



Moorside High School

Spiritual, Moral, Social & Cultural Education Policy

Jul 2016

Rationale

Spiritual, Moral, Social and Cultural Education contributes to the school's overall aim of educating pupils for life and work in the future.

Definitions

Spiritual education focuses on contemplation about ourselves, our place in the cosmos, our responsibilities and the meaning we give to our lives and our experience. In the 21st Century, these aspects are by no means, and need not be, tied to religious doctrine, although for many they are.

Wonder is self-constructed, a way of describing an emotional response which develops over time and experience.

Awe is a particular kind of emotional response to something vast (the universe) or powerful (a storm or a mountain). Religious people may set wonder and awe in a particular doctrinal frame work.

In education, spirituality will be expressed in general terms :

- The concepts of self, self-worth, self-esteem
- The concept of relationship, how we set out own self-worth beside that of others
- Our needs, physical, emotional and psychological;
- Our self-understanding and self-realisation;
- Questions of the meaning of life and mortality

Spiritual perspectives can help pupils come to terms with :

- Who they are;
- What kind of people they are;
- How we construct meaning and purpose for our lives;
- How we construct meaning and purpose of our lives;
- How we express hope, aspiration and faith;
- Personal trustworthiness, honesty, quality and good faith.

Moral education is concerned with norms of socially acceptable behaviour although 21st century British society tends to have different and sometimes contested moral stances.

Moral education encourages learning about moral rules and about moral decision making. The formal intellectual process of analysing moral situations is ethics which examines underlying issues and principles in personal choices.

In religions there are moral absolutes eg the 10 commandments, but moral education is concerned broadly with issues of right and wrong and different perspectives on these. Moral education also focuses on relationships and responsibilities, how we contribute positively to our communities and how we moderate our wishes by considering the needs of others.

Social education is linked particularly to moral and personal education and is concerned with relationships in family, community, national and global settings. It is concerned with the development of a sense of identify in relation to others, of responsible use of power and considerations of equality and social justice.

Cultural Education

Culture is a broad and ambiguous term which involves a wide range of additional experiences (often artistic and literary or historical) as well as an understanding of the different values, beliefs, attitudes and customs of different groups in society which give rise to these cultural experiences.

In this sense, cultural education is concerned with toleration and understanding of other social groups and thus contributes to the school's stance against racism. Sympathy (empathy and respect for others) are important outcomes of cultural education).

Purposes

- SMSC education contributes to the personal development of pupils.
- SMSC education develops the active sense of right and wrong and respect for others which we believe are essential aspects of citizenship, as well as important for the harmonious operation of the school community.

- Spiritual education especially when linked to religious belief, has a particular role in both sustaining and promoting moral actions. It also promotes a sense of the fundamental meaning and importance of all human life.
- Moral education encourages pupils to understand rights and responsibilities in relation to personal choice.
- Social education encourages pupils to form and sustain good relationships with others and to be concerned with equality and social justice.
- Cultural education broadens pupils' perspectives and can promote sympathy, empathy and respect for others.

At Moorside

- Spiritual Education

Curriculum (Years 11 – 16)

- all pupils have one period of RE in line with the locally agreed syllabus at KS3, and follow a GCSE course in RE at KS4. (See KS3 RE SOW and KS4 syllabus)
- Other subjects identify where spiritual education occurs in their schemes of work and encourage reflection on these aspects as they arise. (see SMSC audit).
- Spiritual aspects arise naturally many aspects of the curriculum eg, Art, Music, History, Science, Maths, PSHE.

Assemblies

- Assemblies take place throughout the week. KS3 assembly is Years 7 and 8 and KS4 assembly is Years 9,10 and 11
- Assemblies are planned to reflect broadly Christian themes in line with government requirements and focus on our REACH values. (Assembly plan).
- Wherever possible, assemblies will involve pupils who should be encouraged to explore spiritual themes.

- Moral Education

Curriculum

- All aspects of the curriculum can demonstrate and illuminate moral choices and ethical dilemmas. Some subjects will give moral choice a high profile eg, RE, History, English, PSHE.

