POLICY ESSENTIAL INFORMATION

Title: **Spiritual, Moral, Social and Cultural Development Policy**

Date of Last Review: **February 2020**

Staff Lead: **P Whiting**

Review Process: **4 Yearly**

Location: **Website**

Date of Next Review: **February 2024**

Rationale

At Stopsley High School we believe 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 other people
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of the cultures.

The school will ensure that children should understand how the culture(s) in which they live influences individual thinking.

All staff work together to create a happy, caring, stimulating and challenging learning environment in which students can enjoy their time at school and celebrate their achievement.

The schools tries to build a community which encourages all its members to develop a healthy respect for each other. In addition, we provide an environment where there are opportunities, encouragement and stimuli to develop each student to their full potential.

This policy relates to the whole life of the school and its role in promoting spiritual, moral, social and culture development (SMSC) by the example set by adults in the school and the quality of relationships they forge.

The school community will be a place where students can find acceptance for themselves as unique individuals and where restorative practice is fundamental to the ethos of the school.

Students should learn to differentiate between right and wrong. They should be aware that their actions affect other people. They should be encouraged to value themselves and others.

Students should be encouraged to respect fundamental British Values of liberty, democracy, tolerance, following the rule of law, a belief in personal and social responsibility and a respect for British institutions.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural and familial contexts as possible.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this should be planned in each area of the curriculum.

1.   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'

This area relates to the beliefs, feelings and emotions through which students acquire worthwhile insights into their own lives. All areas of the curriculum may contribute to spiritual development.

Although education and spiritual development are not synonymous, school experience can make a significant contribution to spiritual development.

At Stopsley High School the students will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

- Develop their self-esteem, self-knowledge and self-belief in themselves;
- Allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs;
- Explore the spiritual values of others through stories, drama, music, art and religious education;
- Allow them to express themselves in a variety of ways and give them time to reflect on their own experiences;
- Allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others;

In practice this is delivered through:

- A PSHCE programme which endeavours to help students to lead confident, healthy and responsible lives as individuals and members of society.
- An Ethics and Philosophy programme of study which develops self-esteem and knowledge and ability to reflect on and develop individuals' own spiritual values;
- A pastoral programme which utilises tutoring to involve all years in opportunities for themed discussion, reading (both fiction and non-fiction) and competitive quizzes to encourage learning and develop an awareness of core values as soon as students arrive;
- An assembly programme to address the spiritual aspect of quiet and reflection - in particular using past and present role models from the world and encouraging community participation;
- A pastoral care structure that is focused on learning and providing appropriate information advice and guidance for students as well as opportunities to explore pathways of development;
- Educational enrichment trips, creative partnerships 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 and summative assessment techniques - students having ownership and understanding of where they are, where they need to get to and how they are to do it;
- A rewards system (BOSS) developing student self-esteem through certificates, postcards home, merits and awards at all levels;
- Displays of student work bring a sense of pride in the work students produce and therefore a sense of expressing the talents of the individual;
- The use of Student Voice to involve students in the life of the school.

2.   **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.

Moral development refers to the students' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The school has a well-established Behaviour Policy and staff promote a supportive approach to the management of challenging behaviour.

The 7 key features of a Stopsley student to promote the concept of excellent behaviour by being

- Kind and considerate
- Helpful to others and listening to what they have to say
- Committed to the school values of Ambition, Endeavour and Success
- Committed to whole school and classroom rules
- Committed to a healthy, safe and environmentally friendly school
- Committed to looking neat, clean and tidy with a pride in the Stopsley uniform
- Equipped and ready for learning

In practice this is delivered through:

- Clear models of good behaviour from staff and senior students and reinforcement of school and classroom rules both inside and outside of lessons.
- A pastoral care structure used by all staff that is focused on conflict resolution and restorative practice.
- Tutor time discussions based on moral issues.
- PSHCE programme for years 7-11.
- Fundraising activities for nominated charities, in addition to national charity events which give rise to discussion around morality
- The use of students in teams across the school : Student Voice; Prefect team, Wellbeing Ambassadors, Digital Leaders, Student Librarians.

3.   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 institution, structures and characteristics, economics 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.

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society.

Students will be encouraged to:

- Maintain and develop relationships within the school working successfully with other students and adults in the school community;
- Respond to the opportunities being offered, to show initiative and to take responsibility for their own learning in the school community;

- Gain an understanding of the wider society through their family and carers, the school, local and wider communities;
- Actively participate in the school community and beyond in the wider community.

In practice we provide opportunities for students to:

- Interact with all staff in school and with external partners of the school in an appropriate and outstanding manner
- 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
- PSHCE programme for Years 7-11
- Participate in the wider community through work experience in Year 10 and volunteer support work in the local community
- Accept and excel in positions of responsibility for the benefit of the school community
- Take part in Student Voice to contribute to the organisation of the school

4. Cultural Development

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

Cultural development refers to pupils increasing understanding and response to those elements which give societies, and groups their unique character. The school will promote the cultural traditions of our own area and the ethnic and cultural diversity of the world.

The students will be encouraged to:

- Appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills;
- Recognise that similarities and differences may exist;
- Experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media;
- Broaden, develop and enrich their interests and insights through interacting with opportunities the school and the wider community provides.

In practice we encourage:

- Educational visits at home and abroad to experience other cultures and ways of life
- Education visits to places of interest such as: libraries, museum, galleries, theatres, places of worship and other educational establishments - schools, colleges and universities - in order to better understand other cultures and ways of life
- PSHCE programme for Years 7-11

- Collective worship and assemblies - a themed approach that gives rise to many opportunities to explore SMSC and cultural diversity. Other events are also celebrated with drama, art, dance and presentations along with specific services such as Remembrance Day
- Provision of a Quiet Room for reflection and prayer
- Exploration of "culture" in all its various forms across the curriculum

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, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

Monitoring and Evaluation

SMSC will be audited across the curriculum and provide a focus within the school's monitoring systems. SMSC should be clearly evidenced in schemes of work and lesson planning. Regular INSET will be provided for staff and feedback provided to Governors.

References:

Education Reform Act (1988)

Educational Schools Act (1992)

DfE Improving the SMS development of Pupils (2013)