



ASHGATE CROFT SCHOOL

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

Approved by Curriculum & Progress Committee meeting: 17th November 2016

Minute No.: 46.8/16 (C/P)

To be reviewed by: Autumn 2018

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, IEPs, 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 IEP 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.

EARLY YEARS FOUNDATION STAGE (EYFS):

Their learning objectives come from the Early Learning Goals which incorporate SMSC issues. The EYFS pupils take part in weekly collective worship where SMSC development plays a big part. Also areas of the curriculum such as PSHE and RE provide evidence of learning.

PRIMARY DEPARTMENT (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 incorporates SMSC issues. Also areas of the curriculum such as PSHE, RE and independent travel/ independent living skills provide evidence of learning

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 N Amos

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' SPIRITUAL, 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: | |
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| 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: | |
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| 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: | |
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| 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: | |
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| 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: | |
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| 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 |