Assemblies

- Moral behaviour, particularly in relation to Christian belief, is an aspect of assemblies.

Other

- Teachers and other adults in school are expected to display moral and ethical attitudes in their relationships with other adults and pupils in school, and to model appropriate behaviour.

Social Education

Curriculum

In the teaching methods used throughout the curriculum there is an emphasis on co-operation, teamwork and positive relationships with others.

Cultural Education

Many aspects of the curriculum directly involve cultural education eg, Geography, RE, Art, History, Language. A wide range of extra curricular activities eg, Foreign exchange visits, theatre trips, museum visits, a second world war 'day' in school, promote cultural understanding.

SMSC at Moorside High School January 2017

Spiritual, Cultural, Moral and Social Development

There has been an extensive staff training programme with regards to using SMSC over the last few years at Moorside. There have been sessions on questioning, AFL, introduction to SMSC, using SMSC effectively in lessons, behaviour for learning, teaching controversial issues and through the form tutor training, the role of the form tutor in form time. Lessons have been observed for the SMSC content and a portfolio of good practice has been created through lesson observations focussing specifically on the SMSC agenda. In KS3 RE the school follows the locally agreed programme. In KS4 all pupils are examined in full course GCSE RE. In 2017 RE achieved 85% A*-C against a National Average of 71% (2017) and 18% A*-A grades. Citizenship is delivered as a discrete lesson in KS3 to all students and in KS4 it is offered as an option. There are usually one or two groups and in 2017 78% of students achieved A*-C grades compared with a national average of 63%. In addition Citizenship activities are delivered as part of the form tutor programme in KS4 and there are discrete Citizenship Challenge Days throughout the year as part of the PSHE programme. SMSC and British values provide the themes for assemblies as well as form time activities.

All the subjects have identified where they address the SMSC agenda and the details can be found on the school website.

Spiritual

- Moorside focuses on the development of pupils, their respect, understanding and tolerance of others locally, nationally and internationally through the delivery of RE to all pupils in all year groups (full course RE in KS4) and through discrete Citizenship lessons in KS3 and a KS4 programme which includes it as an option.
- Global citizenship in Year 7, Sacred Building visits in Year 8, Refugee awareness days in Year 9, community cohesion projects in Year 10 and 11 all underpin the ethos of respect, understanding and tolerance of others. The Sacred Building's trip is school funded and over 90% of the whole school cohort have attended.
- REACH framework across the school develops empathy, responsibility, cooperation, aspiration, determination and engagement.
- The school embraces Red Nose Day and Sports Relief and raises well in excess of a thousand pounds each year.
- Self reflection, mentoring and raising aspirations are reflected in the work that the LSU and Inclusion do on a daily basis.
- Our assemblies are built around the vision and values of the school which draws upon both spiritual and non- spiritual needs.
- Pupils develop an understanding of the spiritual aspects of life through: expressing meaning in art; empathy and reflection in English; care for others, persistence, appreciation of beauty and the use of imagination on DT; ethical consideration in Science; the pupils place in the world in Geography; spirituality, reflection, meditation, appreciation of

differences, understanding beliefs, practices and motivations in RE; determination, motivation, and personal challenge in PE.

