



QUINTON HOUSE SCHOOL

Spiritual, Moral, Social and Cultural Policy

We recognise that the personal development of pupils spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

May
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Rationale

The spiritual, moral, social and cultural development of the pupil is recognised as being of fundamental importance for the education of all pupils by staff in our school. It is taught through all curriculum subjects, across all age ranges and in particular RE and PHSEE. It supports all areas of learning and can contribute to the pupils' motivation to learn.

As part of our SMSC Policy we believe that all pupils and adults have the right to study and work in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

Aims

The aim of our SMSC Policy is to enable pupils to:

- develop their self-knowledge, self-esteem and self-confidence
- understand what is right and wrong in their school life and life outside school
- accept responsibility for their behaviour, show initiative and contribute to the school, local and wider communities
- understand and respond to risk (age appropriate), for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety
- take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently roles and responsibilities, offer help and learn to be reliable
- acquire knowledge and be able to reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning
- acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions
- respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- develop respect towards diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability
- acquire a broad general knowledge of public institutions and services in England
- respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, for example an appreciation of theatre, music and literature
- overcome barriers to their learning.

Teaching

Development in SMSC takes place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, eg 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.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally — e.g. empathy, respect, open mindedness, sensitivity, critical awareness.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals.
- Agree and disagree.
- Take turns and share equipment.
- Work cooperatively and collaboratively.

The school uses visiting speakers to enhance the SMSC provision.

Links with the Church are fostered through links with the local churches. The Gideons deliver an assembly annually to pupils in Year 7.

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 pupil.

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

Definitions

Spiritual Development

Spiritual development is associated with the search for meaning and purpose in life. It relates to 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' need not be synonymous with 'religious'. All areas of the curriculum should contribute to the spiritual development of pupils.

As a school we aim to provide learning opportunities that will enable pupils 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.
- Recognise and reflect on religious approaches to Spiritual Development.

Moral Development

Moral development is concerned with pupils' ability to make judgements 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.

As a school we aim to provide learning opportunities that will enable pupils 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 judgments.

Social Development

Social development refers to the development of abilities and qualities that pupils 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.

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

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Begin to understand the moral imperative for social justice and a concern for the disadvantaged.

Cultural Development

Cultural development refers to the development of knowledge and understanding and the appreciation of differing cultural beliefs, customs and traditions. A central theme concerns the development of a sense of personal identity whilst, at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others.

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

- Recognise the value and richness of cultural diversity in Britain, and how these influence 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.

Fundamental British Values

Fundamental British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

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

- Understand that while different people may hold different opinions about 'right' and 'wrong', all people living in England are subject to our laws.
- Understand that the school aims and ethos support the rule of English civil and criminal laws and do not undermine our society. Pupils are made aware of the difference between law of the land and religious law.
- Challenge opinions or behaviours in school that are contrary to fundamental British values.
- Develop self-knowledge, esteem and confidence
- Accept responsibility for behaviour and to contribute positively to both the school and wider community.
- Foster respect for others, for democracy and support for democratic processes, understanding how citizens can influence decision making through this process.
- Develop an appreciation that the protection of living under rule of law extends to individuals and is essential for their well-being and safety.
- Understand the separation of power between executive and judiciary and that while some public bodies (police and army) can be held to account through Parliament, others such as courts remain independent.
- Understand that the freedom to choose and hold other faiths and beliefs is protected in law and also; that others with different faiths and beliefs (or none) should be accepted and tolerated.
- Identify and combat discrimination.

Equal opportunities

Refer to our Equal Opportunities Policy

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

- Curriculum Coordinators and Heads of Department identify aspects within their subjects to be included in teacher planning. Coordinators and Heads of Department monitor teacher plans and their evaluations and assessments.
- Coordinators and Head of Departments will monitor resource provision, identifying shortfalls.
- The Headteacher shall have oversight of this policy and monitor the provision of SMSC.