaviour.

**3.3 Social development** refers to the development of abilities and qualities that students need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects.

The school, but in particular the classroom, provides a suitable environment for promoting social development. Students learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led to support others and to recognise the different skills of other group members can be developed when young people work co-operatively.

**3.4 Cultural development** refers to the development of knowledge and understanding of differing cultural beliefs, customs and traditions. It is an increasing appreciation of the systems of values and attitudes which form the basis of identity and cohesion within societies and groups.

**3.5 The Broader Curriculum**

- All subjects contribute to the spiritual, moral, social and cultural development of pupils.
- Where there is a positive climate and ethos just about everything the school does will contribute to the students’ spiritual, moral, social and cultural development and will be recorded by the SMSC lead in collaboration with subject leaders and SLT.

<b>Opportunities through</b>	<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
<b>Assemblies</b>	Reflection on own beliefs and values, and those of others	Influence of values on behaviour	Celebrating together	Celebration of own and others’ religious and cultural traditions
<b>Behaviour Code of Conduct Class and School Rules</b>	Sense of well-being in a secure and fair environment Learning respect for themselves and others	Recognition of differences between right and wrong Living by the rules for the benefit of each other	Living together in the school community Fostering good relationships and respect for property	Recognising the culture of their school community Communities need values and rules for living together
<b>Rewards</b>	Sense of being appreciated	Positive actions and behaviour are rewarded	Recognising the worth and achievements of others	Reinforcement of the cultural values of the community
<b>Vertical Tutor Groups PSHCE</b>	Opportunities to reflect	Discuss what is right and wrong.	Interact with others of different ages.	

<b>Equality Policy</b>	Values of mutual respect, equal worth Good relationships A sense of being included	Recognising values and beliefs that may be different from their own	Encouragement of complete integration	Richness and diversity of cultures
<b>Community Links including Charitable Giving</b>	Being involve, participating, playing a part	Recognition of the needs of others	Working together	Insight into one's own and other cultures
<b>Extra-Curricular Activities including</b>	Sense of achievement and enjoyment when pursuing an interest, talent or skill	Channeling interests, talents or skills positively	Team work, meeting others, working with interest groups	Extending interests, talents and
<b>Visits/Visitors including International</b>	Understanding the background of visitors Learning about the belief system of another culture	Does everyone think in the same way? Do they consider things ion a different way to us? Consideration of moral codes?	Interaction and understanding of the visitors or culture. Development of communication skills	Cultural development and understanding
<b>Student Voice</b>	Views and values recognized	Making decisions	Representation and democracy	Belonging, playing a part in school life, community life
<b>Preparation For Adult Life in Multicultural Britain and the wider world.</b>	Personal skills Self- worth Self-expression Knowing oneself Inspiration	Right and wrong behavior Actions have consequences Responsibility and roles Care for the environment as a moral imperative	Social skills Being a 'good' citizen Democratic process A better society/environment Working together in groups and teams	Appreciation of environment, art, music, literature Aesthetic and creative qualities

#### 4. Responsibilities

- It is the responsibility of every member of staff who works in the school to be promoting Spiritual, Moral, Social and Cultural Awareness.
- The SMSC lead is leading on the development of SMSC overseen by the Assistant Headteacher (Experience).
- Senior and Middle Leaders including Progress managers, tutors and learning mentors have a key role in ensuring that students are able to talk about their experiences

## 5. Implementation

Teachers may wish to invite the SMSC lead in to see a lesson or activity which is taking place

### 5.1 Meeting with ESLT

- The Endowed Ethos (agreed term to use instead of SMSC).
- SMSC lead put together some excellent resources, wordle and book mark and generated some good audit tools.
- RAG audit tool to go out via ADPL/DDPL's with a clear instruction to be brutally honest and use the whole range of colours, default position being amber. Tool to be reused late in Autumn term to show progress.
- Parental understanding – highlight through communication via parents' evening – add a short explanation and a couple of SMSC questions to the head's parent questionnaire.
- SMSC lead to gather evidence and a number of summary sheets and case studies to pull together instantly for OfSTED soon.

