



ASHGATE CROFT SCHOOL

PROMOTING PUPILS' SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT POLICY (SMSC)

Approved by Curriculum & Progress Committee meeting:

Minute No.: 13.3/19 (C/P)

To be reviewed by: Autumn 2 2020

Introduction

It is a legal requirement to promote pupils' spiritual, moral, social and cultural development (SMSC).

Purpose

To develop pupils' spiritual, moral, social and cultural development and in doing so making sure that the elements are interrelated across the school.

OFSTED has written definitions for spiritual, moral, social and cultural development and the definitions as viewed by OFSTED have to be meaningful and acceptable to all faiths including non-believers.

Aims:

- All staff to understand what is meant by SMSC at Ashgate Croft School and know it is made up of four key strands – Spiritual, Moral, Social, Cultural.
- That the students access a range of activities that develop their Spiritual, Moral, Social and Cultural understanding both within lessons and in wider school activities.

A working definition of Spiritual development:

- Spiritual development is the development of non-material element of a human being which drives and sustains us and depending on our 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 the development of a pupil's "spirit".
- Some people call it the development of a pupil's "soul" others as the development of "personality" or "character".

Spiritual development is about:

- Encouraging pupils to respond to the world through their senses.
- Developing a sense of awe and wonder about the world.
- Promoting self-esteem.

A working definition of Moral development:

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

Moral development is about:

- Developing personal values.
- Developing the meaning of right and wrong and the consequences of theirs and others actions.
- Respecting other people's needs, interests and feelings.
- Creating a safe environment where pupils can express their views and make choices.
- Promoting equality.

A working definition of Social development:

- Social development is about helping young people to work effectively with each other and to participate 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 is also involves the development of the inter-personal skills necessary for successful relationships.

Social development is about:

- Developing good relationships with adults and peers within school and behaving appropriately.
- Developing individual skills.
- Working as part of a group.
- School is a community within itself but also links are within the wider community.

A working definition of Cultural development:

- Cultural development is about the pupils understanding their own culture, 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 of culture of shared experiences provided by television, travel and the internet.
- Young people need to understand that cultures are always changing and be able to cope with this.

Cultural development is about:

- Understanding pupil's own culture and celebrating it.
- Sharing in different artistic and cultural experiences.
- Respecting different cultural traditions and beliefs and hence promoting racial equality.

The promotion of pupils' spiritual, moral, social and cultural development is a "whole school" issue.

SMSC development should be promoted by every adult in school. It should be promoted not only through all subjects of the curriculum but also through collective worship and through the ethos of the school.

Spiritual, Moral, Social and Cultural Development has implications across the curriculum and at every Key Stage.

Where is it evident at Ashgate Croft?

As there is no discrete lesson for SMSC the evidence of the 4 strands are across a range of activities in the school day/year.

Spiritual development is evident:

- In appreciation of good work of pupils across curriculum.
- Through Intensive Interaction.
- Individual assessment in subjects.
- Circle time, good heart awards, merits, star charts, Tallys, records of achievement, personal skills, Speech and Language programmes.
- Appreciation of books and poetry in English.
- Appreciation of art work and displays.
- Appreciation of music in the music curriculum.
- Appreciation of nature.
- Assemblies.
- Studying Christian festivals and other faiths.
- Developing physical skills in P.E.
- RE lessons

Moral issues are highlighted:

- in Bible stories and other religious assemblies.
- Positive behaviour promoted in reward systems.
- Anti-bullying.
- School rules, class rules.
- Pupils being listened to in circle time, through talking mats and annual reviews.
- PSHE/Citizenship curriculum.
- School Council Meetings

Social development is evident:

- in group activities across the curriculum.
- Assemblies, playtimes.
- All group activities within school involving turn taking, co-operation and being able to make choices.

- School trips, residential trips, outings to shops, other schools, swimming baths and community facilities.
- Communication developed in Speech and Language targets and use of communication aids.
- Social skills developed in Personal Skills targets.
- Celebrating success in good work through merit awards and displays.

Cultural development is evident in:

- Cultural development is emphasised in Geography, History, Art, Food Technology, ICT, PE. Music.
- Displays of good work around school.
- Developing own talents in competitions and work experience.
- Assemblies and visiting speakers.
- Celebrating birthdays, Christmas, Easter etc.
- Visits to other places of worship, temples and mosques.
- Visiting artists.
- Assessments of how well pupils are doing in each subject.

