

Spiritual, Moral, Social, Cultural Education Policy



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Latest Review Date:	30.1.2024

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School Role:	Proprietor
First Review Date:	01.09.2022

Next review date:	01.09.2024
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Introduction

1. At Stafford Hall School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

Definitions

Spiritual Development

Students spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values
- 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
- Willingness to reflect on their experiences

Moral Developments

Students moral development is shown by their:

- Ability to recognise the difference between right and wrong, and their 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

Social Developments

Students social development 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

Spiritual, Moral, Social, Cultural Education Policy



- 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

Cultural Developments

Pupils' cultural development is shown by their:

- Understanding and 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, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

2. Guidelines

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils 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 pupils' 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 our SMSC and British Values tracker.

Spiritual, Moral, Social, Cultural Education Policy



3. **General aims**

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

Spiritual Development

As a school we aim to provide learning opportunities that will enable students to:

- Sustain their self-esteem in their learning experience
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life

Moral Development

As a school we aim to provide learning opportunities that will enable students to:

- Recognise the unique value of each individual
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong
- Show respect for the environment
- Make informed and independent judgements

Social Development

Spiritual, Moral, Social, Cultural Education Policy



As a school we aim to promote opportunities that will enable students to

- Work cooperatively as a group;
 - Engage in the democratic process and participating in community life
 - Develop personal qualities which are valued in a civilised society, done through our whole school DNA of 'RISE' (Respect, Inspire, Support, Effort)

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society
- Develop an understanding of their social and cultural environment
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Reflect on important questions of meaning and identity
- Develop an interest in exploring the relationship between human beings and the environment
- Respect racial, religious and other forms of equality.

4. Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension 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. Please see British Values and SMSC documents.

Class discussions and debates will give pupils opportunities to:

- Talk about personal experiences and feelings
- Express and clarify their own ideas and beliefs
- Share thoughts and feelings with other people
- Explore relationships with friends/family/others
- Consider other needs and behaviour
- Show empathy
- Understand and respect each other's rights.
- Develop self-esteem and respect for others.
- Develop a sense of belonging
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally

All our curriculum areas should support opportunities for students 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

Spiritual, Moral, Social, Cultural Education Policy



- Take turns and share equipment
- Work co-operatively and collaboratively

5. Wider community links

At Stafford Hall School it is important to develop Students learning outside of the Classroom environment, developing an engaging enrichment plan allows students to develop a range of skills away from their normal routines in lessons.

- Visitors are welcomed into school.
- Staff plan subject specific educational visits, students will attend at least 1 educational visit per half term.
- The development of a strong home-school (care) link is important to allow all those involved to work effectively to support the students at Stafford Hall. Parents and/or carers are contacted every Friday to discuss students' progress for that week.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it. Students will engage in a variety of activities in the local community as well as appreciating the history of their surroundings through staff interactions and an in house humanities curriculum.

6. Monitoring and Evaluation

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

- Half termly work scrutinises and lesson observations, led by the Head of School and Quality of Education lead.
- Termly School Advisory Board meetings where Senior Leaders discuss the area and staff are challenged appropriately.
- Audit of policies and Long Term Plans
- Sharing of classroom work and practice

7. Role of the Coordinator

- To take lead in the policy amendments
- Monitor and track progress in SMSC
- Weekly assemblies are planned to take in account our values of 'RISE'
- A enriching calendar has been created to highlight key landmarks in the year.
- To be held responsible to the Headteacher and will liaise with the named link Governors.