



ASHLAWN SCHOOL
'A High Performing Specialist Academy'

SMSC POLICY

Policy & Procedure Number	AP036
School Link	R Kelly
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Ashlawn School Spiritual, Moral, Social & Cultural Policy

The purpose of this policy is to give guidance to staff about the ways in which they should help foster the spiritual, moral, social and cultural development of all pupils.

In contrast to the policies for specific curriculum subjects, this policy relates to the whole life of the school. Of particular importance in promoting spiritual, moral, social and cultural development (SMSC) is the example set by adults in the school, the quality of relationships and the standard of assemblies and collective worship.

The development of positive values and attitudes is considered to be intrinsically linked with spiritual, moral, social and cultural development.

The SMSC aspects of education concentrate on the development of the pupil as an individual and as a personality, aiming to enrich and extend the human existence of each child in relation to the values, attitudes, beliefs and consequent behaviour acquired during school years.

Background information and definitions

Spiritual development relates to the quest for individual identity and the search for meaning and purpose in our existence. It is associated with a dimension of life which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions, and attitudes and beliefs. The term 'spiritual' is not synonymous with 'religious.'

Understanding of self and others is at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development is, therefore, accessible to everyone. All areas of the curriculum should contribute to pupils' spiritual development.

Moral development is concerned with pupils' ability to make judgments about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong.

Acquiring a knowledge and understanding of what is right and wrong is central to moral development. It is the basis upon which the pupils may develop the ability to make judgments about how to behave and it is the standpoint from which to consider the behaviour of others in school and society in general.

The system of rules and codes of behaviour is an important introduction to issues of fairness for all and to the consequences of operating outside the accepted rule system. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of consequences or sanctions. Moral development, based on Christian principles, should enable pupils to become increasingly responsible for their own actions and behaviour.

Social development refers to the development of abilities and qualities that students need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects.

Development in this area enables pupils to become conscientious participants in their form groups, the school and the wider community. Provision for social development should balance the

positive, satisfying elements of belonging to a group or society with the demands and obligations such membership requires.

Ashlawn School, in particular the classroom, provides a suitable environment for promoting social development. Pupils learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when children work co-operatively.

Cultural development refers to the development of knowledge and understanding of differing cultural beliefs, customs and traditions. It is an increasing appreciation of the systems of values and attitudes which form the basis of identity and cohesion within societies and groups.

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions of others.

In order to make provision for cultural development, existing knowledge, interests and experiences are strengthened and then built upon further. In this way pupils gain a deeper understanding of their own culture and the factors which influence it and gain a broader understanding of other cultures and cultural influences. All areas of the curriculum can be used to promote and develop cultural awareness, although the arts, music, dance, drama and art are those used more frequently.

Assessment It is difficult, if not impossible, to administer tests or to make precise formal assessments about the four aspects of SMSC development. However, it might be helpful to set down some aspects of behaviour which indicate development is taking place.

Spiritual Development

Our aim at Ashlawn School is to help pupils develop:

- A sense that they belong to a universe that is bigger than themselves and their immediate concerns.
- An awareness of the past.
- A sense of optimism, or at least aspiration, about the future.
- An ability to trust.

Provision for Spiritual Development

Within the Curriculum - departments should:

- Seek ways to encourage pupils to use their imagination in solving problems and empathising with others.
- Develop a spirit of enquiry and open-mindedness.
- Feel comfortable with discussions about the holy or the sacred.
- Develop an awareness of order and pattern in the world.
- Respect the integrity of each person and their differences.
- Explore instances of symbol, image, allegory and metaphor in the curriculum.
- Explore what commitment means.

Beyond the formal curriculum – Ashlawn School will:

- Encourage pupil in personal conversations and during discussions in lessons, to express such feelings as transcendence, wonder, transience and change, paradox and unease,

- injustice or inequality whilst listening carefully to others' questions and responses.
- Treat pupils, staff and governors with respect, regardless of personal feelings.