Procedures and Practice

Teaching

Planning

Each department has a long term plan in place which have the SMSC codes embedded within them. Staff have a copy of the codes and are responsible for including opportunities for SMSC in their lessons. The SMSC subject lead will collect evidence of these opportunities.

PRIMARY DEPARTMENT (Early Years Foundation Stage and Key Stages 1 & 2):

Within each term teachers are expected to incorporate opportunities to develop SMSC across the curriculum and as part of weekly collective worship. Also areas of the curriculum such as PSHE and RE provide evidence of learning.

MIDDLE DEPARTMENT (Key Stage 3):

Teachers are expected to incorporate opportunities to develop SMSC across the curriculum and as part of weekly collective worship. Also areas of the curriculum such as PSHE and RE provide evidence of learning.

UPPER DEPARTMENT (Key Stages 4 & 5):

Students follow a five year Long Term Plan of OCR units which incorporate all elements of SMSC. Weekly collective worship in KS4 incorporates SMSC issues. Also areas of the curriculum such as PSHE, RE and independent travel/ independent living skills provide evidence of learning

EYFS, Key stages 1,2, 3 and 4

Students to cover elements of SMSC during R time lessons.

Role of the Subject Leader

To keep up to date with government initiatives related to SMSC.

To work with other Assistant Heads to discuss support they may need and resources required in each department.

To support teachers in ensuring SMSC is delivered effectively across the school, this may include peer observations of/shadowing good practise.

Equal Opportunities

All pupils in school, irrespective of age or ability have access to a curriculum which is differentiated to meet their individual needs.

See Equality Policy

Monitoring of the policy

Monitored by SMSC Subject Leader

Children's Rights

Children's rights

Taken from the UN conventions of the rights of the child within PSHE the children's rights which are developed are:

Article 3 - The best interests of the child must be a top priority in all things that affect children.

Article 12 - Children have the right to say what they think.

Article 13 - Children have the right to freedom and expression.

Article 15 - Children have the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16 - Children have a right to privacy.

Article 23 - Children who have any kind of disability have the right to live full and independent lives.

Article 28 - All children have the right to education.

Article 29 - All children have a right to an education which should develop each child's personality, talents and abilities to the fullest

Article 30 - Every child has the right to learn and use language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

Article 31 - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

PUPILS’ SPRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Spiritual Development and Provision

Pupils who are developing spiritually are likely to be developing some or all of the following characteristics:	
SP1	A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life & their patterns of behaviour
SP2	An awareness and understanding of their own and others’ beliefs
SP3	A respect for themselves and for others
SP4	A sense of empathy with others, concern and compassion
SP5	An increasing ability to show courage and persistence in defence of their aims, values, principles and beliefs
SP6	A readiness to challenge all that would constrain the human spirit: eg poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination
SP7	An appreciation of the intangible – eg beauty, truth, love, goodness, order – as well as for mystery, paradox and ambiguity
SP8	A respect for insight as well as for knowledge and reason
SP9	An expressive and/or creative impulse
SP10	An ability to think in terms of the ‘whole’ – eg concepts such as harmony, interdependence, scale, perspective
SP11	An understanding of feelings and emotions, and their likely impact

Schools that are encouraging pupils’ spiritual development are likely to be:	
SP12	Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples’ lives
SP13	Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them
SP14	Encouraging pupils to explore and develop what animates themselves and others
SP15	Encouraging pupils to reflect and learn from reflection
SP16	Giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful
SP17	Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected
SP18	Accommodating difference and respecting the integrity of individuals
SP19	Promoting teaching styles which: <ul style="list-style-type: none"> - value pupils’ questions and give them space for their own thoughts, ideas and concerns - enable pupils to make connections between aspects of their learning - encourage pupils to relate their learning to a wider frame of reference – eg asking ‘why?’ ‘how?’ and ‘where?’ as well as ‘what?’

PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Moral Development and Provision

Pupils who are developing morally are likely to be developing some or all of the following characteristics:	
M1	An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures
M2	A confidence to act consistently in accordance with their own principles
M3	An ability to think through the consequences of their own and others' actions
M4	A willingness to express their views on ethical issues and personal values
M5	An ability to make responsible and reasoned judgements on moral dilemmas
M6	A commitment to personal values in areas which are considered right by some and wrong by others
M7	A considerate style of life
M8	A respect for others' needs, interests and feelings, as well as their own
M9	A desire to explore their own and others' views
M10	An understanding of the need to review and reassess their values, codes and principles in the light of experience

Schools that are encouraging pupils' moral development are likely to be:	
M11	Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
M12	Promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria
M13	Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – eg personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
M14	Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making
M15	Rewarding expressions of moral insights and good behaviour
M16	Making an issue of breaches of agreed moral codes where they arise – eg in the press, on TV and the internet as well as in schools
M17	Modelling, through the quality of relationships and interactions, the principles which they wish to promote – eg fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts
M18	Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
M19	Encouraging pupils to take responsibility for their actions; eg respect for property, care of the environment, and developing codes of behaviour
M20	Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship
M21	Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions
M22	Monitoring, in simple, pragmatic ways, the success of what is provided

PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT
Social Development and Provision

Pupils who are developing socially are likely to be developing some or all of the following characteristics:	
S1	Adjust to a range of social contexts by appropriate and sensitive behaviour
S2	Relate well to other people's social skills and personal qualities
S3	Work, successfully, as a member of a group or team
S4	Challenge, when necessary and in appropriate ways, the values of a group or wider community
S5	Share views and opinions with others, and work towards consensus
S6	Resolve conflicts and counter forces which militate against inclusion and unity
S7	Reflect on their own contribution to society and to the world of work
S8	Show respect for people, living things, property and the environment
S9	Benefit from advice offered by those in authority or counselling roles
S10	Exercise responsibility
S11	Appreciate the rights and responsibilities of individuals within the wider social setting
S12	Understand how societies function and are organised in structures such as the family, the school and local and wider communities
S13	Participate in activities relevant to the community
S14	Understand the notion of interdependence in an increasingly complex society

Schools that are encouraging pupils' social development are likely to be:	
S15	Identifying key values and principles on which school and community life is based
S16	Fostering a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish
S17	Encouraging pupils to work co-operatively
S18	Encouraging pupils to recognise and respect social differences and similarities
S19	Providing positive corporate experiences –eg through assemblies, team activities, residential experiences, school productions
S20	Helping pupils develop personal qualities which are valued in a civilised society, eg thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect
S21	Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community
S22	Helping pupils resolve tensions between their own aspirations and those of the group or wider society
S23	Providing a conceptual and linguistic framework within which to understand and debate social issues
S24	Providing opportunities for engaging pupils in the democratic process and participating in community life
S25	Providing opportunities for pupils to exercise leadership and responsibility
S26	Providing positive and effective links with the world of work and the wider community
S27	Monitoring, in simple, pragmatic ways, the success of what is provided

PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT
Cultural Development and Provision

Pupils who are developing culturally are likely to be developing some or all of the following characteristics:	
C1	An ability to recognise and understand their own cultural assumptions and values
C2	An understanding of the influences which have shaped their own cultural heritage
C3	An understanding of the dynamic, evolutionary nature of cultures
C4	An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality
C5	An openness to new ideas and a willingness to modify cultural values in the light of experience
C6	An ability to use language and understand images/icons – eg in music, art, literature – which have significance and meaning in a culture
C7	A willingness to participate in, and respond to, artistic and cultural enterprises
C8	A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures
C9	A regard for the heights of human achievement in all cultures and societies
C10	An appreciation of the diversity and interdependence of cultures

Schools that are encouraging pupils' cultural development are likely to be:	
C11	Providing opportunities for pupils to explore their own cultural assumptions and values
C12	Presenting authentic accounts of the attitudes, values and traditions of diverse cultures
C13	Addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality
C14	Extending pupils' knowledge and use of cultural imagery and language
C15	Recognising and nurturing particular gifts and talents
C16	Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
C17	Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, eg theatre, museum, concert and gallery visits, resident artists, foreign exchanges
C18	Reinforcing the school's cultural values through displays, posters, exhibitions etc
C19	Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum
C20	Monitoring, in simple, pragmatic ways, the success of what is provided