Spiritual, Moral, Social and Cultural Policy

Children's Spiritual, Moral, Social and Cultural development is difficult to define. Often its development occurs by seizing unplanned opportunities that occur in lessons, break times or in the wider world. It is the duty of all teachers, and those who work with children, to be vigilant for such opportunities and utilise them to their full advantage.

The School takes an active approach in the development of Spiritual, Moral, Social and Cultural aspects of our pupils' education. This policy is reinforced by many of our other policies, particularly those concerned with Behaviour, Equal Opportunities and PHSCE.

Definitions:
Spiritual development
This refers to personal development relating to the spirit or soul and the intangible. N.B. it does not relate to physical nature or matter and is not synonymous with religious education, although religious education can be a major vehicle for the delivery of spiritual matters.
Moral development
This refers to personal development relating to human behaviour, especially the distinction between good and bad or right and wrong.
Social development
This refers to personal development concerned with living in a community rather than alone.
Cultural development
This refers to personal development concerned with the total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social intergration.

Specific Aims

The following aims reflect those of the school and show how SMSC development is delivered within the context of a structured curriculum. By its planned delivery of SMSC issues and values the School aims:

1.   To endow the pupils with positive pro-active attitudes, patterns of behaviour, values, communication and decision making skills, and thereby enhance their personal and social development. We aim for our pupils to be able to:
- make informed decisions and evaluate influences on their own behaviour and that of others;
- appreciate their own culture and those of others and the diversity and richness that they bring to our society;
- exhibit commitment and trust in human relationships;
- develop an understanding of citizenship in its broader sense;
- understand that we all have a contribution to make to SMSC matters;
- reflect on their own experiences so as to develop their own spiritual awareness and self knowledge;

- demonstrate self-esteem, self-awareness and a sense of moral and social responsibility.
2. To allow pupils to experience events which can only be interpreted as spiritual, e.g. the 'tingling of the spine' when listening to certain music or speeches or the sigh of amazement when first looking down a microscope.
3. To contribute to a comprehensive curriculum by collaborative planning which has a coherent structure, breadth, balance, relevance, continuity, progression and a global dimension.
4. To deliver SMSC issues by a variety of teaching/learning styles (both passive and active) and to provide a motivating context in which an holistic and relevant approach to learning will reinforce and generalise concepts, skills and attitudes across the Curriculum.
    - Passive activities include collective worship and assemblies - in such activities pupils must still be given the opportunity to reflect on meaning and purpose, values and belief.
    - Active and creative activities include projects, discussions, role-play - observation and analysis are central to this process.
5. To present the school to the pupils as a community and to allow them to contribute to that community.
6. To enhance the partnership between the school, the parents and the local community.
7. To show that Mankind has a global dimension and to allow pupils to understand their own responsibilities and those of groups and organisations for the health and welfare of individuals and the community.

Specific Objectives

The specific aspects of knowledge, understanding and experiences particular to each area of SMSC have many common elements:
- they are conducive to a similar pupil centred teaching/learning methodology.
- they contain common knowledge, ideas and beliefs. It is very common for any one event to have aspects of all four components of SMSC, e.g. the Holocaust.
- they provide a relevant context in which to offer the N.C. and cross-curricular skills.
- they provide a vehicle for the promotion of common attitudes and values.
- assessment can allow pupils to demonstrate achievement in many ways.
- positive examples must be set by all adults both within and outside the School.

The School uses a whole school approach to the delivery of SMSC development by the use of three quite different platforms:
1. Timetable suspension for special activities, e.g.
    a. at Xmas and at Harvest when pupils bring in food parcels for delivery to the elderly;
    b. at various times there are organised visits into the School by local community groups.
2. Planned opportunities which permeate the whole curriculum, e.g.
    a. large group events such as assemblies. Assemblies can be used to address all areas of SMSC, e.g. themes may be concerned with moral

issues or right and wrong. Assemblies can also offer opportunities for pupils and others to present dance and music or art and literature from a variety of cultures.

b.   class events which may be part of a specific subject's scheme of work. Mathematics and science are suitable vehicles for the recognition of the contributions that different cultures and societies have made to Mankind's current knowledge.

3.   additional opportunities arising from other initiatives/activities, e.g. educational visits.

Using Visiting Speakers And Others

Visitors can greatly enhance the quality of the provision for SMSC as long as they are used in addition to, not instead of a planned programme of education. Care is taken to provide the visitor with appropriate information. Issues to consider are:

- the degree of explicitness of the content and presentation;
- will the visitor be accompanied by teaching staff?
- will the staff take an active role in the visitor's activities?
- how will the visitor be prepared for the visit?
- how will the visit be built upon and followed up?

Guidelines for using visitors

1.   Visitors should be given advance notice of the composition of the audience/target group and an idea of how their contribution fits into the scheme of work.

2.   In order to inform the visitor of the precise requirements of a group it is advisable for the group to draw up questions in advance and these should be forwarded to the visitor. This will involve the pupils in the visit and will make the experience more relevant for them - it also facilitates planning.

3.   Reception/Office should be informed of the date and name of the visitor.

4.   Where applicable, refreshments should be arranged with the catering staff.

5.   The visitor should be welcomed at the main door.

6.   At the office the visitor will 'sign in', prominently display a 'Visitors Badge' and will then be escorted to the appropriate venue.

7.   At the end of the session a vote of thanks should be given by a pupil and the visitor escorted to Reception/Office before the pupils are dismissed.

8.   After the visit the visitor will 'sign out', return the 'Visitors Badge' and will then be escorted to the exit.

9.   A written acknowledgement of their contribution should be sent to the visitor by the class and a photograph of the activity should appear in the School Newsletter.

Monitoring, Evaluating and Reviewing The SMSC Provision

Effective monitoring/evaluation of the pastoral provision is dependent upon the maintenance of accurate and up to date records. Criteria by which the monitoring and evaluation of the pastoral provision is undertaken are described below:

PARENTS
1. the number of parents who request that their child be educated at this school;
2. the number of parents who remove their child from our school;
3. the degree to which the pupils and parents have been consulted during SMSC reviews, etc.;
4. any pertinent feedback from pupils and parents;
5. regular updating of the information pack for parents in the School handbook.

PUPILS
6. the number of pupils on detention, suspension (temporary or permanent);
7. the number of individuals who have given up their time to help others;
8. the quality and quantity of pupil feedback after specific events or lessons;
9. the number of incidents of reported racist, sexist and bullying incidents;
10. an analysis of which groups of pupils have attended relevant trips or presentations/workshops by guests/visitors.

STAFF/INSET
11. involvement by all staff in INSET courses relating to SMSC issues;
12. senior management involvement in SMSC issues;
13. staff review and feedback, particularly at staff and pastoral meetings.

VISITORS
14. The number of visitors that have contributed this year to the SMSC provision.

EDUCATIONAL VISITS
15. The number of trips that have contributed this year to the SMSC provision.

BUDGET
16. the amounts of the budget allocated to SMSC;
17. any appropriate adjustments in budget allocation to reflect changing needs and priorities.

PLANNING
18. the inclusion of SMSC issues in development planning;
19. time allocated to SMSC planning for pupils with Special Educational Needs;
20. the degree to which SMSC materials have been reviewed and updated.

INDEPENDENT REPORTS
21. analysis and publication of OFSTED/OHMCI/LEA reports which have to report on the strengths and weaknesses of the school's provision for SMSC.