OUSEDALE SCHOOL

Spiritual, Moral, Social and Cultural (SMSC) POLICY

1. Introduction .

1.1 Ousedale School believes that *all* students should receive high quality learning experiences through all aspects of their school life with students and teachers working in partnership to enable students to achieve their maximum potential.

1.2 We recognise that the personal development of students, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve and as such the promotion of SMSC permeates all aspects of school life.

2. Aims

2.1 We aim to provide an education that engages students with a holistic approach to spiritual, moral, social and cultural development within a context that promotes fundamental British values.

2.2 To ensure that everyone connected with the school is aware of our values and principles.

2.3 To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.

2.4 To ensure that a student's education is set within a context that is meaningful and appropriate to their age, aptitude and background.

2.5 To ensure that students know what is expected of them and why.

2.6 To give each student a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.

2.7 To enable students to develop an understanding of their individual and group identity.

2.8 To enable students to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.

2.9 To give each student the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

2.10 Within this context opportunities will exist for all members of our school community to explore and develop:

- their own values and beliefs,
- spiritual awareness,
- high standards of personal behaviour,
- a positive, caring attitude towards other people,
- an understanding of their social and cultural traditions,
- an appreciation of the diversity and richness of a range of cultures.

3. SMSC Definitions

3.1 Spiritual Development

As a school we aim to provide learning opportunities that will enable students to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

3.2 Moral Development

As a school we aim to provide learning opportunities that will enable students to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.

3.3 Social Development

As a school we aim to promote opportunities that will enable students to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.

3.4 Cultural Development

As a school we aim to promote opportunities that will enable students to:

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

4. Fundamental British Values

4.1 Our SMSC provision will promote fundamental British values and we will:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

5. SMSC in the school community

5.1 SMSC supports the values expressed in the code of conduct and principles outlined in the school vision.

5.2 The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

5.3 All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for students and their families.

5.4 Students should learn to differentiate between right and wrong and that their actions affect other people. They will be encouraged to value themselves and others.

5.5 Students should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements

6. Curriculum Provision

6.1 SMSC is a fundamental and integral part of our school curriculum and has equal value within discrete elements and complements the academic components of the curriculum in underpinning the aims of the school.

6.2 All curriculum areas have a contribution to make to students' spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum and outlined in their programmes of study.

6.3 All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in departmental and teacher's planning and purchasing decisions.

7. Teaching and Organisation

7.1 Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the various dimensions of their learning.

7.2 Students will be given a wide variety of opportunities to reflect on their experiences and learning in a variety of ways to:

- explore the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle
- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.

7.3 Students will develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally including empathy, respect, open mindedness, sensitivity and critical awareness.

7.4 Opportunities will exist within and beyond the curriculum to:

- Listen and talk to each other;
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different;
- Agree and disagree, debate and discuss different points of view
- Work co-operatively and collaboratively;

8. Links with the Wider Community

8.1 Visitors are welcomed into school.

8.2 The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the students.

8.3 Students will be taught to appreciate their local environment and to develop a sense of responsibility to it.

9. Monitoring and Evaluation

9.1 Provision for SMSC will be monitored and reviewed. This will be achieved by monitoring lessons, teaching and learning and student work through departmental and whole school monitoring and evaluation schedules

10. Review

10.1 This policy will be reviewed biennially by the Governors' Learning and Curriculum Committee.

Approved by Learning & Curriculum Committee 20th February 2017
To Full Governing Body 29th March 2017
Date of next review January 2019