



COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS

59. SOCIAL, MORAL, SPIRITUAL AND CULTURAL EDUCATION POLICY

COMMITTEE	Curriculum & Student Matters
SLT RESPONSIBLE	Matthew Summers Associate to the SLT
REVIEW	Every 2 Years or following changes to DfE Guidance
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COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS
GOVERNORS' POLICY STATEMENT ON
SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION

Colchester County High School for Girls

SMSC Mission Statement

At CCHSG we promote a curriculum and wider ethos that ensures our students receive a wide-ranging SMSC experience. We aim to develop young people with robust, core beliefs. We encourage our students to have open minds and to be resilient, assertive and emotionally robust to compete in a global economy. We aim to provide an education that provides students with opportunities to explore and develop their own values and wider British values, whilst recognising that those of others may differ. Beliefs, spiritual awareness, a positive caring attitude towards other people, an understanding of social and cultural traditions and an appreciation of the diversity and richness of other cultures are all critical skills and dispositions that we nurture, encourage and develop through our subject teaching and the wider curriculum. Whilst we encourage success in all walks of life, we also inspire everyone to be mutually supportive of those who are less fortunate. By embracing a multicultural life without prejudice, our students can connect spiritually with other humans and live life well with a moral purpose.

Definition

At Colchester County High School for Girls the promotion of students' spiritual, moral, social and cultural education, including an understanding of Fundamental British Values, is considered to be 'a whole school issue'.

Spiritual, Moral, Social and Cultural Development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and values.

This policy supports and reinforces the aims of our school, valuing all students and staff equally and as individuals.

Principles

Spiritual, Moral, Social, and Cultural Development is crucial for individual students as it is crucial for society as a whole. We believe it is the heart of education - helping students grow and develop as people.

Spiritual, Moral, Social and Cultural Development is cross curricular and promotes the aims and principles of the policies for PSHCE, Religious Education, Drugs Education, Relationships and Sex Education (RSE), Race Equality, Disability, Equal Opportunities, Careers Education and Guidance. These policies all underpin the Curriculum model by putting the student at the centre of learning and achievement.

Guidelines

All curriculum areas have a contribution to make to a student's spiritual, moral, social and cultural development, including an understanding of Fundamental British Values. Opportunities for this will be planned for within each area of the curriculum.

Ofsted are clear in their expectations of the role of a school in this regard:

- the provider prepares learners for life in modern Britain by:
 - equipping them to be responsible, respectful, active citizens who contribute positively to society
 - developing their understanding of fundamental British values
 - developing their understanding and appreciation of diversity
 - celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

(Ofsted Education Inspection Framework May 2019)

All adults at CCHSG will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for students and their families. The school community will be a place where students can find acceptance for themselves as unique individuals regardless of race, class, religion or gender.

Students should learn to differentiate between right and wrong in their actions with other people. They will be encouraged to value themselves and others.

Students should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate students' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and departmental purchasing decisions.

SMSC

General Aims for Spiritual, Moral, Social and Cultural Development

We aim:

- to promote the spiritual, moral, cultural, mental and physical development of students at the school and of society, including Fundamental British Values and Cultural Capital.
- to prepare students for the opportunities, responsibilities and experiences of adult life
- to promote respect and consideration for differences in gender, race, religion, culture, social and academic background
- to help each student achieve their full potential across all areas of the curriculum
- to develop the individual strengths of all students and to help and provide support in areas for development
- to inspire and stimulate the students in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills
- to help our students towards independent learning and to equip them with all life skills in order for them to take their place in a fast changing society
- to ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum

- to develop respect for religious and moral values and understanding of other races, religions and ways of life
- to help students understand the world in which they live
- to develop a sense of responsibility, consideration for others, self respect and self confidence
- to promote good relationships between home, school and the local and wider communities

Spiritual Development

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes, and beliefs. Spiritual Development encourages a sense of awe and wonder and is not linked solely to a particular doctrine or faith, therefore spiritual development is accessible to everyone.

Aims for Spiritual Development:

- the ability to appreciate the beliefs which they hold personally, the ability to give some account of these, to reflect on these beliefs and evaluate the impact of these on their lives
- the ability to recount the central beliefs, ideas and practices of major world religions and philosophies, with a broad focus on Christianity
- to have an understanding of how people have sought to explain the universe through religious, historical, aesthetic and scientific interpretations
- to exhibit attitudes and behaviour which derive from spiritual knowledge and understanding as well as from personal belief, which show awareness of the relationship between belief and action
- to be able to form a personal response to issues concerning the purpose of life, and relating to the experience of human values and concepts such as love, beauty, pain and suffering

Objectives for Spiritual Development

- to develop the skill to use all of one's senses
- to develop imagination
- to encourage times for quiet reflection throughout the school day
- to develop individual self confidence

Moral Development

Students are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. At Colchester County High School for Girls we work towards an understanding of what is right and

wrong. From this basis students may develop the ability to make judgements and to become increasingly responsible for their own actions and/or behaviour.

