

Marden Bridge



Middle School

Believe, achieve, succeed.

Spiritual, Moral, Social and
Cultural Education (SMSC) Policy 2015

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Introduction:

This policy covers our school's approach to SMSC for all year groups, and has been produced in consultation with the Headteacher and the Governing Body. It will be reviewed in July 2016 or sooner if there are significant changes made.

The Spiritual, Moral, Social and Cultural development of pupils is promoted through the ethos of the school, its aims and objectives, all subject areas, collective worship and the system of pastoral care, recognising that spiritual and moral values are inherent in all forms of teaching.

Definitions:

Spiritual Development

Pupils' spiritual development is demonstrated by pupils':

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Moral Development

Pupils' moral development is demonstrated by pupils':

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues

Social Development

Pupils' social development is demonstrated by pupils':

- 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 social settings, co-operating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels

Cultural Development

Pupils' cultural development is demonstrated by pupils':

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate
- diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

How this is achieved:

Spiritual Development

Opportunities for spiritual development exist in all subjects but are explicitly planned into Life Studies and Collective Worship delivery, where pupils are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- curiosity and mystery
- awe and wonder
- connection and belonging
- heightened self-awareness
- deep feelings of what is felt to be ultimately important
- a sense of security, well-being, worth and purposefulness

For example, these may be when listening to music, discussing philosophical issues, exercising empathy or creativity, visiting a place of worship, reflection time in Collective Worship, or team or group work to achieve a common goal.

Moral Development

We recognise that pupils who are becoming morally aware are likely to be developing the ability to:

- distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- develop an ability to think through the consequences of their own and others' actions
- have an ability to make responsible and reasoned judgements
- demonstrate understanding of, and commitment to, personal values
- have respect for others' needs, interests and feelings, as well as their own
- develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops pupil moral development by:

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- promoting racial, religious and other forms of equality

- giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- rewarding expressions of moral insights and good behaviour
- recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of
- behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc.

We nurture the development of the whole child and endeavour to raise their self-esteem through acknowledgement, feedback and praise, Star of the Week (in Key Stage2 only), Merit Points and other means that highlight moral development as well as academic and social achievements.

Social Development

We recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- adjust to a range of social contexts by appropriate and sensitive behaviour
- relate well to other people's social skills and personal qualities
- work successfully, as a member of a group or team
- share views and opinions with others
- resolve conflicts maturely and appropriately
- reflect on their own contribution to society
- show respect for people, living things, property and the environment
- exercise responsibility
- understand how societies function and are organised in structures such as the family, the school, our school council, etc.
- understand the notion of interdependence in an increasingly complex society

We foster social development by:

- identifying key values and principles on which school and community life is based
- fostering a sense of community, with common, inclusive values
- promoting racial, religious, gender, sexual and other forms of equality, approaching this from the underpinning of British values
- encouraging pupils to work co-operatively
- encouraging pupils to recognise and respect social differences and similarities
- providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential visits, activity week, school productions, whole school charity support, celebrations and themed days such as enterprise days
- helping pupils develop personal qualities which are valued in a civilised society
- providing opportunities for engaging in the democratic process and participating in community life, e.g. mock elections, voting in competitions and decisions
- providing opportunities for pupils to exercise leadership and responsibility
- providing positive and effective links with the world of work and the wider community

Cultural Development

Pupils are made aware of the diversity of other cultures both within modern Britain and throughout the world. This is done particularly through Collective Worship, English, French, Life Studies, Music, Art and Geography, as well as through other curriculum areas. Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

We foster pupils' cultural development by:

- extending pupils' knowledge and use of cultural imagery and language
- encouraging them to think about special events in life and how they are celebrated
- recognising and nurturing particular gifts and talents providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- reinforcing the school's cultural links through displays, posters, exhibitions, etc. as well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, gallery and heritage site visits
- auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum

Pupil Voice

The term 'pupil voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school.

Monitoring and Evaluation

This will be done by the Life Studies Co-ordinator, who monitors SMSC opportunity and input by:

- evidence across all curriculum areas, collective worship activities and pastoral guidance is collected and stored in a SMSC file in the life studies department, which is available to view at any time.
- dissemination of supporting information, guidance and resources by the Life Studies Co-ordinator and Senior Leadership team as opportunities and needs arise.
- auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum

Most importantly, SMSC should be in evidence as all pupils, staff and visitors move around the school, in conversations and learning interactions as well as in classrooms, corridors, and wall displays, and on the school website.