



Spiritual, Moral, Social and Cultural Policy



Spiritual development relates to the spirit or soul but is not synonymous with religious education although religious education can be a major vehicle for the delivery of spiritual matters. It involves developing a set of values and beliefs which provide a perspective on life and patterns of behaviour.

Moral development relates to human behaviour with particular reference to the appreciation of the distinction between right and wrong and the consequences of the pupil's own individual actions and those of others.

Social development refers to issues related to living within a community.

Cultural development is concerned with an ability to appreciate cultural diversity and accord dignity to peoples' values and beliefs.

The school has specific objectives for the SMSC development of its pupils.

We aim to help pupils to:-

- gain insights into the origins and practices of their own culture and those of those of the wider community
- recognise that they appreciate and respect cultural and racial diversity which enriches our society;
- take steps to ensure that they avoid and resist racism;
- understand their own responsibilities (and those of groups and organisations) for the health and welfare of individuals and the community;
- understand how they can contribute positively towards community life and encourage them to do so;
- experience events which can may be described as *spiritual*, for example in assembly, through music, art, drama or in their studies;
- appreciate school as a community and recognise and celebrate the achievements of groups and individuals;
- recognise that there are many in the community and society who suffer from hardship and that everyone can make a positive contribution towards alleviating that hardship;
- understand the concept and implications of global citizenship;
- recognise the disparity in opportunity worldwide and make a positive contribution helping others through charitable work;
- understand the importance of moral issues relating to family life, love and concern for others and the distinction between right and wrong.

The knowledge, understanding and experiences within each area of SMSC

- encourages pupil centred learning;
- enables pupils to develop their self-knowledge, self-esteem and self-confidence;
- can be delivered via a cross-curricular approach;
- provides a vehicle for the promotion of common attitudes and values;
- allow pupils to demonstrate achievement in a variety of different ways;
- promotes tolerance and harmony between different cultural traditions;
- are reinforced by the positive example of all adults within school.

The school uses a whole school approach to the delivery of SMSC through:-

- PSHE and Citizenship lessons in the Form Period;
- Year group and whole-school assemblies;
- the timetabled subject based curriculum;
- special activities such as charitable events;
- school trips;
- whole school and year group assemblies;
- visiting speakers;

Monitoring SMSC provision takes place through:-

- regular review of the planned curriculum by the SMT, Heads of Department and Heads of Year;
- feedback from parents, pupils and former pupils;
- the number of pupils who work with others less fortunate than themselves;
- the number of pupils who participate in extra-curricular activities;
- the number of pupils for whom disciplinary action is required.

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