



Spiritual, Moral, Social and Cultural Policy

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Contents

Introduction	3
Definitions:.....	3
Spiritual Development:	3
Moral Development:.....	3
Social Development:	3
Cultural Development:.....	3
British Values:	3
Alderbrook’s Ethos:.....	3
English:.....	5
Mathematics:	5
Science:	5
Computing and Business:.....	5
History:.....	5
Technology:.....	6
Geography:.....	6
MFL:	6
Religious Education:.....	6
Art:	6
Dance and Drama.....	6
Music:.....	7
Physical Education:	7
Strategic Planning for SMSC:.....	7
Monitoring and implementation of the policy	7
2021-22 RUNNING ORDER	7
Appendix 1 Extra-Curricular Consent Form	8
Appendix 2 SMSC Audit	9

Introduction

- 1 Spiritual, moral, social and cultural (SMSC) education helps students develop lifelong values, qualities and attitudes that are important in today's Britain. It helps students understand the world and prepare positively for their future.

Definitions:

Spiritual Development:

- 2 The exploration of beliefs and experiences; respect for faiths, feelings and values; enjoying learning; the use of imagination and creativity to interpret the world.

Moral Development:

- 3 Recognising right and wrong: developing respect for law and codes of conduct. The investigation of moral and ethical issues and the development of reasoned arguments.

Social Development:

- 4 The use of a range of social skills; participation, cooperation, collaboration, appreciation of different viewpoints, resolving conflict and tolerance.

Cultural Development:

- 5 The appreciation of cultural influences; understanding, accepting, respecting and celebrating diversity.

British Values:

- 6 Democracy, rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Alderbrook's Ethos:

- 7 Embedded in the ethos of Alderbrook School, and underpinning the curriculum, are the following aspirations for students:
 - **To be resilient:**- committed, ambitious, to persevere, to learn from mistakes.
 - **To be reflective:** - to have sensitivity to the opinions of others and to be able to create a reasoned argument, to seek and respond to feedback. To be aware of healthy lifestyles and personal wellbeing.
 - **To be resourceful:**- to be able to use their imagination and creativity to find solutions and create responses, to develop curiosity and overcome barriers in their learning. To consider the options and challenges facing them as they move through school life and onto the next stage of their education and training. To take part in a range of artistic, cultural and sporting opportunities.
 - **To be responsible:** - to apply an understanding of right and wrong in their school life and life outside school. To have humility, good manners, punctuality and a sense of personal organisation. To accept the sanctions associated with negative behaviour and receive guidance to become more responsible for the choices they make.
 - **To be reciprocal:** - to take part in a range of activities requiring social skills, to develop an awareness of and respect towards diversity in relation to, for example, gender, sexual orientation race, religion, belief and disability.

- 8 Whilst it is acknowledged that aspects of SMSC education are inherent in all aspects of life, Alderbrook explicitly supports this development in the following ways:
- 9 At Alderbrook, students, staff and parents/carers have selected three values for particular focus: - ambition, bravery and kindness. These values were renewed in September 2019 following a vote involving all stake holders, and these are being emphasised through all aspects of school life, providing a framework for the development of positive characteristics and attitudes.
- 10 **The Personal and Social Education Programme and Life Ready Days** are planned to support the development of: Living in the Wider World, Health and Well-Being, Sex and Relationships. These lessons provide specific opportunities to help students understand the importance of aspects of SMSC and British Values, employability awareness and skills. There is an emphasis on visitors coming into school to support the messages, including the local police, MPs, employers, motivational speakers and artists.
- 11 **Assemblies** are designed to support all aspects of SMSC, and are planned to complement the Life Ready Days programme, and respond to national/international days to enhance the delivery.
- 12 **The Extra Curricular and Enrichment Programme** is broad, and designed to provide a range of lunch time and after school opportunities for students to participate in activities such as the Arts and Sports. There are also opportunities provided for students to take part in competitions and events both regionally and nationally. These are arranged to whole year groups, specifically targeted groups, or volunteers.
- 13 Form tutors follow a programme that includes opportunities for students to be reflective about their learning and behaviours.
- 14 **Alderbrook Parliament** facilitates a democratic process for students to voice their thoughts and opinions, from each child in form time, through to council and relevant staff to take action. Feedback from this process occurs in assembly time or through form time.
- 15 **Aspire lessons** in Year 7 support the integration students into Alderbrook life, focusing on behaviour, aspiration, learning habits and staying safe.
- 16 **Pastoral Managers** are aligned to each year group to support the behavioural needs of students. Behaviour and Approach to Learning grades are provided in the reporting system, and overall support a positive attitude to learning.
- 17 Previously an Arts College, **the Arts at Alderbrook** are recognised as making a key contribution to SMSC education, including: valuing experimentation and innovation, the development of confidence and self-esteem, the development of supportive and collaborative relationships, an enjoyment and love of learning that is encouraged both in curricular and extracurricular opportunities.
- 18 Curriculum Leaders have mapped **SMSC provision in their subjects**, and staff have identified where their teaching contributes to the overall development of SMSC elements. A whole school audit identifies clear subject references to ensure coverage of all aspects of SMSC education. The headlines of this are noted below. *Appendix 4 (SMSC audit 2019-20)*. Following this audit, some aspects of SMSC have been identified for further development outside subject teaching, such as Life Ready Days and Assemblies.

