



WORLE COMMUNITY SCHOOL

Social, Moral, Spiritual and Cultural (SMSC) Policy

April 2015

INTRODUCTION

At Worle Community School we provide a curriculum which INSPIRES learners, CHALLENGES all to make outstanding progress and enables all to SUCCEED now and on future pathways through education and employment. We recognise that students' social, moral, spiritual and cultural development plays a significant part in preparing students for life in modern Britain and to become a global citizen. This policy underpins and influences their ability to learn and achieve. We follow the statutory national curriculum programmes of study, publish the school curriculum online on the school website and work hard to ensure that our curriculum is broad and balanced. This curriculum aims to provide an education that supports opportunities for students to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour and a positive, caring attitude towards others. We seek to teach these qualities across the curriculum and throughout school life.

DEFINITIONS

Worle Community School uses the following definitions of Social, Moral, Spiritual and Cultural:

SOCIAL

Use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socioeconomic backgrounds. Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Interest in, and understanding of, the way communities and societies function at a variety of levels.

MORAL

Ability to recognise the difference between right and wrong and students' readiness to apply this understanding in their own lives. Understanding of the consequences of their actions. Interest in investigating and offering reasoned views about moral and ethical issues.

CULTURAL

Understanding and having an appreciation of the wide range of cultural influences that have shaped their own heritage. Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. Interest in exploring, understanding of, and respect for, cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

SPIRITUAL

Beliefs, religious or otherwise, which inform students' perspective on life and their interest in, and respect of, different people's feelings and values. A sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. Use of imagination and creativity in their learning and willingness to reflect on their experiences.

AIMS OF SMSC:

At Worle Community School we share, support and strive to achieve the Ofsted aims for SMSC:

- Being reflective about beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning.
- Developing and applying an understanding of right and wrong in their school life and life outside school.
- Taking part in a range of activities requiring social skills.
- Developing an awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability.
- Gaining a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training.
- Overcoming barriers to their learning.
- Responding positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including developing an appreciation of theatre, music and literature.
- Developing the skills and attitudes to enable them to participate fully and positively in democratic and modern Britain.
- Understanding and appreciating the range of different cultures within school and further afield as an essential element of their preparation for life.

SOME EXAMPLES OF HOW THE CURRICULUM SUPPORTS SMSC: N.B. This is not an exhaustive list of subjects or ways that they support SMSC.

The Contribution of English:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.

- Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.

The Contribution of Maths:

- Spiritual development through helping students to gain an insight into the infinite and through explaining the underlying mathematical principles behind natural forms and patterns.
- Helping students to develop and recognise logical reasoning and consideration of the consequences of particular decisions and choices.
- Cultural development through helping students appreciate that mathematical thought contributes to the development of our culture and that it is becoming increasingly central to our highly technological future.

The Contribution of Science:

- Consideration of the moral dilemmas that can result in scientific developments.
- The raising of awareness that scientific developments are the product of many and many different cultures.
- Discussion of alternative beliefs and views.

The Contribution of Information and Communication Technology/Computing:

- Preparing the students for the challenges of living and learning in a technologically enriched and increasingly interconnected world.
- Making clear the guidelines about the ethical use of the internet.
- Acknowledging advances in technology and appreciation for human achievement.

The Contribution of History:

- Looking at the creation and evolution of societies (including British society).
- Enabling students to reflect on issues such as slavery, the holocaust and Imperialism.
- Showing an awareness of the moral implications of the actions of historical figures.

The Contribution of Geography:

- Opportunities for reflection on the creation of earth and its origins, future and diversity.
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change.
- Raising awareness of how we are connected to other countries around the world.

The Contribution of Modern Foreign Languages:

- Gaining insights into the way of life, cultural traditions, moral and social developments of other societies.
- Social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.

The Contribution of Religious Education:

- Students learn about varying beliefs, values and concepts of spirituality.
- Development and appreciation of differing beliefs and evaluation against your own.
- Enabling an understanding of the influence of religion/culture/tradition on the development of society.

The Contribution of Art

- Lessons develop aesthetic appreciation.
- Lessons develop 'awe' and 'wonder'.
- Art is used, discussed and produced that is influenced from many cultural traditions.

The Contribution of Design and Technology:

- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.
- Awareness of the moral dilemmas created by technological advances.
- Enabling and understanding of how different cultures have contributed to technology.

The Contribution of Food Technology:

- Giving the opportunity to examine cultural differences in food and diet.
- Acknowledging government guidance for health and dietary requirements.
- Reflecting on the moral issues concerning food production.

The Contribution of Music:

- Music from other cultures is used, discussed and performed.
- Discussion on how music can change mood and behaviours.
- Offers a range of high quality music enrichment activities.

The Contribution of Physical Education:

- Co-operation, teamwork, competition, rules and self-discipline are integral to lessons.
- Exploring the sports and traditions of other cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

The Contribution of Drama and Dance:

- Texts/plays and stimuli from different cultures are explored.
- Co-operation and teamwork is a lesson focus.
- Cultural context is used to explore work.

The Contribution of Citizenship:

- Development of knowledge about democracy and voting.
- Moral issues and individual liberty discussed and evaluated.
- An understanding of diversity is encouraged and analysed.

MONITORING AND IMPLEMENTATION OF THE POLICY:

Provision for SMSC is monitored and reviewed by Senior Leadership Team, teachers, students and Governors through:

- Timely discussions held at staff meetings.
- Teachers sharing of classroom work and practice.
- Monitoring of Schemes of Learning.
- Teaching and Learning monitoring; including Lesson Observations, Learning Walks etc.

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

Review Date: April 2015