

# Stowupland High School



## Policy on SMSC

Spiritual; Moral; Social; Cultural

### History:

Date of Review / Adoption	Committee	Lead	Next Review
July 2014	School Effectiveness	HT (Deputy Head)	January 2018
January 2018	Standards & Personnel	HT	January 2020

## 1. POLICY STATEMENT

### 1.1. Introduction

The Education Act (1996) sets education within the context of the spiritual, moral, cultural, mental and physical development of students. These dimensions underpin the curriculum and the ethos of the School. Their importance is reinforced by their place in the inspection framework for schools which derives its authority from the Education (Schools) Act, 1992. They apply not only to RE and collective worship but to every area of the curriculum. The School recognises it must take opportunities which exist both in the curriculum and beyond to develop students' spiritual, moral, social and cultural awareness. The school's core values of ***Rights, Responsibilities and Respect*** underpin the exploration and development of SMSC education at Stowupland.

The School is a community where students will find acceptance for themselves as unique individuals. However, students will also gain cultural awareness, respect and tolerance of those of other faith backgrounds. The diversity of spiritual traditions will be recognised, and students will be given the opportunity to explore alternative views.

Students will be encouraged to reflect on, and develop, their own values, beliefs and spiritual awareness along with high standards of personal behaviour. Stowupland High School will place a strong emphasis on building positive, caring attitudes towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

All adults in the community will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for students and their families. The school community will be a place where students will learn to differentiate between right and wrong and how their actions affect other people. Students will 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.

### 1.2. Spiritual Development

The potential for spiritual development is open to everyone and need not be confined to the development of religious beliefs or conversion to a particular faith. The term needs to be seen as applying to something fundamental in the human condition which is not necessarily experienced through the physical senses and/or expressed through everyday language.

Spiritual growth is concerned with:

- assisting students to develop personal and shared beliefs;
- recognising the wonders and mysteries of the natural world which may lead to questions about the existence of a divine creator;
- recognising human achievements and exploring the possibility that inner resources can help people to deal with everyday experiences;
- the search for meaning and purpose in life;
- recognising and valuing one's own worth and that of others;
- creativity and the expression of thoughts and feelings through art, music, literature, human movement and crafts;
- exercising imagination, intuition and insight;
- appreciating or being moved by beauty or kindness;

- an awareness of when it is important to control emotions and when it is appropriate to express them;
- self-knowledge.

The School will encourage students to: ***recognise the existence of others as independent from themselves; reflect on experiences; question and explore the meaning of experiences; evaluate a range of possible responses and interpretations; and develop and apply personal views and insights.***

### 1.3. Moral Development

Personal morality combines the beliefs and values of individuals, those of the social, cultural and religious groups to which people belong and the laws and customs of the wider society.

The School will encourage students to: ***tell the truth; keep promises; respect the rights and property of others; act considerately towards others; help those less fortunate than themselves; take responsibility for their own actions; and exercise self-discipline. The School will reject: bullying; cheating; deceit; cruelty; irresponsibility; and dishonesty.***

At Stowupland High, we accept that there are different areas of moral objectivity:

**The Personal:** this deals with moral claims from the point of view of individual human existence. It includes 3 main issues:

- a) coming to terms with a limited life span (English, Collective Worship, RS Humanities)
- b) respect for one's bodily and mental health (PE, Scheme and Collective Worship, RS, PSE, Humanities)
- c) personal development (Core, Humanities, Collective Worship, RS, PE)

**The Inter-personal:** is about how people treat other people and includes 3 main issues:

- a) getting on with others (Core, Collective Worship, PE, Humanities, RS)
- b) sexual relationship, parenthood and marriage (Core, Collective Worship, Humanities and Science)
- c) rights of others (Core, Collective Worship, RS, Humanities)

**The Social:** is about the power and influence of the group and includes 3 main issues:

- a) authority, freedom and rules (Core, Collective Worship, Humanities, RS)
- b) types of groups (Humanities, RS, Science)
- c) our society in relation to others (Humanities, Science, RS, PSE)

**The Natural:** is about the responsibility of people for their natural world. It includes:

- a) people and the natural world (English, Science, Humanities, Technology, History)
- b) ecological Balance (Science, Geography, Humanities)
- c) rights of creatures (English, Collective Worship, Humanities, RS)

**The Religious or Mystical:** is about the unity of all life with the realisation of the tragic situation of the world. It includes:

- a) the limits of understanding (Science, RS, Humanities and English)
- b) good and evil (Assemblies, RS, Core and English)
- c) death and personal tragedy (RS, Core, Assemblies, English)

The moral curriculum at Stowupland High accepts that there are different levels of morality, and the five areas of moral experience shown above become instruments for focusing on students' moral growth. Teachers aim to help their students make the right moral decision without assuming that the moral truths they arrive at are timeless certainties.

