



# Greenwood School

## Spiritual, Moral, Social and Cultural Development Policy

<b>Date of Policy Issue/Review</b>	Dec 2020	Review Date: Dec 2021
<b>Name of Responsible Manager/Headteacher</b>	Stuart Curtis	
<b>Signature of Responsible Manager/Headteacher</b>		

### 1. Rationale

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 and the wider community. This policy will link and strengthen the schools ethos of Ready, Respectful, Safe whilst giving the students the chance to become responsible members of their communities. It will ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school. Each student's education will be set within a context that is meaningful and appropriate to their age, aptitude and background. Importantly students will begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.

### 2. Linked Policies

The following Policies should be read in conjunction with the Spiritual, Moral, Social and Cultural Development Policy;

- Personal Development Learning and Drugs Education Policy
- SEN Policy
- Child Protection / Safeguarding Policy
- The Greenwood Way
- Code of Conduct
- Behaviour and Relationship Policy

### 3. Statutory Requirements

The policy has been informed by the following guidance;

- The Education Reform Act 1988
- Education School Act 1992
- Promoting fundamental British Values as part of SMSC in Schools 2014
- Ofsted School Inspection Handbook 2019
- Behaviour and Relationship Policy

The guidance 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 emphasises the need to establish the values that we at Greenwood try to impart to our students. Greenwood School aspires to help students

develop their individual potential and personal qualities to make a positive contribution to their communities.

#### **4. Teaching of SMSC**

The Deputy Headteacher (Behaviour, Attendance & Outreach) will oversee the implementation and provision of SMSC on the curriculum. The delivery will mainly be through PDL, PSHE and SEAL lessons. However, all members of staff should be aware of the importance of SMSC development and try to put opportunities for SMSC within their schemes of work.

4.1 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.

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

4.3 Class discussions and circle time will give pupils 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 pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc.

4.4 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.

#### **5. Monitoring & Evaluating SMSC**

In order to maintain effective coordination of SMSC provision:

5.1 Staff responsible for coordinating SMSC will produce a termly report to review current progress, to be presented to the senior leadership team at the time of completion.

5.2 Staff responsible for SMSC must provide all staff with up to date information concerning any changes that may have an impact on SMSC delivery or current attitudes deemed as appropriate or inappropriate under the current social climate.

5.3 Student voice will be used to gauge the level of understanding from the students of SMSC, on a termly basis.

5.1 All keyworkers will be asked to engage their groups in SMSC activities during keyworker catch up at least once a week.

## 6. Ofsted definitions and Greenwood objectives

### Spiritual Development

*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 the development of a student's 'spirit', 'soul', 'personality' or 'character':*

- 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

*Building the student's framework of moral values which regulate their personal behaviour. It is about the development of student's understanding of society's shared and agreed values. Understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Students will gain an understanding of the range of views and the reasons whilst developing an opinion about the different views:*

- 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

*Young people need to work effectively with each other and participate successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. Students need to function effectively in a multi-racial, multi-cultural society. It involves the growth in knowledge and understanding of society in all 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 or worker in the community. It will also develop knowledge of inter-personal skills necessary for successful relationships:*

- Develop an understanding of their individual and group identity.
- Positive relationships.
- Structure of society and its impacts.
- Learn about service in the school and wider community.

### Cultural Development

*Students 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 understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by TV, travel and the internet. Cultures are always changing and coping with change. Promoting student's cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism:*

- 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.

**7. Links with the wider community**

- Visitors are welcomed into Greenwood School (Covid-19 protocols permitting).
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the student.
- Students will be taught to appreciate their local environment and to develop a sense of responsibility to it.

**8. British Values**

The following lists of values have been adopted by Greenwood School in relation to the Ofsted Inspection Framework 2014. The government set out its definition of British values in the 2011 Prevent Strategy - values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

This list should not be seen as exclusive the only British values and should be seen as a start point to bring communities closer together for the benefit of every individual.

NOTE: It is a requirement that all staff complete Prevent training and produce a certificate for evidence each year.

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Signed  
Management Committee Chair.....  
Head teacher.....