



## Spiritual, Moral, Social and Cultural Policy

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## 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 Our school is an organisation which offers every child, regardless of circumstance, the chance to thrive through high quality, inclusive education in a safe, compassionate and inspiring environment.

We do this through developing:

### **Ambition**

Students are given the tools to prepare for their future and be the best that they can be. Staff are empowered to take opportunities for growth and development.

### **Bravery**

We promote bravery so that all members of our community take every opportunity to meet their potential.

### **Kindness**

We are inclusive, caring and kind to all members of the school community.

- 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 **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. All students are taught in dedicated timetabled lessons for PSHE and RE. There is an emphasis on visitors coming into school to support the messages, including the local police, MPs, employers, motivational speakers and artists.
- 10 **Life Ready Days** are designed to support all aspects of SMSC, and are planned to complement the Assemblies programme which responds to national/international days to enhance the delivery.
- 11 **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.
- 12 **Form tutors** follow a programme including reading sessions that provides opportunities for students to be reflective about their learning and behaviours.
- 13 **Alderbrook Parliament** facilitates a democratic process for students to voice their thoughts and opinions. Students are encouraged to share their opinions in 'YOUR VOICE MATTERS' opportunities in tutor times and lessons. Feedback from this process occurs in assembly time or through form time.
- 14 **Summer School** supports the integration of year 6 students into Alderbrook life, focusing on behaviour, aspiration, learning habits and staying safe.
- 15 **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.
- 16 **Performing 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.

- 17 Curriculum Leaders and staff have identified where their teaching contributes to the overall development of SMSC elements.

### English:

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

### Mathematics:

- 24 Encouraging perseverance, endeavour and absorption.
- 25 Consideration of mathematical connections to the news/world
- 26 Share and appreciate different problem-solving methods

### Science:

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

### Computing and Business:

- 33 Making clear the guidelines about the ethical use of the internet and other forms of communications technology.
- 34 Business ethics and how businesses might choose to be ethical in decisions they make around employee's pay and the use of sustainable resources.
- 35 Acknowledging advances in technology and appreciation for human achievement
- 36 As students develop their skills in a range software they are challenged to work in groups to find solutions whilst developing respect for the ideas and opinions of others in their team.
- 37 Through real life case studies, students consider issues surrounding the misuse and access rights to personal data. The use of case studies in Computing encourages students to draw

conclusions through evidence rather than their preconceptions whilst allow the students the time to reflect on the origins of their own personal perceptions of a topic.

- 38 Pupils consider the effects of social networking and the consequences of cyber bullying, they also consider the legal aspects of Computing including the Data Protection Act (GDPR), Computer Misuse Act and Copyright legislation. They consider the implications of file sharing and downloading illegally and the penalties for engaging in this type of activity. Pupils also consider the moral aspects of developments in technology including the use of CCTV camera, Speed Cameras and Loyalty Cards.
- 39 Computing provides opportunities for reflection of awe and wonder about the achievements in Computing today and the possibilities for the future.
- 40 Computational thinking encourages students to develop and explore their problem-solving skills. Computing empowers students to apply their computing skills and to gain knowledge of how programming links between subjects.

### History:

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

### Technology:

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

### Geography:

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

### MFL:

- 54 Pupils may gain insights into the way of life, cultural traditions, moral and social developments of other people, links with local community

- 55 Pupil social skills are developed through group activities, projects and communication exercises
- 56 Listening skills are improved through oral/aural work

### Religious Education:

- 57 Learn about beliefs, values, and the concept of spirituality
- 58 Reflect on the significance of religious teaching in their own lives
- 59 Develop respect for the right of others to hold beliefs different from their own
- 60 Show an understanding of the influence of religion on society
- 61 Appreciation and understanding of different cultures, religions and traditions
- 62 The school has a reflection space which students can use individually, to reflect or pray. Students must follow the principles of our reflection room.

#### Principles of our Reflection Room

- This room should always be a quiet/silent space for reflection/prayer.
- Only 1 person to use this room at a time.
- Anyone using this room should be respectful of others by the way in which they might want to use the room.
- Students should be respectful of the belongings within this room.
- No food or drink should be consumed or taken into this room.
- No phones should be used in this room.
- This is not a social space, common room or chill-out area.
- There should be no music played in the room as all students should be mindful of others.

### Art:

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

### Dance and Drama:

- 66 Collaboration and leadership are developed
- 67 The enjoyment and pleasure of the Performing Arts
- 68 Social, cultural and historical context of styles and professional works.
- 69 Respectful feedback and respectful audiences appreciating each other's work
- 70 Empathy for roles
- 71 Spirituality and appreciation of art forms through participation and observation

## Music:

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

## Physical Education:

- 75 Activities involving co-operation, teamwork, competition, creativity, self-discipline and morals that reflect good sportsmanship.
- 76 Exploring a range of tactics and strategies to overcome opponents in direct competition providing opportunities for analysis, self-reflection and challenge.
- 77 Taking part in outdoor and adventurous activities that provide intellectual and physical challenges to develop teamwork, trust and problem-solving skills.
- 78 Promoting different roles within a sporting context such as performing, coaching, and officiating to develop leadership skills and a lifelong involvement in sport.

## Health & Social Care:

- 79 Students investigate ways of empowering individuals who use health and social care services.
- 80 Students learn about cultural differences and the specific needs of individuals.
- 81 Care planning being person-centred to accommodate differences and preference of individuals.
- 82 Students explore how humans develop their own 'moral codes' and the impacts of nature and nurture on these codes.
- 83 Students explore a range of life events and how these can affect human growth and development, and the positive and negative aspects of these life events.
- 84 Students have the opportunity as part of their assignments to show understanding and demonstrate various care values i.e. dignity and respect of others.
- 85 Students learn about the physical, social, cultural, emotional, and economic factors that affect human development in society.
- 86 Students consider the willingness to work in partnership, including professionals, other workers and families in a health and social care setting.
- 87 Students learn about cultural differences and the specific needs of individuals based upon these differences.



- 88 They consider how person-centred care planning should accommodate differences and preferences of individuals.

### Strategic Planning for SMSC:

- 89 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. YOUR VOICE MATTERS activities support this. The findings of this provide further detail to ensure the most relevant and timely planning.

### Monitoring and implementation of the policy

- 90 Provision for SMSC is monitored and reviewed by SLT, Trustees, and Teachers.
- 91 Regular discussion with students about the provision for their SMSC education, and use of student voice steers the focus of some of the events.

The implementation of the policy is the responsibility of all staff.