Moral

- Moorside has extensive anti-bullying, anti racism and equality policies.
- All staff model good practice and behaviour to all students throughout the school community.
- Inclusion and the LSU is a vehicle which promotes equality, tolerance and promotes diversity in all its forms.
- The school behaviour policy is rigorously implemented and followed.
- A positive classroom climate is developed throughout the school.
- REACH framework across the school develops empathy, responsibility, cooperation, aspiration, determination and engagement.
- The reward system is used extensively and promoted throughout KS3 and 4.
- The PSHE programme is in place which responds to the current climate both nationally and locally.
- The Dyslexia Friendly Award, The International Schools Award, Inclusion Quality Mark, SportsMark and Healthy Schools Award all point to a school that embraces equality, diversity and moral decision making.
- An extensive system of e-safety training and promotion to pupils and an ethos has been created whereby pupils report issue to the CP officers in school. This is supported by additional sessions led by the CP officer over national issues such as 'Sexting' and the production of information packs for parents.
- Pupils develop morally across the curriculum by: good safe practice and working spaces in Art, DT, Food and Construction; studying moral issues in subjects such as Science, English, Geography, RE and Citizenship; the development and practice of sustainability in Geography, DT, Science and RE; values and choices in English, Food, Science, History, RE and Citizenship; KS4 students study a wide variety of issues such as Poverty in the UK and the 3rd world, Medical Ethics, Animal Rights, Drugs, Abortion, Capital Punishment and Euthanasia in Religious Education. In History the moral question concerning the role of causes such as religion versus in the causation of conflicts are studied.

Social

- The PSHE programme incorporates all forms of social interaction from group work to paired work and a wide variety of outside speakers and community leaders.
- The school funds fortnightly mental health support from Young minds and buys in specialist help for groups of pupils.
- Group and paired work used in lessons to good effect.
- Form tutor training encourages social care and the litter picking rota emphasises social consideration.

- University visits for Year 9 and 10 pupils emphasise a sense of community with shared values and experiences.
- The work of the LSU and Inclusion, as well as the extensive policies, demonstrates 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.
- Behaviour policy underpins positive performance
- Numerous school trips and visits to a wide variety of locations; from China to Wolverhampton; from a Space Centre to a Gurdwara and Mosque and we have a bi annual visit to Ypres where pupils lay a wreath in memory of the victims of war.
- Peer mentors in Year 7 form time, reading buddy system, Silver Surfer Programme, Mind and Young Carers, CAB and Refugee Awareness visitors and programmes all contribute to a cohesive social community.
- REACH framework across the school develops empathy, responsibility, cooperation, aspiration, determination and engagement.
- In lessons through: team work, forms of expression and celebration of work in Art; social responsibility and treatment of others in English; Listening, Reading, Writing and Speaking in MFL and Speaking and Listening in English; development of PLTS in areas such as DT, PE, Art, History, and PSHE days, inter house tournaments, sports days, extracurricular teams and events in PE.
- An Annual Community Carol Concert is held at the school and is organised in co-ordination with all the local churches and both Werrington and St Johns, Wetley Rocks, Primary schools.
- Our GCSE Citizenship group run projects with a Senior Crown Green Bowls Team, the local Rest Home, Silver Surfers and Year 6 pupils from all our extended feeder primary schools.

Cultural

- As the majority of the school population is classed as British white, a Sacred Building Visit has been developed over a number of Years and now all pupils in Year 8 visit free of charge such buildings as a Mosque, Gurdwara, Buddhist Temple, Hindu Mandir, Church and Synagogue. Here they will observe Muslims at prayer, share a meal in a Gurdwara, converse with Hindu youth and participate in meditation in a Buddhist Temple.
- In the LSU, a group of Year 10 pupils have developed an origins wall for members of the school community.
- REACH framework across the school develops empathy, responsibility, cooperation, aspiration, determination and engagement.
- Money is raised for a number of charities both within the UK and outside such as Comic Relief, Water Aid, the Samaritans and World Vision.
- Our Art and Craft club run by staff and pupils provide funding for the 'Young Minds' provision in school.
- Throughout the curriculum by exploring the art from different cultures, both ancient and modern in Art; How Christmas is celebrated in other

cultures in English; Food and Drink, customs and celebrations in MFL; The influence of food from around the world and cultural awareness of the uses of food and technology in DT; The development of Africa, Migration and China in a global economy in Geography; Islam- beliefs and practices, Sikh worship and the place of the Gurdwara in the Sikh Community, food laws and dietary concerns throughout the world religions, the use and place of artefacts and sacred books within religion, and tolerance and understanding of all faiths and none in RE; Religious and cultural diversity and respect for difference in taught throughout KS3 and 4 in both RE and Citizenship.

We are GOOD in relation to SMSC.