Spiritual, Moral, Social and Cultural Development Policy

1. Introduction

In successive pieces of legislation since the 1992 Education Reform Act, the development of pupils' spiritual, moral, social and cultural development has been a focus of attention. An implication of this Act is that adults and young people alike should show, and be entitled to expect from others, good standards of behaviour, marked by respect, courtesy and freedom from harassment.

This policy describes our Policy on Spiritual, Moral, Social and Cultural Development at Derrymount School. In this policy explains the responsibilities of the staff in regard to planning for, developing and managing of SMSC development. It also identifies responsibilities of Governors, parents, and pupils as members so of our school community.

This policy will be revised annually in line with the whole school policy review programme.

2. Policy Development

This policy was formulated in consultation with the whole school community including staff, pupils, parents and governors in line with Government recommendations and with regard to our own community needs.

It aims to
•   To ensure that our core values are upheld.
•   To make clear how all staff should contribute to pupils' spiritual, moral, social and cultural development through the curriculum and the wider aspects of school life.

Consultation

Members of staff are consulted though regular agenda items at staff meetings, consultation documents, surveys,

Governors are consulted through governors meetings, training and briefings.

Parents are consulted via letters, questionnaires and meetings.

Students contribute to the development of the policy through the school council, tutor time, discussions, etc.

This policy is available

- Online via the school website
- From the school office

3. The Roles and Responsibilities.

The Governing body has overall responsibility for this policy and its implementation, its review and ensuring that it is updated regularly.

The Head Teacher – Has delegated responsibility for the policy and its implementation and liaising with the teaching staff, governing body, students and parents/carers.

Teachers are responsible for developing schemes of work which embed our values, provide opportunities for personal development and ensure that teaching practices within the school encourage co-operation in working habits. The this includes ensuring that the curriculum provides opportunities for students to consider life's fundamental questions and how religious teaching can relate to them. In our school this should be included in the Humanities Curriculum.

All staff must actively uphold and demonstrate the values of tolerance, truthfulness, justice, compassion and sensitivity in the pastoral care of students in their care.

Teachers should encourage reflection which encourages students to explore their own emotions and feelings and those of others.

All staff must maintain a moral code which provides students with a clear set of guidelines on which to base their behaviour.

4. Our Objectives within SMSC Development

To provide students with the opportunities to:

- reflect on their personal strengths and weaknesses;
- consider special moments in their lives which are of enduring worth;
- explore feelings and emotions;
- explore, question and seek solutions;
- distinguish right from wrong and to respect other people, truth, justice and property;
- make a positive contribution to others, their school and the community, by for example, exercising initiative, working co-operatively and developing an understanding of citizenship and showing a spirit of humanity;
- appreciate their own cultural traditions and developing an awareness of the diversity and richness of other cultures;
- become socially, economically and environmentally aware of how they can make a difference in the global community.

5. Definitions of Spiritual, Moral, Social and Cultural

The Spiritual aspect is concerned with:
- ✓ developing the non-material aspects of life.
- ✓ focusing on personal insight, values, meaning and purpose.
- ✓ beliefs that help provide perspective on life that may be rooted in a religion, but equally may not.
- ✓ Creativity and imagination is important, as is a sense of fascination, awe and wonder.

The Moral aspect relates to:
- ✓ choices we make, behaviour and how we live our life.
- ✓ personal and societal values, understanding the reasons for them and airing and understanding disagreements.

✓ exploring the consequences of decisions, other people's needs, and ways of learning from experience.

Social development includes:
✓ students working together effectively, relating well to adults and participating in the local community.
✓ personal growth, ranging from engagement with different organisations to the skills for successful personal relationships.

