Marshland High School

Spiritual, Moral, Social and Cultural Development Policy

Approved – June 2017

'Success Through Learning'

Policy on Spiritual, Moral, Social and Cultural Development of Students

Introduction

Marshland High School aims to provide an education that focuses on developing our students in all aspects of their lives, as citizens of multicultural Britain. Marshland High School firmly believes that it plays an important part in developing our young people so that they may live in harmony with each other as well as society. We also recognise that the personal development of students; spiritually, morally, socially and culturally plays a significant part in their ability to learn, achieve and develop their skills so as to be able to make an active contribution to both the community and world at large.

Rationale

The school is a close-knit community where students will find acceptance for themselves as unique individuals. However, students will, within this small environment, gain cultural awareness, respect and tolerance of those of other beliefs and backgrounds. Students will be encouraged to explore and develop their own values, spiritual awareness, along with high standards of personal behaviour.

Marshland High School places a strong emphasis on building positive, caring attitudes towards others, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. All adults are expected to model and promote 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 will learn to differentiate between right and wrong in as far as how their actions affect other people or society at large.

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.

Aims

The general aims of Marshland High School, with regards to the SMSC development of students, are to:

- Ensure that Social, Moral, Spiritual and Cultural issues are embedded throughout the school curriculum in a consistent way.
- Give each student a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experiences.
- Enable students to develop an understanding of their individual and group identity.
- Provide students with the opportunity to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- Give each student the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

Spiritual Development

At Marshland High School, we want to ensure that students are aware of what it means to be spiritual and support them in their spiritual development. Spirituality is about what it is to be human, to grow as a person, to become self-aware and to develop relationships with others.

At Marshland High School, we aim to provide opportunities that will enable students to think, reflect and respond to the spiritual dimensions of life for themselves.

Our main aims are to:

- Give students the opportunity to explore values and beliefs and the way in which they affect people's lives.
- Provide students with the opportunity for self-reflection.
- Give students the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful.
- Encourage students to relate their learning to a wider frame of reference - for example, asking 'why?', 'how?' and 'where?' as well as 'what?'.
- Help students on their path of achieving wide spiritual literacy.

Moral Development

Moral development is considered as personal development relating to human behaviour, especially the distinction between good and bad or right and wrong. In order to develop a student's moral awareness at Marshland High School we aim to:

- Provide a clear moral code as a basis for behaviour, which is promoted consistently through all aspects of the school.
- Promote measures to prevent discrimination on the basis of race, religion, age and other criteria.
- Encourage students to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour.
- Provide models of moral virtue through literature, humanities, sciences, arts, and by using examples from the wider community with external speakers.

Social Development

Personal development in this respect is concerned with living in a community rather than alone. In order to develop a student's social awareness at, Marshland High School we aim to:

- Foster a sense of community, with common, inclusive values, which ensure that everyone, irrespective of ethnicity, nationality, gender, ability, sexual orientation and religion can flourish.
- Help students develop personal qualities, which are valued in society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect.
- Provide a conceptual and linguistic framework within which to understand and debate social issues.
- Work together co-operatively.

Cultural Development

Cultural development is concerned with the myriad of inherited ideas, beliefs, values and knowledge which provide a solid foundation for social acceptance. Marshland High School aims to provide our students with the opportunity to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Develop an understanding of Britain and its place in the world.
- Provide opportunities for students to explore their own cultural assumptions and values.
- Present accounts of the attitudes, values and traditions of diverse cultures.
- Extend students' knowledge and use of cultural imagery and language.
- Recognising and nurturing particular gifts and talents where possible.
- Provide opportunities for students to participate in literature, art and other cultural events, encouraging students to reflect on their significance.

SMSC in the Curriculum

All curriculum areas make a contribution towards a student's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. Below are some examples of how SMSC development has been integrated into the curriculum.

English makes a major contribution to students' SMSC development through:

Throughout the English curriculum SMSC is embedded and makes a significant contribution to our students' development.

- Developing confidence and expertise in language skills, which is an important aspect of individual and social identity.
- Enabling students to understand and engage with the feelings and values of others through a range of texts.
- Developing students' awareness of a variety of moral and social issues through a range of texts which allows students to express personal viewpoints.
- Developing personal qualities and social skills through spoken language presentations and group work.
- Through transactional writing and in response to texts students are given time to explore a range of SMSC issues.
- Studying literature and art to appreciate a range of different cultures.
- Preparing students for life in modern Britain by making comparisons between current contexts and historical contexts.

Mathematics can provide a contribution to students' SMSC by:

- Supporting whole school policy on issues such as discipline and behaviour.
- Enabling students to acknowledge the important contribution made to mathematics by non-western cultures.