### 5.2 Summer half 2013

- Subject leaders to highlight areas of SMSC in Schemes for Learning.
- BOOKMARK to share with ALL staff.
- DDPL (SMSC lead) lesson observations – through agreement with staff.
- Pupils to collect evidence in OM lessons.
- Learning walks.
- Parental evidence.
- DDPL (SMSC lead) and Assistant Head teacher ( Experience) assemblies – To tie in with Themes and 'Thought for the week'

### 5.3 Share and Monitor 2013-14

- Link themes in assemblies to thoughts for the week or themes for debate in Tutor time
- Centralised resources for tutor time activities.
- Sharing good practice amongst all staff, in Cluster and at ESLT half termly
- SMSC becomes a part of every lesson evidenced in the planning.
- Evidence the **IMPACT** of SMSC
- Consider when 'fundamental British values' and 'the preparation of pupils for life in Modern Britain' can be taught to **all** age groups. Not as a 'one off' but as a series of progressive lessons.

### 5.5 Collect further evidence and monitor impact. 2014-15

Focus on preparing pupils for Life in Multicultural Britain.

- Activities week – whole school
- Questionnaire from activities week
- Developments from activities week in the form of tutor activities linked to assemblies.

### 5.6 Develop and further embed. To assess the impact:

- Look at behaviour incidents
- Look at attendance
- Monitor rewarding of rewards.
- Involvement in extra- curricular activities
- Participation in trips and other opportunities
- Attainment

5.6 Collect further evidence and monitor impact. Focus on preparing pupils for Life in Multicultural Britain.

- Activities week – whole school
- Questionnaire from activities week

## 6. Monitoring

Monitoring of SMSC takes place in the following ways:

- The SMSC lead liaises with Subject Leaders for updates and department activity
- Link themes in assemblies to thoughts for the week or themes for debate in Tutor time. Feedback from tutors and Progress Managers to SMSC lead.
- Centralised resources for tutor time activities SMSC lead to monitor usage
- Sharing good practice amongst all staff, in department meetings and at ESLT half termly
- SMSC becomes a part of every lesson evidenced in the planning - SfL
- Evidence the IMPACT of SMSC ( See documents )
- Regular student voice exercises and questionnaires.

## 7. Reporting

The SMSC lead will be able offer an overview of what is happening in the school along with the Assistant Headteacher. Progress and developments in SMSC will be reported in the following ways:

- The SMSC lead will co-ordinate the inclusion of a 'thumb nail sketch' of activities, events or lessons for Bespoke.
- Sharing good Practice takes place in ESLT on a half termly basis or teachers contribute examples of SMSC during Cluster time.
- The Progress Managers and tutors give examples of best practice in use of 'thought for the Week' and tutor time. The Assistant Headteacher is able to give an overview of Assemblies
- The Assistant Headteacher (Support) and Deep Support team are able to feedback in relation to student leadership and voice, Behaviour Management and BES POINTS.
- All staff are able to contribute 'stories 'relating' to extra -curricular or broader school issues.

## 8. Success Criteria

The evaluation of this policy is based on how the school, staff, students and governors are able to recognise and talk about SMSC opportunities in and across the curriculum.

- Through lesson observations, learning walks, assemblies, tutor time and other activities identify the overall impact of the SMSC activity (i.e impact on learning and progress)
- Identifying how the school ethos has changed and developed?
- Embedding the Behaviour Management and Reward systems have had a positive impact on learning and attendance.
- Creating a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.
- Students are gaining a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training

- Students are able to engage in discussing moral issues develop and talk about their own attitudes and values, take responsibility for their own decisions and know they have social responsibilities.
- Students have participated in and enjoyed celebrating a diversity of cultures. Overseas visits, Global Tutor Group activities.
- Students have participated in 3 cluster days during Activities week with a focused theme of Life in Multicultural Britain.