Cultural development is about:
✓ understanding and feeling comfortable in a variety of cultures.
✓ creating opportunities for students to experience art, theatre and travel.
✓ Valuing cultural diversity and challenging racism and discrimination is important

6. Curriculum Subjects and SMSC Development

English

✓ *Creativity:* the ability to create one's own world and make things happen in it.
✓ *Imagination:* describing things that are not actually there.
✓ *Questioning:* looking at the way words are used - why does punctuation matter? How does it make a difference?
✓ *Appreciation:* learning to value what others have written, the rhythm of words and sounds, reflection of beauty of language and its uses.
✓ *Expression:* writing as a way of release of emotion and inner feelings or lifting pupils above everyday life in the world of the imagination.
✓ *Use of story* : to explore human frailty and insignificance; human values; human capacities for love, courage.

Mathematics

✓ *Recognition of pattern and relationship*: the way numbers are organised, the regularity and order of numbers.
✓ *Questioning: what would happen if?* Does the regularity of numbers imply an organiser behind it all?
✓ *Open ended exploration-* leading to the idea of infinity -! symbols, one thing representing something else, e.g. -. +, etc

Science

✓ *Sense of awe and wonder*: looking at pattern in the natural world; pointing out to children that they are the first people to ever see inside this apple as it is cut open. Awe at the vastness of space and the beauty and pattern in the universe; amazement of life: the human body
✓ *Excitement:* the sense of anticipation at the conclusion of an experiment or an investigation.
Appreciation: the wonder of the natural world, at the order and design found there.
✓ *Recognition*: of pattern and relationship, looking at life cycles and patterning in the natural world.
✓ *Questioning:* how did the world begin, where did life start, how will it end?
✓ *Respecting:* all forms of human life, animals, the environment and our planet

Information and Communication Technology

✓ *Questioning:* do computers matter more than people? Could we manage without them? Do they have the capacity for good and evil? It's effect on social relationships, the world of work and employment.

- ✓ **Appreciation:** acknowledgement of the time saved by the use of computers and the speed at which they work, it's uses and impact on health (good and bad), creativity, entertainment, travel, understanding exploring concepts and theories
- ✓ **Relationship:** between humankind and machine.

Physical Education

- ✓ **Personal challenge:** trying to learn new skills, or to go that little bit further, or faster, or for a longer time than before.
- ✓ **Appreciation:** recognising the skills and abilities of others.
- ✓ **Questioning**: to examine issues such as: winning/loosing, rules, morals of cheating, fairness - referee/umpire etc?
- ✓ **Team spirit:** recognising that working together and co-operating as a tem
- ✓ **Inclusion**: adaptations, appreciation of others, recognition of needs

Humanities (History, Geography and RE)

- ✓ **Empathy:** imagination, putting oneself in the place of someone in history. Learning about people's customs and beliefs that are different to our own.
- ✓ **Realisation of ones place in the wider context:** understanding that as well as being part of a community physically, each person is part of a continuum of history - they are tomorrow's history.
- ✓ **Self-awareness and Realisation:** of how short our lives are on the scale of human history; concept of time and our part in it. A global perspective- a sense of place. Recognition of interdependence and responsibility
- ✓ **Consequences**: Impact of times past on the present. Recognition of cause and effect, discovering that the way one group of people lives has an effect on others. A sense of community, environmental issues, both locally and globally.
- ✓ **Questioning:** does what happened in the past have any impact on my life today? how should I live my life? Do I see myself as part of the 'family of mankind'? Does what people believe have any effect on how they live their lives How? Does it matter what I believe in?
- ✓ **Sense of Awe and Wonder**: finding out what life was really like in times gone past by visiting an ancient building, holding an ancient artefact, seeing the sights in the natural world, mountains, waterfalls, the sea, deserts, etc. Appreciation of the beauty of landscape.
- ✓ **Respect and tolerance**: A right to hold beliefs that are different from their own.

