

## **Spiritual, Moral, Social and Cultural Development**

Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes the need to foster their own inner lives and non-material well-being.

Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them.

Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of experiences. They acquire a respect for their own culture and that of others, an interest in others' way of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

### **AIMS OF THE SMSC POLICY**

**We aim to ensure that pupils are to:**

- Reflect about beliefs, values and other aspects of human experience, using imagination and creativity and developing curiosity in their learning
- Develop and apply an understanding of right and wrong in their school life and life outside school
- Take part in a range of activities requiring social skills
- Develop an awareness of and respect for diversity, eg about gender, race, religion and belief, culture, sexual orientation and disability
- Gain a well- informed understanding of the options and challenges facing them as they move through the school and on to the next stage
- Develop an appreciation of theatre, music, art and literature
- Develop the skills and attributes to enable them to fully participate fully and positively in democratic modern Britain
- Respond positively to a range of artistic, sporting and other cultural opportunities
- Understand and appreciate the range of different cultures within school an further afield as an essential element of their preparation for life

## **The Curriculum supports SMSC development through:**

### **English:**

#### **Spiritual**

- students reflect on values, beliefs and perspectives of self and others
- they refine and enhance their use of imagination and creativity

#### **Moral** development is fostered through:

- Reflection on what motivates the behaviour of characters and their choices
- Empathy
- Understanding the consequences of a character's actions
- Discussion and appreciation of the viewpoints of others

#### **Social skills:**

- Pupils are supported to develop social skills in a variety of contexts, for example, in spoken language study
- Pupils are encouraged to engage with real life issues which are pertinent to them and their study, e.g. political viewpoints on social and moral issues and how these change over time
- Pupils cultivate their own viewpoints on issues such as 'power and conflict', learning how to express these effectively in verbal and written form

#### **Cultural awareness in English** is promoted through:

- Understanding of how a wide range of cultural and contextual factors have influenced our literary heritage
- Pupils are inspired to participate fully in creative and artistic opportunities beyond the standard curriculum, as they arise

#### **Mathematics:**

- Supporting whole school policy on issues such as discipline and behaviour.
- Enabling pupils to acknowledge the important contribution made to mathematics by non-western cultures.

#### **Science:**

- Encouraging pupils to reflect on the wonder of the natural world.
- Awareness of the ways that science and technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many different cultures.

#### **Art:**

- Allowing Art to support and develop thoughts, feelings and emotions.
- Using contextual research to study artists who consider issues such as spiritual and religious themes and those concerning ethical issues such as war and violence.
- Giving pupils the opportunity to reflect on their environment and surroundings.

**Business Studies:**

- Activities that involve working in teams and developing social awareness and peer support.
- Considering non-financial objectives of organisations and entrepreneurs.
- Examining moral and ethical behaviour in businesses.
- Investigating the impact of business operations on the environment.
- Understanding different socio-economic groups.
- Understanding different and sometimes conflicting points of view of different stakeholders.

**Computing:**

- Encouraging pupils to take responsibility for how they use digital communications to communicate with others.
- Making clear the guidelines about the ethical use of the internet and other forms of communications technology, such as the use of technology to store personal information and understanding copyright.
- Acknowledging advances in technology and appreciation for human achievement.

**Careers, Personal and Social Education (CPSE):**

- Citizenship: Reflect about beliefs, values and other aspects of human experience
- Citizenship and Relationships: Develop and apply an understanding of right and wrong in their school life and life outside school
- Careers: Take part in a range of activities requiring social skills, e.g. practice interviews and work experience
- Relationships: Develop an awareness of and respect for diversity, eg about gender, race, religion and belief, culture, sexual orientation and disability
- Careers: Gain a well- informed understanding of the options and challenges facing them as they move through the school and on to the next stage
- Citizenship and mock elections: Develop the skills and attributes to enable them to fully participate fully and positively in democratic modern Britain
- Citizenship: Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life

**Design Technology:**

- Reflecting on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life.
- Awareness of the moral dilemmas created by technical advances, the impact of 'winners and losers' ethos.
- How different cultures have contributed to technology.
- Opportunities to work as a team, recognising others' strengths, sharing equipment.

**Drama:**

- Through all schemes we explore and develop spiritual, moral, social and cultural understanding and appreciation. This may be done through specific issue based work or through scripts that may highlight or challenge certain beliefs/opinions.
- The exploration of different characters from a range of backgrounds and the way in which they behave gives students insight, allowing development of SMSC situations.

- Developing students' awareness of others through group work in a safe working environment encourages the growth of co-operation and acceptance of others.
- Students are constantly challenged and faced with a number of SMSC situations through role play in which they have to respond to with reasons. All students are encouraged to share their own opinions but must be open/accepting of others.

#### **Food Technology:**

- Giving pupils the opportunity to examine cultural differences in food and diet.
- Reflecting on the social issues around food such as price and income.
- Acknowledging government guidelines for health and dietary requirements.
- Reflecting on the moral issues concerning food production in third world countries.

#### **Geography:**

- Opportunities for reflection on the creation, earth's origins, future and diversity are given.
- Reflection on the fair distribution of the earth's resources.
- Studies of people and places gives pupils the chance to reflect on the social and cultural characteristics of society.

#### **History:**

- Looking at the establishment of multi-cultural Britain.
- Enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism.
- Showing an awareness of the moral implications of the actions of historical figures.
- Examine the reasons and consequences of events like slavery and the holocaust
- Examine intolerance and respect for diversity of actions and ideas
- Value the views of others in class and from different past societies

#### **MFL:**

- Pupils may gain insights into the way of life, cultural traditions, moral and social developments of people in other countries.
- Pupils' social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.

#### **Music:**

- Teaching that encourages pupils to be open to the music of other cultures.
- Considering the role of music in society and to see how music can cause conflict and differences of opinion.
- Looking at the way music can change moods and behaviour.

#### **Physical Education:**

- Appreciation for the need of a Healthy Active Lifestyle and the benefits associated with this.
- Activities involving British Values co-operation, teamwork, competition, rules, self-discipline and fair play.
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection and challenge. Inter House Competitions to establish an ethos of allegiance and belonging.
- Co-operating within groups, offering support and peer assessment to fellow pupils.
- Awareness and understanding the role of sport in society/culture nationally and globally.

**Religious Education:**

- Learn about beliefs, values and the concept of spirituality.
- Reflect on the significance of religious teaching in their own lives.
- Develop respect for the right of others to hold beliefs different from their own.
- Show an understanding of the influence of religion and ethical issues on society.
- Appreciation and understanding of different cultures, religions and traditions.

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