

<b>Elizabeth Woodville School</b>	
Policy Name:	Spiritual, Moral, Social and Cultural (SMSC)
Owner:	Deputy Headteacher
Statutory:	Yes
Date Ratified:	By Governing Body December 2023
Review date:	December 2024

Parents, teachers, governors and children all agree that school life is about far more than learning the traditional curriculum. Spiritual, Moral, Social and Cultural development is the term used to embrace this broader dimension of life and growth. The development of these qualities occurs across the entire school's activities.

At EWS we recognise that for students to develop into individuals ready to thrive when faced with the challenges of the modern world, they need excellent teaching and pastoral care and they must ensure that they try to meet the expectations placed on them in work, conduct and attitude.

This school actively promotes all students' spiritual, moral, social and cultural development by providing positive experiences through planned and coherent opportunities in the curriculum and a wide range of extra-curricular and out-of-school activities.

The school has a full and comprehensive programme of PSHE and Citizenship delivered through the lessons as well as some tutor time activities and assembly programme; we endeavour to offer an inspiring and holistic experience to enable our young people to be responsible, reflective and active citizens with a strong awareness of British values.

The statutory requirement that schools should encourage pupils' SMSC development was first included in the Education Reform Act 1988.

*'The curriculum (must be) a balanced and broadly based curriculum which  
(a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and  
(b) prepares such pupils for the opportunities, responsibilities and experiences of adult life.'*

This was followed by the Education (Schools) Act 1992 which stated that:

*'The Chief Inspector for England shall have the general duty of keeping the Secretary of State informed about the spiritual, moral, social and cultural development of pupils at those schools.'*

All of the above guidance emphasises the need to establish the values schools should impart to pupils. It was clearly recognised that there is more to life than achieving high standards in academic subjects. The task was described as: *'the training of good human beings, purposeful and wise, themselves with a vision of what it is to be human and the kind of society that makes that possible'.*

### **Spiritual development**

Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view; either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is

about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.

Young people's personal beliefs and identities are shaped as they grow and gain knowledge and skills. The spiritual development of pupils at EWS is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning willingness to reflect on their experiences.

### **Some ways in which student's spirituality is developed at EWS include:**

- A Religious studies programme which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values; In the RS programme there is both the explicit discussion of views from other religions and students are expected to be respectful about other faiths and views other than their own.
- Key stage 4 Tutor Botes programme develops a sense of understanding different beliefs and develops on views .
- Subject areas such as Humanities develop a sense of empathy, concern and compassion e.g. Geography explores poverty and the reasons why people would seek asylum; History explores racism and prejudice.
- An assembly programme to address the spiritual aspect of quiet and reflection.
- Educational enrichment trips such as History trips to the Battlefields and visiting speakers provide students with a range of experiences, which may promote a sense of awe and wonder about the world.
- A reflective approach to learning through formative assessment techniques including the use feedback which gives students ownership and understanding of where they are, where they need to get to and how they are to do it.
- A rewards system developing student self-esteem through reward points, Values awards, awards at the end of term and praise postcards home.
- Displays of students work, such as those found in the Art, Drama and Music areas, recognise participation and success and bring a sense of pride in the work students produce and therefore celebrate the talents of the individual and a team ethic.
- The use of student council to involve students in the life of the school and developing the shared ethos of EWS.
- The work of the Ethos team with events, drop down days and targeted interventions

### **Moral development**

Moral development is about the building, by pupils, of a framework of moral values which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

EWS takes seriously the responsibility of taking a role in developing young people's moral understanding. At school students are encouraged to take personal responsibility for their decisions. They are for example taught through the PSHE programme to reject any form of bullying or discrimination. The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.

- Understanding of the consequences of their behaviour and actions.
- Interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues.

**Some ways in which student's morality is developed at EWS include:**

- Clear models of good behaviour from staff and senior students and reinforcement of school and classroom rules both inside and outside of lessons.
- Student support through the tutor teams and used by all staff that is focused on conflict resolution and restorative justice.
- Specific moral issues are explored within PSHE, Science, Geography (mostly around environmental ethics and sustainable lifestyles), and in History through the exploration of historical events with moral implications e.g. wars and civil rights.
- Themed tutor and assembly time and discussions based on moral issues planned throughout the school year to coincide with national events and awareness weeks such as International literacy day and Remembrance in November.
- In British Science week in March students evaluate the morality of scientific advances through their work in Science lessons but also tutor time activities and assemblies.
- PSHE programme for Years 7-13, focusing on moral issues such as anti-bullying and cyber-bullying, human rights and stereotypes.
- Fund raising activities such as for nominated charities, in addition to national charity events such as Comic Relief, Save The Children and Children in Need which give rise to discussion around morality.
- Supervised and filtered access to the Internet together with regular assemblies, tutor activities focused on e-safety.

These are all linked to and framed by the values of EWS - Ambition, Confidence, Curiosity, Leadership and Respect

**Social development**

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the inter-personal skills necessary for successful relationships.

EWS students learn social skills and values that will enable them to act as responsible citizens in modern Britain. The social development of students is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the students develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

**Some ways in which student's social skills are developed at EWS include:**

- Students are instructed about how to interact within teams across the school: student council, sports teams and clubs and societies.

- Experience, in programmes of study, the development of skills in speaking, listening and key reflective work where students have the ability to learn both with teacher interaction and support, but increasingly with more independent study.
- PSHE programmes within lesson times for Years 7-13. In Term One and five all students investigate Health and Well-Being and in Term three and six students investigate what constitutes Healthy relationships.
- Experience excellent IAG in school through pastoral and career advice in which all tutors are involved throughout the year. Specific Careers modules in terms two and four in the PSHE Curriculum

### **Cultural development**

Cultural development is about student's understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting student's cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

At EWS students develop an awareness of their own cultural roots and those of the diverse groups in multi-cultural modern Britain. Students explore how differences in cultural traditions and perspectives can lead to conflict and how they can be reconciled. The cultural development of students is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Understanding and appreciation of the range of different cultures within EWS and further afield as an essential element of their preparation for life in modern Britain.
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### **Some ways in which students are encouraged to develop culturally at EWS include:**

- Educational visits to places of interest such as: libraries, museums, galleries, theatres and other educational establishments to better understand other cultures and ways of life.
- MFL/Historical visits to other countries such as France, Spain and Holland and also links to other languages such as French, German and Spanish.
- Events are celebrated with drama, art, dance and presentations along with specific services such as Remembrance and celebrations of Easter and other religious festivals. In Religious studies students learn about festivals such as Diwali and Hanukah.
- Year 7 participating in values days means that students understand the importance of our school values and adopt these as their own.
- The school's pledge to be Inclusive, Inspirational and International means that as an institution we are committed to the success and harmony of the people of many cultural backgrounds that work and study at EWS and to the wider community in which the school is set. Our goal is to support students in reaching their full potential to build a better future as local and global citizens. Staff and students are reminded of this ethos in assemblies, tutor activities and Staff Professional Development activities.