

WALKDEN HIGH SCHOOL



SPIRITUAL, MORAL, SOCIAL & CULTURAL POLICY (SMSC)

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Walkden High School

Policy Statement for Spiritual, Moral Social & Cultural (SMSC)

Rationale:

Schools can make a significant contribution to the spiritual, moral, social and cultural development of pupils. SMSC can be defined as those feelings, reflections, values and attitudes which cannot be quantified or measured, but which emerge as a result of a good, all-round education.

A purposeful awareness of SMSC issues can do much to enhance the personal development of pupils. It can also do a lot to enrich the curriculum and improve the overall ethos of the school, thus helping to improve learning standards and fostering positive attitudes.

Spiritual understanding and development can be fostered in virtually all areas of the curriculum. In their planning, subject teachers connect the content of their lesson to SMSC.

The school will both promote the cultural traditions of Great Britain and celebrate the ethnic and cultural diversity of the world. We promote 'British values' through our Spiritual, Moral, Social and Cultural education, which is both taught as a discreet lesson and which also permeates through the school's curriculum and supports the development of children as future citizens of Great Britain. Fundamental British values are:

- **Tolerance:**
 - Each person is respected and valued equally, without regard to ability, gender, faith, heritage, race or sexuality.
- **Democracy:**
 - We ensure that pupils are given a 'voice' with which to communicate.
 - We give pupils opportunities to make choices about the things that they believe to be important.
 - We have an active School Council.
- **Rule of Law:**
 - We involve pupils in setting our codes of behaviour.
 - We help pupils make decisions that are acceptable to both the school community and society at large.
 - We help pupils to understand the connection between actions and consequences.
- **Individual Liberty:**
 - We support each pupil to become as independent as possible.
 - We help pupils to understand that with certain rights comes a level of responsibility.

- We demonstrate that everyone has rights, which must not be impeded by the actions of others.
- **Mutual Respect:**
 - We promote the ideas of community and cohesion.
 - We promote each pupil's inclusion in activities, as appropriate to their needs.
 - We encourage a range of interactions with others outside of pupils' regular peers.

1. SPIRITUAL

Spiritual development is the responsibility of every member of staff. Opportunities to develop insight and understanding into pupils' own values and beliefs and those of others may be planned or may be spontaneous. Pupils should be enabled to reflect on their experience in a way which develops spiritual awareness and self-knowledge. The acquisition of the vocabulary and language skills to express responses, feelings and emotions is essential to this process.

All subjects should seek ways to promote development of awe and wonder allowing and enabling personal and individual responses, in ways pertinent to their particular subject.

It is the responsibility of each and every member of staff to provide planned/unplanned opportunities to develop their pupils' insight into their own values and beliefs and those of others which enables them to reflect on their experience in a way which develops their spiritual awareness and self-knowledge.

2. MORAL

Pupils must be encouraged to develop an understanding of right and wrong behaviour, both from within their own lifestyle and that of the wider community.

The school has a code of conduct and pupils are expected to conform to that code. Religious and non religious codes of behaviour relating to such issues as the environment, sex, drugs, crime and punishment, individual and collective responsibility and wider issues such as politics will also be addressed through the curriculum.

3. SOCIAL

Pupils are to be encouraged to take part in a wide variety of activities, both curricular and extra curricular: to work together as a team; to be able to take responsibility and complete a task.

Areas where responsibility can be taken include the prefect system, mentoring, school ambassadors, membership of the school council, attendance at school functions and taking part in them and other social functions where possible.

Pupils must also take responsibility for ensuring that their behaviour in and around school conforms to the school behaviour policy.

4. CULTURE

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

5. DELIVERY

In addition to SMSC (Spiritual, Moral, Social & Cultural) being embedded in curriculum planning, all pupils experience a weekly age appropriate programme during form time. A number of special visits and assemblies are also built into the year.

6. DISSEMINATION OF THE POLICY

Staff will be reminded of the policy and the expectations upon them through staff bulletin and briefing.

The policy will be available for students, parents and governors via the website and form tutor meeting.

7. MONITORING

Monitoring of the policy and its impact will be undertaken by Mrs D Crane and Mrs C Croft - Assistant Headteacher. Regular pupil voice surveys are taken to assess impact and inform future planning.

The areas of SMSC delivery that will be monitored are form time, assemblies and SMSC lessons. A scheme of work and/or a rota for each area of delivery is used to inform all staff of when and how each aspect of SMSC is delivered.