



Sir James Smith's Community School

Aspiration • Ambition • Achievement

***Spiritual, Moral, Social and Cultural Education
Policy
(Previously Moral & Spiritual)***

March 2018

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1.0 Background

1.1 Underpinning the work that we do is a set of values and beliefs. Foremost is a belief in education, at home and at School, as a route to the spiritual, moral, social, cultural, physical and mental development, and thus the well-being, of the individual. We also recognize that education is a route to equality of opportunity for all.

1.2 The School Curriculum should promote pupils' spiritual, moral, social and cultural development and, in particular, develop principles for distinguishing between right and wrong. It should develop their knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies. The School curriculum should pass on enduring values, develop pupils' integrity and autonomy and help them to be responsible and caring citizens capable of contributing to the development of a just society. It should promote equal opportunities and enable pupils to challenge discrimination and stereotyping. It should develop their awareness and understanding of, and respect for, the environments in which they live, and secure their commitment to sustainable development at a personal, local, national and global level. It should also equip pupils as consumers to make informed judgements and independent decisions and to understand their responsibilities and rights.

1.3 The school curriculum should promote pupils' self-esteem and emotional well being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, School, work and in the community. It should develop their ability to relate to others and work for the common good.

1.4 It should enable pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity. It should prepare pupils for the next steps in their education, training and employment and equip them to make informed choices at School and throughout their lives, enabling them to appreciate the relevance of their achievements to life and society outside School, including leisure, community engagement and employment.

2.0 Defining Spiritual, Moral, Social and Cultural (SMSC)

2.1 SPIRITUAL - " This is to do with the search for meaning and purpose in life and for values by which to live".

Spiritual development is concerned with:

- Beliefs
- Sense of Awe and Wonder
- Experiencing feelings of transcendence
- Search for meaning and purpose
- Self-knowledge
- Relationships
- Creativity
- Feelings and Emotions

By the time pupils leave us they should display:

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- ❑ Knowledge of the central beliefs, ideas and practices of major world religions and philosophies;
- ❑ An understanding of how people have sought to explain the universe through various myths and stories, including religious, historical and scientific interpretations;
- ❑ Beliefs which are held personally, and the ability to give some account of these and to derive values from them (here the link to moral development is a close one);
- ❑ Behaviour and attitudes which derive from such knowledge and understanding and from personal conviction, and which show awareness of the relationship between belief and action;
- ❑ Personal response to questions about the purpose of life, and to the experience of, e.g. beauty and love or pain and suffering.

...at a level appropriate to their age and ability.

2.2 Moral - "Moral development refers to pupils' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong."

By the time pupils leave us they should be able to:

- ❑ Distinguish between right and wrong;
- ❑ Articulate their own attitudes and values;
- ❑ Take responsibility for their own actions;
- ❑ Recognise the moral dimension to situations;
- ❑ Understand the long and short-term consequences of their actions for themselves and for others;
- ❑ Develop for themselves a set of socially acceptable values and principles and set guidelines to govern their own behaviour;
- ❑ Recognise that their values and attitudes may have to change over time;
- ❑ Behave consistently in accordance with their principles

...at a level appropriate to their age and ability

2.3 Social - "pupils' progressive acquisition of the competences and qualities needed to play a full part in society."

By the time pupils leave us they should display:

- ❑ Knowledge of the ways in which societies function and are organised;
- ❑ Understanding of how individuals relate to each other and to the institutions, structures and processes of society;
- ❑ Attitudes which show the capacity to adjust to a range of social contexts by appropriate and sensitive behaviour;
- ❑ Skills in taking on, as appropriate, the roles of leader and team member, exercising responsibility, initiative and co-operation;
- ❑ Ability to make a strong personal contribution to the well-being of social groups and to form effective relationships within them;

...at a level appropriate to their age and ability.

2.4 Cultural - "Pupils' increasing understanding and command of those beliefs, values, customs, knowledge and skills which taken together, form the basis of identity and cohesion in societies and groups."

By the time pupils leave us they should display:

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- ❑ Knowledge of the nature and roots of their own cultural traditions and practices and key features of other major cultural grounds within their own society;
- ❑ Understanding of the diversity of religious, social, aesthetic, ethnic and political traditions and practices – locally, nationally and internationally;
- ❑ Personal response and accomplishment in a range of cultural fields. These might include as a minimum: literature, music, science and technology, art and design, drama and physical movement (Dance and Sport);
- ❑ Capacity to relate what they learn in School generally and in particular areas of the curriculum to their appreciation of wider cultural aspects of society, and to evaluate the quality and worth of cultural achievements;

...at a level appropriate for their age and ability.

3.0 Practice

Our beliefs and values will be addressed through all curriculum areas and through the ethos of the school. Religious Education teaching, assemblies and Citizenship will be important vehicles for delivery of our aims and objectives. Self-esteem will be encouraged by our rewards system and self-control and respect for others will be reinforced by the Code of Conduct and disciplinary procedures. Wherever possible we shall be proactive in preventing anti-social behaviour by ensuring clear understanding of the morals of school society through full communication with students and parents.

If you would like this in a different format please contact the school

Reviewed by – Jon Lawrence

Reviewed – March 2018

Ratified by Governors – March 2018

Next review – March 2020
