

# SCALBY LEARNING TRUST

## SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY

### HISTORY OF DOCUMENT

<b>Issue No.</b>	<b>Author</b>	<b>Date Written</b>	<b>Approved by Governors</b>	<b>Comments</b>
<b>1</b>	<b>Michael McCluskie</b>	<b>5.1.15</b>	<b>21.1.15</b>	<b>New Policy adopted</b>
			<b>19.10.16</b>	<b>Approved</b>

At Scalby School we recognise that the personal development of students, 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 students 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.

### Guidelines

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

Teachers will evidence class-based and extra-curricular based SMSC on the SMSC website each half term.

All adults will model and promote expected 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 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.

Students 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.

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.

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 teacher's planning and purchasing decisions.

The school will appoint a project leader to co-ordinate SMSC provision.

## **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 student's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that students know what is expected of them and why.
- To give each student a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable students to develop an understanding of their individual and group identity.
- To enable students 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 student 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.

In practice at Scalby School this is delivered through:

The Life schemes of learning programme, which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values;

A co-ordinated Mentor Time curriculum; students have opportunities for themed discussion and reading (both fiction and non-fiction) in order to develop good literacy skills. They develop an awareness of core values, such as the importance of good attendance and how to set their own targets for improvement, as soon as they arrive at the school.

A reflective approach to learning through formative assessment techniques – students have ownership and understanding of where they are, where they need to get to and how they are to do it

The rewards system which develops student self-esteem at all levels

Whole school and subject displays of student work; these bring a sense of pride in the work students produce and therefore a sense of expressing the talents of the individual

The use of Student Voice; students across all year groups can influence the leadership and management of the school.

Our assembly programme, which uses past and present role models from the world and encouraging community participation

A student support structure provided by Mentors, Heads of Year, the Achievement for All programme, personalised learning packages and CEIAG; this support is focused on learning, progress and providing appropriate information advice and guidance for students as well as opportunities to explore pathways of development.

Educational visits both at home and abroad, creative partnerships and visiting speakers; these provide students with a range of experiences, which may promote a sense of awe and wonder about the world

### **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.

In practice at Scalby School this is delivered through:

Clear models of good behaviour delivered through the Consequences behaviour system sets the minimum acceptable standard of behaviour for learning for students and staff. The Senior Leadership Team reinforces this expectation in classroom visits and by being a strong visible presence around the school.

A Pastoral structures lead by the Assistant Headteacher for Deep Support and Heads of Year that is focused on conflict resolution and restorative justice.

Structured Mentor time activities and assemblies based on moral and ethical issues

The citizenship schemes of learning delivered in Life lessons

Fund raising activities for nominated charities, in addition to national charity events which give rise to discussion around morality.

The use of students in teams across the school including Student Voice, house and school sports events and the Peer Mentors.

Supervised and filtered access to the Internet together with regular assemblies focused on the dangers of the internet and e-safety.

Educational visits, Immersion Days and visiting speakers; these provide students with a range of experiences, which may promote a sense of awe and wonder about the world.

### **Social Development**

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

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.

In practice at Scalby School this is delivered through:

High quality relationships for learning between students and staff

The use of students in teams across the school including Student Voice, house and school teams, Peer mentors, high quality group work in lessons, the whole school drama productions, school bands, and school choirs,

The election of Student Voice representatives, including the Head Boy and Head Girl, feedback views, ideas and concerns to their Mentor groups, to the senior leadership team and to the Governing Body.

The citizenship schemes of learning delivered in Life lessons

Our high quality CEIAG programme. Subject specific advice is given at the end of Key Stage 3. All students in Year 8 and Year 11 have a careers interview and develop a Careers Action plan. A dedicated Careers Advisor has a permanent office in school to offer support on career/further or higher education and training. All students are taken to visit further and higher education institutions.

Participation in the Business mentoring programme and volunteer support work in the local community.