Aims for Moral Development

- to understand the principles lying behind decisions and actions
- to develop a moral code and be able to distinguish between right and wrong
- to be able to make decisions, accepting and understanding consequences of their actions – both in the long and short term
- to understand and recognise the varying ethical stances and principles and be able to evaluate these
- to move gradually through a ‘taught morality’ by taking responsibility for their own moral decisions
- to be able to recognise that people act in accordance with moral or religious principles
- to be able to evaluate, refine and re-evaluate attitudes and values over a period of time

Objectives for Moral Development

- to tell the truth
- to respect the rights and property of others
- to be compassionate and help others less fortunate than themselves
- to be kind and considerate to others
- to take responsibility of own actions
- to exercise self-discipline
- to develop a positive attitude with high expectations
- to conform to rules and regulations e. School Code of Conduct to promote order for the good of all

Social Development

This enables students to become conscientious participants in their family, class, school, the local and wider community. Within this, there should be a balance of the positive, satisfying elements of belonging to a group or society along together with its demands, obligations and co-operation such membership requires.

Aims for Social Development

- to have the ability to make a positive personal contribution to the well-being of groups to which they belong, including family, friends, school and the wider community
- to develop attitudes which show the ability to adjust to a range of social situations by using appropriate sensitive behaviour

- to develop an understanding of how individuals relate to each other within school and society
- to develop a sense of responsibility, initiative and co-operation within the school and in the wider community
- to develop key knowledge and understanding of a range of structures, institutions and processes of society, and how societies are organised and function
- to be able to take on a range of roles within the school and the wider community, such as leadership and being a team member

Objectives for Social Development

- to share emotions such as love, joy, hope, anguish, fear and reverence
- to be sensitive to the needs and feelings of others
- to work as part of a group
- to interact positively across a range of situations, such as clubs, sports activities, visits, church services, music festivals
- to develop an understanding of citizenship and to experience being a part of a caring community
- to show care and consideration for others e.g. sharing and turn taking
- to realise that every individual can do something positive and have something to contribute to the well-being of society in general.

Cultural Development

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding, and tolerance regarding the cultural traditions and beliefs of others.

Aims for Cultural Development

- to develop a sense of awareness and understanding of the diversity of religious, social, aesthetic, ethnic and political traditions and practices, locally, nationally and internationally
- to display knowledge of the nature and sources of their own cultural traditions and practices and the key features of other major cultural groups within their own society
- to be able to respond to, and develop skills in, a range of cultural dimensions
- to be able to relate what is learnt within the school curriculum to the wider cultural aspects of society
- to be able to evaluate the quality and worth of cultural achievements
- to be able to reflect upon and evaluate the nature of our society

Objectives for Cultural Development

- to develop an awareness, recognition and appreciation of the Arts, i.e. Music, Art, Drama, Literature, sport, Science etc...
- to develop a love for learning

- to develop an understanding of different cultures and beliefs, including Christianity
- to appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond
- to develop the ability to value these independently

Fundamental British values

SMSC within CCHSG promotes the fundamental British values of **democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs**. Through this provision we:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further promote tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

As a consequence of promoting British Values our students will have:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;

- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- an understanding of the importance of identifying and combatting discrimination.

Procedures

Teaching and Organisation – Across the curriculum

Development in SMSC, including Fundamental British Values, will take place across all curriculum areas, within activities that encourage students to recognise the spiritual dimensions of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions will give students opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others' needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable students to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc (see Appendix I).

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Monitoring and Evaluation

Provision for SMSC will be monitored and reviewed on a regular basis. This will be achieved by:

- Monitoring of lesson plans and teaching and learning, by the Vice Principal with responsibility for SMSC
- Audit of policies and Schemes of Work
- Audit of workbooks
- Sharing of good classroom work and practice
- Student voice on good practice
- Collation of good examples of practice across the school community

Linked Policies:

53 Statement of Collective Worship

Appendix I

Opportunities are created for the development of SMSC, including Fundamental British Values, through the curriculum in each subject area and in other wider school opportunities.

1. **Spiritual Development**

- a) The curriculum as a whole
- b) The Religious Studies curriculum
- c) Assemblies and other forms of collective worship (see Statement of Collective Worship Policy No: 53)
- d) The mentoring programme

2. **Moral Development**

- a) The curriculum as a whole
- b) The Religious Studies curriculum
- c) Assemblies
- d) The implementation of the Behaviour and Rewards Policy A4
- e) The mentoring programme
- f) The PSHCE, RSE and citizenship curriculum

3. **Social Development**

- a) The curriculum as a whole
- b) Experience days e.g. Enterprise, Creative Arts
- c) Extra-curricular activities
- d) Educational Trips and Visits
- e) Student Voice
- f) The Head Student Team
- g) Peer Mentoring
- h) The Mentoring programme
- i) Specific activities or days (e.g. Comic Relief, Charity events and collections)
- j) The Duke of Edinburgh's Award programme

4. **Cultural Development**

- a) The curriculum as a whole
- b) Assemblies (and other Collective Acts of Worship)
- c) The Religious Studies curriculum
- d) PSHCE and Citizenship curriculum
- e) Multi-cultural events – e.g. Languages Week and Cultural Day
- f) Extra-curricular activities
- g) Educational Visits
- h) Displays
- i) School productions
- j) Thought for the Week/ Votes for Schools