English:

- 19 Developing confidence and expertise in language, which is an important aspect of individual and social identity
- 20 Analysis of human behaviour through empathy with characters and writers
- 21 Appreciation of the historical and cultural context of literature.
- 22 Discussion and debate requiring freedom of perspective and appreciation for opinion.
- 23 Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television
- 24 Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film

Mathematics:

- 25 Supporting whole school policy on issues such as discipline and behaviour
- 26 Encouraging perseverance, endeavour and absorption.
- 27 Consideration of mathematical connections to the news/world
- 28 Share and appreciate different problem-solving methods

Science:

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

Computing and Business:

- 35 Making clear the guidelines about the ethical use of the internet and other forms of communications technology.
- 36 Acknowledging advances in technology and appreciation for human achievement

History:

- 37 Looking at the establishment of multi-cultural Britain
- 38 Enabling pupils to reflect on 'wrongs' of the past, such as slavery and the holocaust.
- 39 Showing an awareness of the moral implications of the actions of historical figures
- 40 Examining cultural differences with the past
- 41 Consideration of the impact of migration

Technology:

- 42 Reflecting on ingenious products and interventions, the diversity of materials and ways in which design technology can improve the quality of life.
- 43 Moral and ethical choices
- 44 How culture and religion can influence our choices
- 45 Opportunities to work as a team, leading a team, recognising others strengths, sharing ideas

Geography:

- 46 Social responsibilities including fair trade, migration, obesity and ethnic segregation
- 47 Global values and the consideration of global hazards.
- 48 Reflection on the fair distribution of the earth's resources
- 49 Studies of people and places gives pupils the chance to reflect on the social and cultural characteristics of society

MFL:

- 50 Pupils may gain insights into the way of life, cultural traditions, moral and social developments of other people, links with local community
- 51 Development of polite conversation
- 52 Pupil social skills are developed through group activities, projects and communication exercises
- 53 Listening skills are improved through oral/aural work

Religious Education:

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

Art:

- 59 Giving pupils the chance to reflect on nature, their environment and surroundings
- 60 Studying artists with spiritual or religious theme, issues raised by artists which concerns ethical issues
- 61 Analysing and appreciating the beauty of art, and interpreting intention

Dance and Drama

- 62 Collaboration and leadership are developed

- 63 The enjoyment and pleasure of the Performing Arts
- 64 Social, cultural and historical context of styles and professional works.
- 65 Respectful feedback and respectful audiences appreciating each other's work
- 66 Empathy for roles
- 67 Spirituality and appreciation of art forms through participation and observation

Music:

- 68 Teaching that encourages students to appreciate the music of other cultures
- 69 Considering the role of music in society and to see how music can cause conflict and differences of opinion
- 70 Looking at the way music can change moods, behaviour and emotions and the enjoyment of music

Physical Education:

- 71 Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play
- 72 Exploring the sports and traditions of a variety of cultures
- 73 Individual activities that provide the opportunity for self-reflection, awareness and challenge
- 74 Promoting leadership skills in a wide range of opportunities

Strategic Planning for SMSC:

- 75 To ensure careful coverage of all important aspects of SMSC and British Values as described by the DFE, Alderbrook conducts a detailed audit across all subjects and school life, using this to identify any areas that need to be planned into provision. It is acknowledged that whilst many aspects of SMSC are inherent in day-to-day school life, a strategic overview and regularly updated plans ensure that all aspects of this agenda are considered at appropriate times in a student's school life. Students in Year 8 and 10 complete The Solihull Children and Young People's Health and Wellbeing Survey through the Schools Health Education Unit. Other student voice activities support this. The findings of this provide further detail to ensure the most relevant and timely planning.

