



ASHBY SCHOOL

SPIRITUAL, MORAL, SOCIAL & CULTURAL POLICY

Title of Policy	SMSC policy
Date of adoption	Autumn 2018
Originator	Roger Skervin
Date of review	Autumn 2021
Additional information	

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

At Ashby School we recognise that the personal development of students, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides students with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards people and an understanding of their social and cultural traditions.

At Ashby we believe that:

- All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development. (see appendices)
- All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing care and respect for students and their families.
- The school community will be a place where students will find acceptance for themselves and the opportunity to start again where forgiveness is fundamental to the ethos of the school.
- Students should learn to differentiate right and wrong in as far as their actions affect others.
- Students should understand the need for rules within our community.
- Students should be prepared to cope with the demands of Modern Day Britain

General aims:

- To ensure that everyone connected with the school is aware of our values.
- To ensure a consistent approach to the delivery of SMSC issues through the general life of the school.
- To ensure that students know what is expected of them and why.
- To give students an opportunity to reflect and discuss feelings and beliefs.
- To enable students to appreciate and understand cultures and traditions.
- To enable students to explore and develop a sense of social and moral responsibility.
- To enable students to take part in a range of activities requiring social skills.

Spiritual development:

As a school, we aim to provide learning opportunities that will enable students to sustain their self-esteem in their learning experience. We would want them to develop a capacity for critical and independent thinking and this is done through the teaching of the curriculum and other experiences organised for our students.

As a school we aim to foster their emotional life and express their feelings, the use of adult and peer mentors, student voice, school counselling services and a strong pastoral system will allow that. We encourage our students to discuss their beliefs, feelings, values, responses to personal experiences and tragedies, form and maintain satisfying relationships.

Finally, we would like our community to consider and celebrate the wonders and mysteries of life through events, lessons, and seasons.

Moral development:

As a school, we recognise the unique value of each individual. We teach our students to listen and respond to the views of others. We want our students to gain the confidence to cope with setbacks and learn from their mistakes, make informed and independent judgements. We encourage them to take initiatives and responsibility for the community through Student voice and the House system.

Social development:

As a school we aim to develop our students understanding of their individual and group identity (e.g. house system, school and house perfecting, faculty perfecting, involvement of all age ranges in the school council).

We encourage and facilitate service in the school and the wider community. We promote in words and deeds social justice and a concern for the disadvantaged.

Cultural development:

Opportunities provided:

- Recognition of value and richness of our community.
- Recognition of Christianity as a world-wide faith.
- Recognition of other faiths in our community
- Understanding of the global world.

Teaching and organisation:

Development in SMSC will take place across all curriculum areas, within activities that encourage students to recognise the spiritual dimension of their learning and the challenges and implications on their own attitude and lifestyle. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

This can be done by class discussions, in small groups, performances and visits / talks from outside speakers

Links with the wider community:

Visitors are welcome into our school. Parents are encouraged to see the school as their school and not just the children's. We regard home-school links as crucial enabling parents and teachers to work in an effective partnership to support the students. Finally, students will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Monitoring and evaluation:

Provision for SMSC is monitored and reviewed by:

- Monitoring of T&L by co-ordinator/ line management process.
- Regular discussion with staff.
- Audit of policy and schemes of work.
- Sharing good practise.
- Collation of evidence in school portfolio.
- Student voice.
- Learning walk evidence.
- Lesson observation process.
- School Improvement Plan.
- Faculty Improvement Plans.

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Appendices

How the curriculum contributes to SMSC:

English contributes to our students SMSC development through:

- Helping students to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.
- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.

Maths contributes to our students SMSC 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.
- Helping students to recognise that mathematicians from many cultures have contributed to the development of modern day mathematics.
- Helping students to obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.
- Developing an appreciation of maths within art and architecture across history and cultures.

Science contributes to our students SMSC development through:

- Different topics that address spirituality such as the Big Bang Theory, Evolution and the Life of a Star.
- A consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Creating an awareness of the ways that Science and Technology can affect society and the environment.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many.

Humanities contributes to our students SMSC development through:

- Students learning about beliefs, values and the concept of spirituality.
- Various comparative studies, such as comparing the Cold War to recent events between Countries.
- Discussing and reflecting on a wide range of moral issues such as slavery, the Holocaust and Imperialism.
- Teaching through dilemmas which encourage student reflection.
- Opportunities for reflection on the creation of earth and its' origins, future and diversity.
- The study of people and physical geography which gives our students the chance to reflect on the social and cultural characteristics of society.
- Students being made aware of the influence of the social environment on behaviour.

Design and Technology contributes to our students SMSC development through:

- SMSC objectives being embedded within Food Technology lessons.
- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of lives.
- Developing an awareness of the moral dilemmas created by technological advances.
- Helping students to understand how different cultures have contributed to technology.
- Providing opportunities to work as a team, recognising others strengths, sharing equipment.

- Projects being set with SMSC links e.g. cultural foods in Food Technology, School Community Logo design within Graphics.

The Arts contributes to our students SMSC development through:

- Teaching that encourages students to be open to other cultures.
- Encouraging discussion and reflection upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances).
- Art evoking feelings of 'awe' and 'wonder'.
- Studying artists with a spiritual or cultural theme and issues raised by artists which concern ethical issues, such as War paintings.
- Projects that explore moral issues such as Art and Conflict.

Business Education contributes to our students SMSC development through:

- SMSC issues being graphically displayed within the faculty, which encourage student reflection.
- Developing students' appreciation of culture when looking at National and Global issues.
- Students being encouraged to have respect and tolerance for people and stakeholders of different cultures.
- Students being encouraged to challenge their own values and attitudes as members of society.
- Students developing cooperation and teamwork skills by working within groups.
- Studying topics with a moral theme such as Sustainable Tourism and Opportunity Cost.

Modern Foreign Language contributes to our students SMSC development through:

- Students gaining insights into the way of life, cultural traditions, moral and social developments of other people.
- Social skills being developed through group activities, trips and communication exercises.
- Listening skills being improved through oral work.
- Group discussions that look at different perspectives/ mentalities of a topic.
- Comparative studies for example, comparing different School systems.

Physical Education contributes to our students SMSC development through:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.
- Building team spirit, being a good team member, valuing the contributions of others to the team.
- Appreciating the aesthetic beauty of the movements of gymnastics and dance.
- Learning that sport is an important element of many cultures such as the Ancient Greeks and Romans.

Beyond the Curriculum through:

- Assemblies.
- Student voice.
- Student leadership.
- Enrichment days.
- Trips.
- School links as part of the French and German exchange programmes.

- Extra-curricular programme.
- School productions.
- Mentoring/coaching programmes.
- Charity work.