#### **1.4. Social Development**

The School is committed to working with the home and the community to prepare students for relating to others in different social settings, taking responsibility, exercising initiative, working effectively in groups and participating co-operatively and productively in the School and the wider community. The School is further committed to promoting an empathetic understanding of how societies function and are organised in structures such as the family, the school and local and wider communities.

#### **1.5. Cultural Development**

The School is committed to preparing students to develop an empathetic understanding of aspects of their own and other cultural environments, be these religious, social, aesthetic or ethnic. The School aims to counteract bias and appreciate, value and celebrate the achievements of others and to prepare students for life in a multicultural society. It is recognised that students must experience other cultures in order to understand them fully. Where the local cultural environment does not offer a sufficiently broad experience the School is committed to providing and developing broader opportunities not only through the curriculum, but also through educational visits and speakers.

***All curriculum areas will contribute to the students' social development supported by classroom experience, school clubs, societies and teams, and through educational visits and in-school events. Students will be encouraged to use their talents to benefit others, to compete in a fair and generous manner, to appreciate the ability of others and to show determination and team spirit.***

## **2. ROLES AND RESPONSIBILITIES**

- 2.1** It is the responsibility of the Governing Body to establish a policy and planning framework for spiritual, moral, social and cultural education and to monitor the effects of the school's arrangements
- 2.2** It is the responsibility of the Headteacher to promote an ethos and to make arrangements for the curriculum which help with the spiritual, moral, social and cultural development of students.
- 2.3** It is the responsibility of all staff to familiarise themselves, and comply, with this policy and procedure in accordance with the school's vision and values, relevant professional standards, and subject/year team policies and schemes of work

## **3. IMPLEMENTATION**

### **3.1 SMSC in the School**

To promote the spiritual, moral, social and cultural development of each member of the school community, the school will:

**a) Develop the school environment by:**

- making the School a place of welcome for all visitors
- maintaining and improving grounds and the internal environment
- creating areas and times of silence
- celebrating achievement through the display and acknowledgment of good work
- ensuring that play and leisure areas encourage and promote co-operative behaviour

**b) Provide opportunities for explicit spiritual development by:**

- using collective worship to highlight the spiritual dimension;
- ensuring that subjects like RE, English, PSHE and Art include space for personal reflection;
- taking opportunities to reflect on events in all areas of the curriculum, especially those which may involve a sense of awe, wonder or mystery in subjects like Art, Performing Arts, Drama, English, Geography, History, Music, RE, Science and Technology.

**c) Enable the whole curriculum to be a vehicle for spiritual, moral, social and cultural development by:**

- presenting positive images of regions, countries, faiths and cultures from around the world and challenging stereotypes;
- encouraging students to see a pattern and purpose in life;
- promoting aesthetic awareness;
- being sensitive to the scope of human achievement;
- providing opportunities for students to engage in activities of discovery and exploration;
- ensuring achievement and effort are celebrated and self-esteem enhanced;
- assisting students in the pursuit of truth and excellence;
- providing opportunities to search for meaning and coherence in experience;
- exploring the connection between personal philosophy and behaviour; and
- continuing to plan for and provide in-school events and educational visits which afford students the opportunity to understand both their own and other cultures and societies.

**d) Build structures that encourage spiritual, moral, social and cultural development by:**

- giving students opportunity to exercise responsibility and initiative;
- implementing discipline strategies that emphasise and reward positive behaviour;
- ensuring that sanctions allow students to take responsibility for their behaviour, while balancing this with the need for forgiveness and reconciliation, rather than judgement and recrimination;
- encouraging teamwork and co-operation and emphasising that achievement and success should not be attained at the expense of others;
- encouraging competition based on mutual respect;
- instituting procedures that emphasise the equality and dignity of each person and combating intolerant attitudes manifested in bullying, racism, sexism and violence; and
- enabling students to recognise the inter-dependence of human beings through work for charity and in community programmes.

