Spiritual, Moral, Social and Cultural Education Policy

Committee/Person(s) Responsibility: **Wrenn Academy**

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Spiritual, Moral, Social and Cultural Education Policy

Introduction

1.1   Spiritual, moral, social and cultural education helps children develop personal qualities, which are valued in a civilised society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect.

1.2   We seek to teach these qualities across the curriculum and throughout school life. It is linked closely to our school values and ethos, in particular:

    1.2.1   a passion to include everyone;

    1.2.2   a desire to treat everyone equally;

    1.2.3   respecting differences;

    1.2.4   a commitment to healthy and open relationships;

    1.2.5   a deep sense of purpose that things can change and be transformed;

    1.2.6   a sense of perseverance to keep going for the long haul.

Definitions

2.1   Definitions used throughout this policy are as follows:

    2.1.1   **Spiritual**
Beliefs, religious or otherwise, which inform students' perspective on life and their interest in, and respect of, different people's feelings and values. A 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 and willingness to reflect on their experiences.

    2.1.2   **Moral**
Ability to recognise the difference between right and wrong and students' 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.

    2.1.3   **Social**
Use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socioeconomic backgrounds. Willingness to participate in a variety of social settings, cooperating 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.

2.1.4 **Cultural**
Understanding and having an 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 socioeconomic groups in the local, national and global communities.

Aims of Spiritual, Social and Cultural Education

3.1 The aims of SMSC education are to support students in:

3.1.1 being reflective about beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning;

3.1.2 developing and applying an understanding of right and wrong in school life and life outside school;

3.1.3 taking part in a range of activities requiring social skills;

3.1.4 developing an awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability;

3.1.5 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;

3.1.6 overcoming barriers to their learning;

3.1.7 responding positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including for example developing an appreciation of theatre, music and literature;

3.1.8 developing the skills and attitudes to enable them to participate fully and positively in a democratic, modern Britain;

3.1.9 understanding and appreciating the range of different cultures within school and further afield as an essential element of their preparation for life.

Contributions towards SMSC

The Contribution of the English Faculty

4.1   English contributes to our students' SMSC development through:

    4.1.1   Developing confidence and expertise in language, which is an important aspect of individual and social identity.

    4.1.2   Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.

    4.1.3   Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.

    4.1.4   Helping students to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.

The Contribution of the Mathematics Faculty

4.2   Mathematics contributes to our students' SMSC development through:

    4.2.1   Spiritual development: through helping students obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.

    4.2.2   Moral development: helping students recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.

    4.2.3   Social development: through helping students work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.

    4.2.4   Cultural development: through helping students appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.

The Contribution of the Science Faculty

4.3   Science contributes to our students' SMSC development through:

    4.3.1   Encouraging students to reflect on the wonder of the natural world.

Awareness of the ways that Science and Technology can affect society and the environment.

4.3.3   Consideration of the moral dilemmas that can result in scientific developments.

4.3.4   Showing respect for differing opinions, on creation for example.

4.3.5   Co-operation in practical activity.

4.3.6   Raising awareness that scientific developments are the product of many discoveries and joint collaboration across cultures and society.

The Contribution of the Humanities Faculty

4.4   History contributes to our students' SMSC development through:

4.4.1   Looking at the creation and evolution of British society.

4.4.2   Enabling students to reflect on issues such as slavery, the Holocaust and Imperialism.

4.4.3   Showing an awareness of the moral implications of the actions of historical figures.

4.5   Geography contributes to our students' SMSC development through:

4.5.1   Opportunities for reflection on the creation of earth and its' origins, future and diversity.

4.5.2   Reflection on the fair distribution of the earth's resources and issues surrounding climate change.

4.5.3   A study of human and physical geography gives our students the chance to reflect on the social and cultural characteristics of society.