### **Cultural Development**

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

In practice at Scalby School this is delivered through:

Educational visits at home and abroad to experience other cultures and ways of life.

Educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments – schools colleges and universities – in order to better understand other cultures and ways of life.

Life scheme of learning Year 7 – Year 11

MFL/History/Geography World Challenge visits to other countries such as Italy France, Spain, Belgium, Holland, India, Morocco, Romania to name but a few.

Our assemblies; the assembly programme has a themed approach that gives rise to many opportunities to explore SMSC and cultural diversity. Other events are also celebrated with drama, art, dance and presentations along with specific services such as Remembrance, annual carol services and celebrations of Easter and other religious festivals: Diwali, Hanukkah.

A prayer room for reflection and prayer. This facility is to be set aside for specific religious activities such as Ramadan.

Subject content which explores “culture” in all its various forms.

Access to the Internet in order to explore cultures and activities as extension learning.

### **Promoting British Values**

Students' understanding of the British values below, as defined by the DfE, is developed and deepened through our across our curriculum and extra-curricular provision.

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

In practice at Scalby School this is delivered through:

British values are embedded through our high quality citizenship scheme of learning which is delivered to all year groups across all year groups

Our high quality SMSC provision described above

### **Teaching and Organisation**

Development in SMSC will take place across all curriculum areas, within activities that encourage students 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.

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

Class discussions will give students 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 students to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity and critical awareness.

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.

### **Links with the wider community**

- Visitors are welcomed into school.
- 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.

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### **Monitoring and Evaluation**

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

- Monitoring of lesson plans and teaching and learning, by the Senior Leadership Team
- Regular discussion at staff and governors' meetings
- Audit of policies and Schemes of Work.
- Sharing of classroom work and practice.

- Audit of Collective Worship policy and practice.
- Regular inclusion on SDP/SIP.

**Role of Senior Leaders and Key Staff**

To undertake audits and observations of department developments in SMSC provision.

To promote and facilitate enrichment events in school.

To organise themes for the weekly focus in tutor group time linked to an assembly programme.

To promote Student Voice opportunities and the related teams in order to maximise student participation.

To compile and update a portfolio (photographs and programmes) to record the school’s support for SMSC.

To oversee a web database of student involvement both inside and outside of school

To encourage staff and students to be involved in enrichment activities which are spiritually, morally, socially and culturally engaging both inside and outside the classroom.

**Expectations of stakeholders**

All stakeholders expected to support and be engaged in the implementation of this policy through every engagement that they have with each other; in tutor time, assemblies and in the course of daily interactions (with each other) in their classes and outside classrooms to promote and celebrate the equality and diversity of the school community.

*This Policy was reviewed by the Resources Committee on a 1 yearly cycle and must be signed by the Chair of Governors and Headteacher.*

Policy Reviewed:	
Next Review:	
Signature of Chair of Governors:	Signature of Head Teacher:

***Please ensure you complete the Equality Impact Assessment below***

## Equality Impact Assessment Form

1. Title of policy, project or practice being reviewed or planned

SMSC

2. Outline the aims, objective and purpose of the change including any positive impacts on equalities groups.

N/A

3. Which groups of people (if any) are most likely to be affected by the planned changes, positively or negatively?

N/A

4. Does, or could these changes have an adverse effect on members of an equalities group? Identifying a negative impact is not a problem, as it gives you an opportunity to remove the barrier, find a way around it, or offer an alternative.

Protected Characteristics / Group	Yes (brief explanation)	No
Age (staff only)		X
Disability		X
Gender		X
Gender reassignment		X
Marriage / civil partnership		X
Pregnancy / maternity		X
Race / ethnicity		X
Religion / belief		X
Sexual orientation		X

5. Is there a way to modify the decision to remove or mitigate the negative impact on protected groups while still achieving this aim? How can you maximise positive outcomes and foster good relationships?

N/A

6. Outline the decision made and actions planned.

The policy will be subject to bi-annual review in order to ensure Equalities Legislation is adhered to.