



Spiritual, Moral, Social and Cultural Development (SMSC) Policy

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GOAL: To nurture well-rounded individuals with a strong sense of self, ethical awareness, social responsibility, and appreciation for cultural diversity.

1. Introduction

The education that we plan for our students at ARTS Education provides them with a wide range of learning experiences and interactions every day. These experiences are a part of the preparation for our students to take their place as active citizens in society.

We believe that in preparing for life as an active citizen in a democratic society within a world where there is much social, economic and cultural change requires more than a straightforward academic curriculum. Whilst providing a good education enabling students to achieve their academic ability we also prioritise learning opportunities that serve to enhance our students' spiritual, moral, social and cultural awareness.

2. Definition of SMSC

The national curriculum provides the following definitions:

- students' spiritual development is the growth of their sense of self. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material well being.
- students' moral development is the understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences.
- students' social development is an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.
- students' cultural development is an understanding of traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and a curiosity about differences.

3. Implementation

Opportunities for student growth are provided via a number of platforms. These include:

Achievement Assembly

Our assemblies take place on Friday afternoons, providing an opportunity for the school community to gather and recognise the contribution made by all members. This includes recognition of academic achievement and also recognition of contributions made for a range of actions, e.g. supporting others, kindness, trying something new. Students and staff members can take part and recognise the contributions of others

Activity and Themed Days

Activity and Themed days are planned throughout the year. On these occasions all students are off timetable and follow a carefully planned programme of activities for the day. This allows a range of learning styles to be catered for, without the time restrictions of lessons and enables many SMSC related aspects of learning to be covered. Some examples of which include visits and workshops from; Apple of my Eye Education, Dogs Trust, Cats Protection, Careers day with The Fire Service.

Through the School Ethos - Opportunities, Self-worth, Compassion

- Positive Behaviour for Learning Strategies - **Opportunities, Self-worth, Compassion**
- A strong anti-bullying commitment - **Self-worth, Compassion**
- A strong stance on anti-racism and the challenge to all forms of discrimination including homophobia - **Opportunities, Self-worth, Compassion**
- Community activity - building connections with local businesses and members of the community - **Opportunities, Self-worth, Compassion**

Mentoring

- Teachers, Teaching Assistants, Mentors and Pastoral Leaders take on a key mentoring role with a range of students - **Opportunities, Self-worth, Compassion**
- Peer support - **Opportunities, Self-worth, Compassion**
- Drop in support from on-site therapist - **Self-worth, Compassion**

Student Voice

Students are encouraged to take part in sharing their ideas and opinions through student voice questionnaires and are given the opportunity to voice concerns and make suggestions in our “Feedback Friday” sessions, pupils also take part in planning activities with Key members of staff. - ***Opportunities, Self-worth, Compassion***

The Curriculum

All of the National Curriculum subjects have implicit opportunities to promote SMSC values within their programmes of study alongside the framework for PSHE. The following strategies are threaded through the curriculum and underpin how British Values are embedded in to school life:

Strategies for Encouraging Spiritual Development

- Provide the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact upon peoples’ lives.
- Encourage students to explore what motivates them and others.
- Give students the opportunity to understand human feelings and emotions; the way they impact upon people and how understanding this can be helpful.
- Develop a climate and ethos in the classroom where students can grow and flourish, respect others and be respected, where they are able to accommodate difference and respect the integrity of individuals.
- Promote teaching styles which:
 - Value students’ questions and give them space for their own thoughts, ideas and concerns.
 - Enable students to make connections between different aspects of their learning.
 - Encourage students to relate their learning to a wider frame of reference.
 - Promote British Values and human rights.

Evidence to Demonstrate Spiritual Development

- students have an ability to objectively discuss the beliefs and values of others.
- students have the ability to motivate themselves and others.
- students are reflective and can consider the reasons for the behaviours of others in addition to analysing their own reaction to them.
- classrooms are free from intimidation and discussion is inclusive of all.
- students ask questions, link ideas and demonstrate abstract thinking.