**e) Establish and maintain an ethos to encourage spiritual, moral, social and cultural development by:**

- setting an example of justice, fairness, truth and respect in dealings between members of staff and between staff and students;
- avoiding the use of language and other modes of expression which tend to denigrate others;
- encouraging tolerance and a willingness to listen to and value difference of opinion;
- valuing courtesy and consideration for others;
- making available facilities for individual support, guidance and counselling where needed;
- involving students in decision making and the development of policies and procedures
- developing appropriate courses and activities in PSHE and the tutorial programme

**3.2 SMSC in the Curriculum**

All curriculum areas have a contribution to the student's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. Below are some examples of how SMSC development is integrated into the curriculum.

- a. English makes a major contribution to students' SMSC development through:
- Promoting confidence and expertise in written and spoken language which is an important aspect of individual and social identity and will allow students to play a full and valuable role in society
  - Fostering opportunities for student leadership and responsibility in the classroom
  - Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television
  - Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film - for example, the issue of prejudice and racism (Year 9 and GCSE Literature)
  - Helping students to understand how language changes over time, their own distinct idiolect, the influences on spoken and written language and social attitudes to the use of language
  - Through written and discussion work on points of view and arguments students will reflect on a number of social and moral issues and demonstrate respect for different spiritual and moral beliefs
  - Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops (Year 9 module)
- b. Mathematics provides a contribution to Students' SMSC by:
- Exploring the legacies of great mathematicians from Euclid to Sir Andrew Wiles and the impact of their discoveries - for example, the Fibonacci sequence
  - Enabling students to acknowledge the important contribution made to mathematics by non-western cultures.
  - Developing students' problem solving and teamwork skills, which are fundamental to Mathematics, through creative thinking, discussion, explaining and presenting ideas.
  - Providing a range of activities which explore the SMSC implications of mathematical investigations; for example, interpreting data and surveys, the ethics of decision making etc
  - Exploring, and developing an appreciation of, the beauty of mathematics, its inherent simplicities and complexities, and its occurrence in the patterns and structures of the natural world
- c. Science provides opportunities for students' SMSC development through examples such as:
- Encouraging students to reflect on the wonder of the world
  - Awareness of the ways that science and technology can affect society and the environment.

- Consideration of the moral dilemmas that can result in scientific developments, genetic engineering for example
  - Showing respect for differing opinions, on creationism/Big Bang theory for example
  - Providing opportunities for collaboration and co-operation in group and practical activities
  - Raising awareness that scientific developments are the product of many different cultures
- d. ICT/Computing can contribute to SMSC development by:
- Exploring and reinforcing guidelines concerning the acceptable use of the internet and other forms of communications and digital technology
  - Discussing the ethical questions raised by technological advances; for example storage of data, data protection and digital footprints
  - Raising students' awareness of the international community through the use of ICT with a focus on charities and travel
- e. History makes a contribution to SMSC by:
- Looking at the establishment of multi-cultural Britain.
  - Enabling students to reflect on ethical issues such as slavery, the destruction of the West, Civil Rights, the holocaust and Imperialism
  - Exploring the influence of history eg the Grand Tour and its impact on architecture
  - Showing an awareness of the moral implications of the actions of historical figures and developments (hippocratic oath in Medicine; figures such as Cromwell)
  - Taking Students on trips to significant battlegrounds and memorial sites of WWII to develop moral and social consciousness and empathy skills
- f. Design Technology makes a particular contribution to SMSC through:
- Reflecting on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life.
  - Promoting an awareness of the moral dilemmas created by technological advances.
  - Exploring how different cultures have contributed to technology.
  - Developing students' skills to be able to work as a team, recognising others' strengths, sharing equipment
  - Discovering the cultural influences on, and variations in, design
  - Providing students with the opportunity to make and evaluate food from other countries.
- g. Geography contributes to SMSC through:
- Opportunities for reflection on the creation of the earth, its diversity and future
  - Reflecting on the fair distribution of the earth's resources - for example energy, fair trade, and overseas aid programmes
  - Studying people and places giving students the chance to reflect on the social and cultural characteristics of different societies
- h. MFL contributes to SMSC through:
- Understanding the way of life, cultural traditions, moral and social developments of other people both in lesson time and through trips to Europe
  - Developing social skills via group activities and communication exercises
  - Development of listening skills in particular through oral/aural work.
- i. Religious Education makes a distinctive and substantial contribution to the delivery of SMSC through:

- Assessing what it means to be spiritual/human.
- Exploring and expressing spirituality
- Developing an appreciation and understanding of different cultures, religions and traditions.
- Reflecting on the significance of religious beliefs and teachings in students' own lives.
- Learning about beliefs, values, and concepts such as right and wrong
- Analysing moral decisions and the impact that they may have on society ( for example medical ethics)
- Developing respect and tolerance of other religious beliefs and practices
- Showing an understanding of the influence of religion on society
- Appreciation and understanding of different cultures, religions and traditions

j. Performing and Expressive Arts may contribute to SMSC by:

- Giving students the chance to reflect on their cultural heritage in Music, Art and Drama
- Providing opportunities for group and pair work with supportive presentations and feedback
- Studying specific themes such as parenting, homelessness and crime, punishment and rehabilitation in Drama
- Creating pieces of art based on ethical/moral concerns raised by artists i.e. war/racism/violence.
- Giving students the opportunity to investigate a range of cultures, musical traditions and media for example Scott Joplin - the first paid black musician
- Considering the impact and importance of the Arts in society
- Providing visits to galleries such as the Tate and the Sainsbury Centre for the Visual Arts

k. Physical Education – Students’ SMSC development is actively promoted though PE by:

- Exploring the sports and traditions of a variety of cultures.
- Providing individual activities that offer the opportunity for self-reflection, awareness and challenge.
- Providing activities involving co-operation, teamwork, competition, rules, self-discipline and fair play
- Fostering links with feeder and secondary schools in the locality and beyond.
- Contribution to national programmes and initiatives where sport is the unifying bond e.g. Comic Relief, Young Sports Coach programme etc.

l. PSHE/Personal Development Programme will develop SMSC by:

- Exploring a wide range of ethical issues through discussion and other media
- Providing real-life situations to promote SMSC learning: mock-election, work experience, charity events, School/Year Councils, Wednesday afternoon enrichment activities

### 3.3. Assessment

It is not possible, nor necessarily desirable, to assess quantitatively the extent to which students have absorbed these aspects of education, though resultant changes in behaviour may be observed. It is more appropriate to use the word “development” when considering the outcomes of spiritual, moral, social and cultural education though this development will not necessarily occur in a linear fashion.

However, aspects are also embedded in the formal examining arrangements for subjects (for example, the requirement to demonstrate an awareness of cultural and literary contexts in English). In addition, the school will explore ways in which individual SMSC development could potentially be incorporated into reporting systems for parents/carers and students.



### **3.4. Evaluation**

The Ofsted Evaluation Schedule for schools provides evaluation criteria which can be a useful reference point. It is a responsibility of Subject Leaders to ensure that curriculum areas have schemes of work which, where possible, make specific reference to the spiritual, moral, social and cultural dimensions. Subject monitoring should ensure that SMSC is operating in practice through lesson observations, extra-curricular opportunities, work scrutinies and the learning environment

## **4. LINKS WITH THE WIDER COMMUNITY**

In order to develop students SMSC we believe that it is important to have close links with the local and global communities. We play an important role in promoting shared values and encouraging our students to actively engage with other people in the community to understand what they have in common. In order to help all our students grow in SMSC and build close relationships with the community we:

- Welcome all visitors into the school and promote the school as a community resource
- Encourage links with different cultures and traditions
- Provide an Extended Schools programme both in and out of term time
- Support the work of a variety of charities such as Comic Relief, Sport Relief, Teenage Cancer Trust, and Children in Need
- Encourage the development of a strong home-school relationship which is regarded as very important, enabling parents and teachers to work in an effective partnership to support students.
- Teach students to appreciate and take responsibility for their local environment, and create opportunities to be involved in events and activities in our locality e.g. Stowupland on the Green
- Liaise with our professional partners for the benefit of our families and young people.
- Host community events e.g. University of the Third Age
- Liaise with pyramid schools with regards to the curriculum e.g. Performing and Media arts, PE and games.

## **5. MONITORING AND REVIEW**

SMSC is monitored as part of the curriculum and senior staff (Deputy/Assistant Head) will evaluate the contribution through termly self-evaluation

The Headteacher will report to the Governors' School Effectiveness Committee on any relevant aspects of the working of the Policy as appropriate. Governor visits will also provide the opportunity to monitor SMSC in practice on a day-to-day basis.

The Governing Body will review the Policy every two years.