Music

- ✓ **Appreciation:** responding to music, describing how it affects emotions. Also, appreciation of the skills of others as they perform.
- ✓ **Recognition of pattern**: looking at harmony, chords, rhythm, tempo, etc.
- ✓ **Imagination:** discovering the pictures that different music conjures up in one's mind.
- ✓ **Creativity:** composing music, improvisation.
- ✓ **Questioning:** why do some people react differently to different pieces of music? Exploring moral issue through song. How does it make us feel: how it moves us, conveys emotions and experience/
- ✓ **Self-development**: Experience of participating and expressing oneself (feeling).

Design and Technology

- ✓ **Creativity:** devising a unique solution to problem.
- ✓ **Imagination**: thinking about different ways to change something. Recognising that we have the potential to make something better for others…unselfish pleasure.
- ✓ **Questioning**: what do we 'value' in the world? Does it mean any more if you have made something yourself, or bought a mass produced object? How can an object tell a story?

- ✓ *Appreciation*: valuing what others have made, their skills, and learning to appreciate ones own skills and abilities.

Art

- ✓ *Imagination*: depicting things that are not physically present.
- ✓ *Creativity*: exploration with varied materials and techniques.
- ✓ *Appreciation*: recognising worth in other people's work. Examining response to a piece of work and questioning why it makes you feel that way.
- ✓ *Expression* of inner feelings: inward eye (Blake).
- ✓ *Exploring the spiritual insights*: looking at meaning, interpretation and teachings through art.

PSVE

- ✓ *Self-development/reflection:* recognition of own strengths, needs, skills and attributes
- ✓ *Resilience:* developing determination, motivation, perseverance and emotional control.
- ✓ *Consequences:* taking responsibility for own actions and understanding of relationships
- ✓ *Empathy:* imagination, developing an ability to understand other people's feelings, situations and choices.
- ✓ *Teamwork and leadership:* putting the team first, working co-operatively, taking the lead, listening and responding to others
- ✓ *Responsibility:* collective and individual sense of duty and respect for others, animals and the our environment
- ✓ *Independence:* developing life skills, independent travel, work based learning and planning for future needs
- ✓ *Choices:* career and education opportunities, subject options and access to qualifications

12. Links with other policies

- Equality policy

- All subject policies

- Behaviour Policy

- Sexual harassment policy

- Keeping Children Safe in Education March 2015

- Physical Intervention Policy

- Guidelines on safe use of the Chill Out Room / Cool Down Room

- Management of Aggression and Violence to Staff Policy

- Children's behaviour in school "Volume II - responding to challenging behaviour"

12. Relevant Legislation and Guidance

Local
- Religious Education for all: The agreed Syllabus for RE in Nottinghamshire –

Nottinghamshire county Council

National
- Promoting British Values in Maintained Schools - Department of Education - November 2014
- Improving the Spiritual, Moral, Social and Cultural (SMSC) development of pupils; supplementary information – Department of Education - November 14
- What is SMSC? – The British Red Cross

Law

- The Protection from Harassment Act 1997

- The Equalities Act 2010

- The Malicious Communications Act 1988

- The Communications Act 2003

- The Public Order Act 1986

14. Associated resources

- www.smsc.org SMSC Online is a comprehensive support website for the integration of spiritual, moral, social and cultural values across all aspects of school life
- www.bbc.co.uk/ethics/guide/ includes a list of 13 ethical issues on which one can search information including the beliefs & views of different religions and denomi-nations.
- www.anti-bullying.org Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn
- www.stonewall.org.uk The lesbian, gay and bisexual charity.Educational Action Challenging Homophobia (EACH)
- www.eachaction.org.uk Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a free phone helpline.
- www.hmd.org.uk/content/for-educators a range of resources to support teaching about holocaust and genocide
- www.doingsmsc.org.uk/resources a selection of resources from the Citizenship Foun-dation that have been identified as supporting the development of SMSC
- www.teachingcitizenship.org.uk Association of Citizenship teaching in the UK. Re-sources for and by citizenship teachers. Supporting Practitioners and Facilitating Citizenship in Schools. In particular a very useful resource is the pdf on identity, diversity and Citizenship

This policy is to be reviewed annually and no later than Sept 8th 2016