Monitoring and implementation of the policy

- 76 Provision for SMSC is monitored and reviewed by SLT, Governors, and Teachers.
- 77 Regular discussion with students about the provision for their SMSC education, and use of student voice steers the focus of some of the events.
- 78 The implementation of the policy is the responsibility of all staff.

Assemblies, Tutor-Times, FOCUS WEEKS and LIFE READY DAYS

For a view of the plans for this year's content, please follow this link : [RUNNING ORDER 21-22](#)

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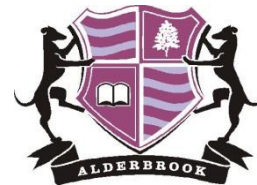
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USL/Mac

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EXTRA CURRICULAR ACTIVITIES CONSENT FORM

Please find all club information and times for all subjects on the school website from the student drop down menu, or via a letter from the club organiser for projects or one off events.

- I understand that as part of some of the school clubs, there may be some competitions at different venues. When these occur, I understand that the school will give my child notification of events, **but will not require further written consent.**
- In the case of off-site competitions, we will provide transport to and from the venue if you are unable to arrange collection from the venue itself.
- I understand that I am responsible for my child's travel home after all activities both at school and away.
- I understand that if my child does not attend this voluntary activity, it is their responsibility to inform me rather than the school.
- I understand that club information will be updated every term.
- I understand that if my child does not have a signed consent form, they will not be able to stay after school and will need to make the necessary arrangements to get home.
- I understand that there may be unforeseen circumstances at times; meaning clubs may have to be cancelled.

Please indicate here any medical information the teacher for that activity may need to be aware of:

Child's Name: _____ Year group: _____

Emergency contact name: _____

Emergency contact number: _____

Signed: _____ (Parent/Carer)

Date: _____

Appendix 2 SMSC audit

Social Moral Spiritual and Cultural Overview – Alderbrook School 2021									
		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13	All
Social	Use a range of social skills in different contexts, e.g. working and socialising with others, including those from different religious, ethnic and socio-economic backgrounds	PSHCE Food	PSHCE Food	PSHCE Food	PSHCE Food	PSHCE Food Computer Science Business D&T H&S	PSHCE Business Sociology	PSHCE Computer Science Sociology	Dance Drama Maths MFL English RE PE
	Willing to participate in a variety of community and social settings, including volunteering, cooperating well with others and resolving conflicts	PSHCE Food	PSHCE Food	PSHCE Business Food H&S	PSHCE Food H&S	PSHCE Food Computer Science H&S Maths Prefect system	Gold Duke of Edinburgh Enrichment Peer Mentoring Business Maths	Enrichment Peer Mentoring Computer Science Business	Dance Drama Science School Council PE
	Accept and engage with fundamental values of democracy, rule of law, liberty and mutual respect, tolerance of those with different faiths and beliefs. Skills and attitudes to participate fully in modern life.	PSD Science Computer Science Food	PSD Computer Science Food	PSD Business Food H&S D&T	PSD Science Computer Science Food D&T	PSD Science Computer Science Food H&S D&T	PSHCE Politics	PSHCE Politics Computer Science Business Spanish	Science Dance Drama Maths English RE Assemblies School Council