Moral Development

Our aim at Ashlawn School is to help pupils:

- Distinguish between right and wrong.
- Respect the law.
- Understand the principles lying behind decisions and actions.
- Be able to take moral decisions for themselves.
- Assume moral responsibility through belief and conviction.
- Be able to distinguish between right and wrong.

Therefore, we want them at all times to:

- Tell the truth.
- Respect the rights and property of others.
- Fulfil commitments, readily.
- Help those less fortunate than themselves.
- Act considerately towards others.
- Take responsibility for their own actions.
- Exercise self-discipline.
- Develop high expectations.
- Develop positive attitudes.
- Conform to rules and regulations for the good of all.
- Seek to understand and develop worthwhile relationships with their peers, teachers and other adults in the community.

Provision for Moral Development

Within the Curriculum

- In lessons such as PSHE, English, History and others, moral questions will be discussed whenever appropriate.
- Pupils will be encouraged to reflect upon and develop a personal view on ethical questions raised in science, information technology and other areas.

Beyond the formal curriculum

- Through the school rules and other formal ways, the school will make clear the moral ethos.
- Through informal discussions in classes and in form groups moral questions will be discussed whenever appropriate, particularly in any discussion related to disciplinary action so that pupils understand the school's moral framework.
- SLT, Head of Year and others who lead assemblies will on regular occasions use their assemblies to raise and address moral questions.
- Through the use of 'Thought for the Week' encourage students to consider different moral stances as well as their own.

Social Development

Our aim at Ashlawn School is to seek to create an environment in which pupils feel ready, willing and able to:

- Relate positively to others.
 - Participate fully and take responsibility in the classroom and in the school.
 - Use appropriate behaviour, according to situations.
 - Engage successfully in partnership with others and work as part of a group.
 - Exercise personal responsibility and initiative.
 - Understand that, as individuals, we depend on family, school and society.
 - Show sensitivity to the needs and feelings of others.
- Develop an understanding of citizenship and experience being part of a whole caring community.
- Realise that every member of the community has a worthwhile contribution to make.

Provision for Social Development

Within the curriculum

- In all lessons pupils must be taught and encouraged to listen to and respect the viewpoints and ideas of others.
- Good behaviour is praised positively and rewarded publicly.

Beyond the formal curriculum

- Pupils must be taught and shown how to work together in groups, and to be inclusive and supportive of others.
- Through the Senior Student Leadership Team, Student Council and Year Councils to enable pupils of all ages to participate in the running of the school.
- Through the relationships between staff and pupils foster a respect for the individual, as long as their actions do not undermine the community as a whole.

Cultural development

Our aim at Ashlawn School is to help pupils to:

- Develop a love of learning.
- Develop a sense of belonging to their culture and be proud of their cultural background.
- Respond to cultural events.
- Share different cultural experiences.
- Respect different cultural traditions.
- Understand codes of behaviour from other cultural traditions.
- Develop an awareness and recognition of what a 'cultured person' appreciates in terms of music, art, drama, literature etc..
- Appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond.

Provision for cultural development

Within the curriculum

- In all lessons acquiring an understanding of the contribution of British thinkers to the subject being discussed.
- In all lessons understand the importance of the work done by people from other cultures in bring us to our current understanding of the subject being discussed.
- In music, RE and art, undertake a study of other cultures and their forms of cultural expression.

- Within RE and PSHE, discuss and explore differences, similarities, equal rights, peer pressure and discrimination.

Beyond the formal curriculum

- The school will provide opportunities for all pupils to attend musical/theatrical events.
- The opportunity will be provided for pupils to take part in a wide variety of cultural events.
- Sixth Form activities will provide access to cultural topics.
- ASC Days will often include aspects of local culture or other cultures.
- Expeditions and tours and foreign exchanges will give pupils sometimes profound experiences of other cultures.
- Charity links will enable pupils to think beyond their own culture and share the aspirations of people in a variety of different cultures.

This policy is to be read in conjunction with the Safeguarding Policy