4.6   RE makes a distinctive and substantial contribution to the delivery of SMSC:

4.6.1   Students learn about beliefs, values and the concept of spirituality.

4.6.2   RE reflects on the significance of religious teaching in their own lives.

4.6.3   Develops respect for the right of others to hold beliefs different from their own.

4.6.4   Shows an understanding of the influence of religion on society.

4.6.5   Fosters appreciation and understanding of different cultures, religions and traditions.

The Contribution of the Communications Faculty

4.7   Modern Foreign Languages contributes to our students' SMSC development through:

4.7.1   Gaining insights into the way of life, cultural traditions, moral and social developments of other people.

4.7.2   Considering similarities and differences

4.7.3   Social skills are developed through group activities and communication exercises, in learning about other societies as well as learning together in the classroom.

4.7.4   Being able to express oneself on aspects of life including moral development.

4.7.5   Reading or listening to other people's responses to moral issues and consider their arguments

4.7.6   Consider the number of ways people have developed to express themselves and ideas.

4.7.7   Make comparisons between languages and consider ways in which we learn and construct our languages

4.8   ICT contributes to our students' SMSC development through:

4.8.1   Preparing the students for the challenges of living and learning in a technologically enriched, increasingly interconnected world.

4.8.2   Making clear the guidelines about the ethical use of the Internet.

4.8.3   Acknowledging advances in technology and appreciation for human achievement and potential for the future.

4.8.4   Explore aspects of real and imaginary situations and reflect on possible effects (computer games)

4.8.5   Social skills through collaborative work

4.8.6   Reflecting on how different cultures are portrayed on the internet and why or who is portraying them in this way.

4.8.7   Reflecting on how different cultures use technology and the implications on the individual and the culture

The Contribution of the Technology, Art & Design Faculty

4.9   Art contributes to our students' SMSC development through:

4.9.1   Art lessons develop students' aesthetic appreciation.

4.9.2   In turn, Art evokes feelings of 'awe' and 'wonder'.

4.9.3   Giving students the chance to reflect on nature, their environment and surroundings.

4.9.4   Studying artists with a spiritual or religious theme, issues raised by artists which concerns ethical issues.

4.10   Design and Technology makes a contribution to students' SMSC development through:

4.10.1   Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.

4.10.2   Awareness of the moral dilemmas created by technological advances.

4.10.3   How different cultures have contributed to technology.

4.10.4   Opportunities to work as a team, recognising others strengths, sharing equipment.

4.11   Food Technology contributes to our students' SMSC development through:

4.11.1   Giving the opportunity to examine cultural differences in food and diet.

4.11.2   Reflecting on the social issues around food such as price and income.

4.11.3   Acknowledging government guidelines for health and dietary requirements.

4.11.4   Reflecting on the moral issues concerning food production in third world countries.

The Contribution of Performance Faculty

4.12   Music contributes to our students' SMSC development through:

4.12.1   Teaching that encourages students to be open to the music of other cultures.

4.12.2   Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances).

4.12.3   Lead students to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience.

4.12.4   Looking at the way music can change moods and behaviour.

4.12.5   Offer a range of high quality off-timetable music enrichment activities, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers.

4.13   Students' SMSC development is actively promoted through PE and Dance by:

4.13.1   Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.

4.13.2   Exploring the sports and traditions of a variety of cultures.

4.13.3   Individual activities that provide the opportunity for self-reflection, awareness and challenge.

4.14   Drama contributes to our students' SMSC development through:

4.14.1   Learning to work co-operatively in groups

4.14.2   Understanding the cultural influences of theatre

4.14.3   Allowing students to explore issues through Drama

The Contribution of the Extended Studies faculty

4.15   Students' SMSC development is actively promoted through

4.15.1   Looking at and understanding stereotypes in society

4.15.2   Exploring social issues using a variety of Media sources

      4.15.3   Encouraging co-operative working

      4.15.4   Investigating government policy and its impact on society

Beyond the Curriculum

4.16   We deliver SMSC through a variety of ways beyond the curriculum:

      4.16.1   Sports Leadership Programme.

      4.16.2   Peer Mentor Programme.

      4.16.3   Year assemblies have a Spiritual, Moral, Social or Cultural theme.

      4.16.4   Extra-Curricular Programme.

      4.16.5   School productions

Monitoring and Implementation of the Policy

5.1   Provision for SMSC is monitored and reviewed by SLT and Governors.

5.2   The implementation of this policy is the responsibility of all staff.