						Prefect system			PE
Moral	Ability to recognise the difference between right and wrong, and to readily apply this understanding in their own lives, and recognise legal boundaries – respecting the civil and criminal law	PSD Aspire Computer Science	PSD	PSD Business H&S RE	PSD Science Computer Science H&S RE	PSD Computer Science H&S RE Prefect system	PSHCE PowerHour Sociology	PSHCE PowerHour Computer Science Sociology	Drama English Maths Assemblies Behaviour policy PE
	Understanding the consequence of behaviour and actions	PSD Aspire Science Food RE	PSD Science Food MFL RE	PSD Food H&S MFL RE	PSD Science Food H&S MFL RE	PSD Food H&S MFL RE Prefect system	PSHCE PowerHour Enrichment	PSHCE PowerHour Enrichment	Drama English PE Maths D&T Assemblies Behaviour policy
	Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others	PSD Aspire Computer Science Food	PSD Food RE	PSD Food H&S RE	PSD Science Computer Science Food H&S RE D&T MFL	PSD Science Computer Science Business	PSHCE PowerHour Enrichment Science Computer Science Business Politics Psychology Sociology	PSHCE PowerHour Enrichment Science Politics Psychology Sociology	Dance Drama Maths PE English Assemblies School Council

		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13	All
Spiritual	Ability to be reflective about own beliefs and perspective on life	Aspire PSD Computer Science RE	PSD MFL RE	PSD Business H&S RE MFL	PSD Computer Science H&S DT RE MFL	PSD Computer Science H&S RE	PSHCE Politics Psychology	PSHCE Politics Computer Science Business Psychology	Dance Drama English Assemblies
	Interest in and respect for different people's faiths, feelings and values	Food RE	PSD Food RE	PSD Food H&S RE	PSD Food H&S RE	PSD Food H&S RE	PSHCE PowerHour Enrichment	PSHCE PowerHour Enrichment	Dance Drama English Assemblies School Council
	Sense of enjoyment and fascination in learning about themselves, others and the world around them	Aspire PSD Food MFL RE Science	PSD Food	PSD Food H&S MFL	PSD Food H&S MFL	PSD H&S	PSHCE PowerHour Enrichment	PSHCE PowerHour Enrichment	Dance Drama PE D&T Maths English Assemblies
	Use of imagination and creativity in their learning	Aspire Food MFL RE	Food MFL RE	Food MFL H&S	Food H&S MFL	Food H&S	Enrichment	Enrichment	Dance Drama Art PE D&T Maths English Science
	Willingness to reflect on their experiences	Aspire PSD Food RE	PSD Food RE	PSD Food H&S RE MFL	PSD Food H&S MFL RE	PSD H&S MFL RE	PSHCE Enrichment	PSHCE Enrichment	Dance Drama PE D&T Maths English D&T Assemblies

Cultural	Understanding and appreciating a wide range of cultural influences that have shaped our heritage and that of others	Food RE	Food	Food	Food D&T MFL	D&T	Spanish Economics Politics	Spanish Economics Politics	Dance Drama Maths English Assemblies
	Understanding and appreciating the range of different cultures in the school and further afield as essential elements of preparation for life in modern Britain	Food RE	Food RE	Food H&S RE	Food H&S D&T RE	Food H&S D&T RE	PSHCE Enrichment Business	PSHCE Enrichment	Dance Drama English Assemblies
	Ability to recognise and value the things shared in common across cultural, religious, ethnic and socio-economic communities	PSD	PSD	Business Food H&S RE PSD	H&S RE PSD	H&S RE PSD	Spanish Economics Politics Sociology	Spanish Business Economics Politics Sociology	Dance Drama English Assemblies
	Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and continuing to develop Britain	PSD	PSD	PSD Dance H&S	PSD Dance H&S	PSD Dance H&S	PSHCE Enrichment Dance Economics Politics History	PSHCE Enrichment Business Dance Economics Politics History	Drama Assemblies School Council
	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	Aspire and the Life Ready Passport PSD Maths	PSD Maths	PSD Business H&S Maths	PSD Food H&S D&T	PSD H&S D&T	Enrichment Prize Giving Annual Cultural City Tour	Enrichment Prize Giving Annual Cultural City Tour Business	Dance Drama Maths PE Art English Assemblies Extra-curricular programme
	Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity – and how they understand, accept, respect and celebrate diversity and things we share in common, inc religious, ethnic, socio economic groups in local, national and global communities	Food MFL RE PSD	PSD Food RE	PSD Food MFL RE	PSD Food MFL RE D&T	PSD D&T MFL RE	PSHCE PowerHour Spanish Economics Politics Sociology	PSHCE PowerHour Spanish Economics Politics Sociology	Dance Drama English Assemblies