Science provides opportunities for students' SMSC development through examples such as: Encouraging students to reflect on the wonder of the natural world;

- Awareness of the ways that science and technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation and evolution for example.
- Co-operation in practical activity and discussion.
- Developing skills to help students navigate the complex array of media to which they are exposed.
- Raising awareness that scientific developments are the product of many different cultures.

Computer Science can contribute to SMSC development by:

- Making clear the guidelines about the ethical use of the internet and other forms of communications technology.
- Establishing boundaries in society by considering what is acceptable.
- Teaching respect of the law with particular focus of laws associated with computer use and misuse.
- Focusing on the ethical use and moral use of computers within society.
- Developing digital literacy skills which will allow pupils to participate fully in life in modern Britain.

History makes a contribution to SMSC by:

- Looking at the establishment of multi-cultural Britain.
- Enabling students to reflect on ethical issues such as slavery and Imperialism.
- Showing an awareness of the moral implications of the actions of historical figures.
- Taking students on relevant trips develop moral and social consciousness and empathy skills.
- Pupils explore the beliefs and values of past societies.

Geography contributes to SMSC where:

- Opportunities for reflection on the earth's origins, future and diversity are given. Reflection on the fair distribution of the earth's resources.
- Studies of people and places give students the chance to reflect on the social and cultural characteristics of society.

Modern Foreign Languages (German/French) contributes to SMSC through:

Students may gain insights in to the way of life, cultural traditions, moral and social developments of other people in lesson time and through relevant trips such as the German exchange and a day trip to the University of East Anglia to encourage our students to further their education at university level in a modern foreign language.

- Students' social skills are developed through group activities and communication exercises.

- Listening skills are improved through oral / aural work.

- Boosting knowledge and understanding of other cultures by offering a broad insight of local, national, international and global interests, such as different religious beliefs, festivals and traditions, the environment, poverty, third world countries, racism, healthy living and charity work, through our newly launched 2016 AQA new specification.

Culture and Beliefs makes a distinctive and substantial contribution to the delivery of SMSC:

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

Art may contribute to SMSC by:

- Giving students the chance to observe and analyse aspects of their environment and surroundings.
- Opportunities to study practising artists with social or spiritual themes from varying cultures.
- Examining pieces of art based upon social concerns raised by artists.
- Giving students the opportunity to reflect on the 'bigger picture' through thought provoking questions.

Physical Education – Students' SMSC development is actively promoted though PE by:

- Individual activities that provide the opportunity for self-reflection, awareness and challenge i.e. aerobics, movement.
- Activities involving co-operation, teamwork, competition, rules, self-discipline, self efficacy and fair play i.e. team games.
- Creating links where possible with other schools to allow children to develop a healthy sense of competition.

- Providing a range of sports and activities to allow students to explore their likes and dislikes as well as their own boundaries.
- Being accepting of other's strengths and limitations.
- Providing an excellent basis for learning about others and accommodating other's styles and skills.

Skills for Life contributes to SMSC where:

- Year 7 & 8 PSHE and Citizenship are taught in standalone lessons, in Year 9 & 10 this joins in with Culture and Beliefs to deliver their statutory requirements.
- In PSHE pupils develop their personal views and understanding of community. They assess risks to themselves and how to address these risks.
- In Citizenship pupils develop their national and global understanding through studying the British Parliamentary system, and its place in the global community. They use this to develop their social and moral skills.

Collective Moral Reflection Time

Marshland High School is a non-denominational school, and as such, the promotion of all, and indeed, no particular faith is promoted. In shared assemblies and Tutor time students will be given the opportunity to:

- Reflect on values of a broadly Christian nature and on students' own beliefs
- Think about the needs of others
- Explore and share beliefs
- Develop understanding of local, national and global communities.

In order to develop students' SMSC we believe that it is extremely important to have close links with the local and global communities. We play an important role in promoting shared values and encouraging our students to actively engage with other people in the community to understand what common ground there is. In order to help all our students grow in SMSC and build close relationships with the community we:

- Welcome visitors to Marshland High School; local business owners, artists, sportsmen and women.
- Encourage the development of a strong home-school relationship which is regarded as very important, enabling parents and teachers to work in an effective partnership to support students.
- Teach students to appreciate and take responsibility for their local environment.
- Liaise with local organisations and schools with regards to the curriculum e.g. community projects, intergenerational work, sports, arts workshops, foreign language trips, creative arts.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis. Possible approaches the school could use to achieve this include:

- Monitoring of teaching and learning and work scrutiny by senior and middle leaders.
- PSHE topic plans.
- Where possible finding ways to link in SMSC directly into schemes of work and on lesson plans but also into extra-curricular provisions.
- Discussions at staff and parents' meetings
- Getting student feedback about their interests and evaluate the success of different activities.
- It is important to note that other policies directly influence, support and promote SMSC for example our School Behaviour and Equal opportunities Policies and these form an integral part of daily classroom practice.

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