## SMSC POLICY

## King Richard School

## Essential Information

**Title: Spiritual, Moral, Social and Cultural Development Policy**
**Date of Review:** February 2020
**Staff Lead:** C. Downham
**Governor Lead**: Maj Matt Coles
**Location:** Website
**Date of Next Review:** February 2021 / As required

### Introduction:

At KRS we recognise that for students to benefit from their time with us we must ensure that they have the best possible teaching and pastoral care and they must ensure that they try to meet the expectations placed on them in work, conduct and attitude. We believe that the school should actively promote all students' spiritual, moral, social and cultural development by providing positive experiences through planned and coherent opportunities in the curriculum and through interactions with teachers, other adults and the local community. The aim of this Policy is to link and strengthen our whole school approach in order that the ethos inherent in our Core Values becomes a reality for the students.

The school has a full and comprehensive programme of PSHE, Citizenship and SMSC (see website) and together with a coherent assembly programme and Theme of the Week; we endeavour to offer an inspiring and holistic experience to enable our young people to demonstrate Excellence, Learning and Leadership with a strong awareness of British values.

### Scope including statutory requirements:

- This policy was developed in response to National guidance – OFSTED Promoting and evaluating pupils' spiritual, moral, social and cultural development 2004, the Education Reform
- Act 1988, the Education (Schools) Act 1992 and the School Inspections Act 1996.

- It also refers specifically to the most recent guidance from the Ofsted School inspection handbook (January 2015). It also takes into consideration the critical role SMSC has to play in ensuring our young people know how to be safe in an ever challenging world.

- It should be read in conjunction with other school policies on SEND, Safeguarding and Child Protection as well as Prevent Online Guidance, SRE, PSHE, Citizenship, Religious Education and Curriculum schemes of work.

- The statutory requirement that schools should encourage pupils' SMSC development was first included in the Education Reform Act 1988.

'The curriculum (must be) a balanced and broadly based curriculum which —

a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and

b) prepares such pupils for the opportunities, responsibilities and experiences of adult life.' This was followed by the Education (Schools) Act 1992 which stated that:

'The Chief Inspector for England shall have the general duty of keeping the Secretary of State informed about the spiritual, moral, social and cultural development of pupils at those schools.'

All of the above guidance emphasises the need to establish the values schools should impart to pupils. It was clearly recognised that there is more to life than achieving high standards in academic subjects. The task was described as: '…the training of good human beings, purposeful and wise, themselves with a vision of what it is to be human and the kind of society that makes that possible'.

King Richard School aspires to be a school where pupils are encouraged to strive for academic excellence and a spirit of open and shared enquiry whilst developing their individual potential and qualities of character so they can make a positive contribution to the world.

For full definitions of "Spiritual", "Moral", "Social" and "Cultural" as they might apply to a school's delivery please refer to Appendix 1.1

**Process and Practice**

The school has appointed a designated Head of SMSC (PSHE). The Head of PSHE (SMSC) will provide guidance and support for ensuring the below actions take place, working closely with the Headteacher, SLT and Pastoral teams.

In order to realise the above aims we will do the following:

- Provide a coherent assembly, PSHE and Citizenship programme which enables all four aspects to be delivered at different and appropriate times

- Provide opportunities for lessons to reflect SMSC values and develop core Values within academic subject areas.

- Opportunities will also take place in enrichment activities. Those with responsibility for running clubs, societies, trips and other events will develop their awareness of SMSC opportunities and maximise the benefits they bring.

- At departmental level, Heads of Department will regularly audit with their teams the opportunities for covering relevant SMSC criteria in their Schemes of Work.

- Promote pupil voice and the poser of democracy via the Pupil Leadership Team, House Captaincy and wider pupil involvement in decision making.

- At pastoral level, the Pastoral Team and groups of tutors will regularly discuss SMSC issues and appropriate thought will be given about how aspects of these issues may be best communicated to members of staff, to pupils and parents/guardians, and to other interested individuals.

- The CPD Co-ordinator will with the Head of SMSC be responsible for overall delivery in ensuring that individual and whole staff SMSC needs are met in the CPD Development Plan.

- All Members of Staff (including associate staff) should be aware of the importance of SMSC development and the enhancement it brings to the life of the School. They should feel free to voice related concerns and interests within the normal pattern of departmental, tutorial and staff meetings.

## Monitoring and Evaluation

The policy will be reviewed regularly by the Senior leadership Team and School Governance.

Information and data will be collected at regular points throughout the year relating to its delivery and practice using a variety of media – interviews; surveys; Pupil Leadership Team and regular auditing via departmental, pastoral and whole school self-evaluation.

### Appendix 1.1

Spiritual Development

The school, incorporating the Ofsted definitions below, link a meaningful and coherent programme of delivery underpinned by its Core Values of Excellence, Learning and Leadership.

*Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view; either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.*

As children develop physically they do so emotionally and psychologically. In studying at school to gain knowledge and skills their personal beliefs and identities are shaped. The spiritual development of pupils at KRS is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.

- Sense of enjoyment and fascination in learning about themselves, others and the world around them.

- Use of imagination and creativity in their learning willingness to reflect on their experiences.

## Moral Development

Moral development is about the building, by pupils, of a framework of moral values which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

Children enter secondary school with degrees of moral understanding defined by their families and friends and by their previous schooling. They should be encouraged to take personal responsibility for their words and actions. They should be expected to reject any form of bullying, discrimination or cruelty. They should be helped to deal with any moral dilemmas they may face. The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
- Understanding of the consequences of their behaviour and actions.
- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

## Social Development

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent/guardian or worker in a community. It also involves the development of the inter-personal skills necessary for successful relationships.

As members of the King Richard School community, students learn social skills and values that will determine their future lives as responsible citizens. To help this growth the following should have positive reinforcement. The social development of pupils is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

## Cultural Development

Cultural development is about pupils' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet.    It is about understanding that cultures are always changing and coping with change.
Promoting pupil's cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

At King Richard School, pupils discover and develop their aesthetic, creative, intellectual and physical skills.  Students should develop an awareness of their own cultural roots.  They should also be able to appreciate the diversity and evolution of cultural traditions that society has, how conflicts between them occur, and how they can be reconciled.  To help meet the needs of individuals and of the School, the following should occur.   The development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

To be reviewed February 2021