



Kingsweston School

Spiritual, Moral, Social and Cultural (SMSC) Policy

Kingsweston School

Spiritual, Moral, Social and Cultural (SMSC) Policy

Our SMSC policy at Kingsweston meets the requirements set out in Section 78 of the Education Act 2002. Through the SMSC development of our pupils, we are also demonstrating as a school that we are actively promoting fundamental British values.

Rationale

At Kingsweston School the personal development of pupils is a fundamental part of the academic and pastoral work of the school. To this end, we want to develop pupils spiritually, morally, socially and culturally and ensure that they are treated as individuals and are best prepared for their life outside of and beyond school. We actively encourage our pupils to regard people of all faiths, races and cultures with respect and tolerance. We teach our pupils at their own level of ability that whilst different people may hold different views about what is 'right' and 'wrong,' all people living in England are subject to its law. Kingsweston's ethos and teaching of SMSC supports the rule of English civil and criminal law and we will not teach anything that undermines that. Awareness is brought to the pupils of the difference between the 'Law of the land and religious law.'

We aim to deliver SMSC education through all aspects of school life; curriculum, extra-curricular activities, the pastoral system, assemblies as well as themed events. No school can effectively promote the personal development of its young people without the partnership of parents and the wider community. We therefore do our best to engage these key stakeholders in this endeavour and work closely with them whenever possible

Definitions

Spiritual Development

Spiritual development is essential to helping pupils to value everyone as a unique human being. It involves reflecting on organised religion and the concept of a deity as an important focus of the faith of many people, but also on different belief structures not based in religion per se. Spiritual development includes providing opportunities for pupils to encounter all the positive aspects of human experience, for example:

- Feeling happiness, pride, forgiveness and responsibility.
- Exercising imagination, curiosity, creativity and intuition.
- Exploring, searching, questioning and engaging.
- Experiencing order, peace, wonder and calm.
- Surviving hardship, pain and grief.
- Empathising with others at times of joy and tragedy.

A lack of life experiences, that promote spiritual development, can cause us to be defensive, aggressive and cynical.

Moral Development

Moral development enables pupils to value and improve their relationships within and beyond school and is central to the smooth running of the school and wider community. Moral development involves:

- The understanding of the concept of right and wrong
- The ability to deal effectively with moral conflict and temptation.
- The understanding that people choose their behaviour and that those choices have consequences.
- The determination to choose wisely with consideration for self and others.
- The understanding of the danger of acting against one's conscience.
- The willingness to engage in self-reflection.
- The ability and willingness to exercise compassion, understanding and forgiveness

Social Development

Social development is fundamental to the development of positive relationships. It is also the foundation for education in Citizenship and Work-Related Learning. Social development involves the growth of the desire and ability to:

- Set aside self-interest to work with others for the common good.
- Negotiate disagreements fairly and compromise willingly when necessary.
- Contribute confidently to the wellbeing of friendship groups and community.
- Understand, appropriately express, recognise and respond to emotions in others.

Cultural Development

Cultural development enables pupils to appreciate that creativity and imagination is stronger because of the communities and society to which they belong. Cultural development has to do with the growth of pupils':

- Understanding of and respect for how people from their own and other cultures think and live.
- Sense of belonging within local, regional, national and international cultures, together with a willingness and ability to contribute creatively to these cultures.

Cultural understanding can defuse tension, enabling pupils to respond appropriately to the views/values of others.

Promoting Fundamental British Values as part of SMSC, from the Department for Education- November 2014

There is high expectation within the Teachers' Standards that teachers uphold public trust in the teaching profession and never to undermine fundamental British values.

Through our provision of SMSC and very careful differentiation we will:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- Hope for further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people;
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Implementation of the policy

Kingsweston School has a very clear ethos in terms of the way we treat ourselves and each other. As a school:

- We offer positive and realistic examples and role models for pupils to follow
- We provide opportunities for reflection, discussion, advice and support to enable them to set personal goals and develop self-awareness and self-esteem
- All departments understand the importance they play in contributing to the personal development of each pupil
- Our departmental and inclusion support teams work closely to ensure the staff and assemblies have the aims of this policy in mind and that the delivery is appropriate for each year group
- Pupils have opportunities to reflect on moral or social issues relating to school life and the wider world
- Pupils are offered first hand opportunities to meet different people and discuss different belief structures/faiths.
- We ensure all pupils within our school community have a voice that is listened to, and the school demonstrates how democracy works by actively promoting the democratic processes, i.e. our school council, where the members are voted for by the pupils.
- We provide the pupils with opportunities to hold mock elections and to have class voting systems.
- We are mindful of the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

How will we monitor the implementation of the policy?

- The Assistant Head teachers in charge of each department will be responsible for monitoring and maintaining the implementation in their respective pupil groups and ensuring appropriate progression through the school
- Assistant Head teachers will be responsible for ensuring that SMSC development opportunities are exploited and flagged up wherever possible and reported through the department SEF system
- Examples of good practice are celebrated through assemblies.