Strategies for Encouraging Moral Development

- Provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.
- Promote all forms of equality.
- Provide opportunities to explore personal rights, responsibilities, moral concepts, truth, justice, equality of opportunity, right and wrong.
- Provide opportunities for moral decision making.
- Reward moral insight and good behaviour.
- Model fairness, integrity, respect, conflict resolution and keeping promises.
- Recognise and respect the different cultures represented in the school and the wider community.

Evidence to Demonstrate Moral Development

- students demonstrate an understanding of the expectations for behaviour.
- students are able to distinguish between right and wrong within school, their own and other cultures.
- students have the confidence to act consistently in accordance with their own principles.
- students demonstrate an ability to think through the consequences of their own actions and the actions of others.
- students have a willingness to express their views .
- students demonstrate a respect for the needs, interests and feelings of others.
- students demonstrate a desire to explore their own views further with an understanding of the need to review and reassess their values, codes and principles in the light of experience or new evidence / ideas.

Strategies to Encourage students' Social Development

- Identify key values and principles on which school and community life is based.
- Foster a sense of community with common, inclusive values.
- Promote the principles of equality in thought and deed.
- Encourage co-operative working and build in opportunities for team working and peer support.
- Identify and respect social differences and similarities.
- Provide positive team experiences, assemblies, competitions, off-site activities, sporting activities, group work, school productions.
- Promote thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self respect.
- Provide the opportunity to debate social issues (eg in PSHE lessons).
- Provide opportunities to engage in the democratic process and to participate in community life (student voice).
- Provide opportunities for students to exercise leadership and to take additional responsibility.

Evidence to Demonstrate Social Development

- students' behaviour reflects a sensitivity to context.
- students work well in groups and teams.
- students can work to a consensus when necessary.
- students can resolve conflict.
- students are able to reflect upon their own contribution to society and the world of work.
- students respect the environment.
- students can accept and act on advice.
- students aware of their rights and responsibilities within school, the local and global community.
- students show an understanding as to how societies function.
- students participate in community activity.
- students can identify the contribution made by others to their own achievements.

Strategies to Encourage Cultural Development

- Provide opportunities for students to explore their own cultural assumptions and values.
- Present authentic accounts of the attitudes, values and traditions of diverse cultures.
- Address racism and promote racial equality.
- Recognise and nurture gifts and talents.
- Provide opportunities for students to participate in cultural events.
- Extend students' cultural awareness through theatre, concert and art gallery visits, resident artists and visits.
- Reinforce the diversity of culture within the school, the local and global community through display.

Evidence of Cultural Development

- students demonstrate the ability to understand their own cultural assumptions and values.
- students able to identify the influences which have shaped their own cultural heritage.
- students challenge racism.
- students demonstrate an openness to new ideas.
- students show a willingness to participate in cultural activities.
- students have a regard for human achievement in all cultures and societies.
- students appreciate the diversity and interdependence of cultures.
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4. Broadened Horizons

At ARTS we have created Broadened Horizons to allow students the ability to experience different subjects and widen their interests. It presents an opportunity for students to explore new areas of knowledge, develop new skills, and discover new passions. For example: Current Affairs, Textiles, Culture Club, Music/Dance and Forest School/Horticulture (this not an exhaustive list).

Broadened Horizons is a great way for students who are curious about the world around them to learn more about different subjects. It is also a springboard for students who are not sure what they want to study in the future, as it can help them to explore their options and discover their interests.

5. Monitoring and Evaluation

We review the effectiveness of our policy and practices yearly through student feedback, parent feedback and staff reflection.

6. Conclusion

In conclusion, fostering Spiritual, Moral, Social and Cultural development is not just an imperative, it's an opportunity to cultivate well-rounded individuals who contribute meaningfully to our community and the world beyond. Through the collaborative implementation of this policy, we can nurture empathy, respect, responsibility, and a deep appreciation for diversity. We are committed to ongoing evaluation and adaptation, ensuring that SMSC remains a dynamic force shaping our shared journey. Let us all actively engage in this endeavour, knowing that by nurturing the whole person, we pave the way for a brighter future for all.

7. Links to Other Policies

British Values
PSHE
RSE
Equality
Curriculum