Arnold Hill Academy

SMSC   Policy

January 2014

Approved by Governors: …………………………………(Date)

Spiritual

Who am I?
Where do I fit in?
Why am I here?

Moral

How should I act?
What sort of person
do I want to become?

Social

How should I interact
with other people?

Cultural

What is my culture?
What *is* culture?

Statement of Policy:

Our policy is based around the following key statements to empower pupils to:

- **Be reflective about beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning**

- **Develop and apply an understanding of right and wrong in their school life and life outside school**

- **Take part in a range of activities requiring social skills**

- **Develop awareness of, and respect towards, diversity in relation to gender, race, religion and belief, culture, sexual orientation, and disability**

- **Gain a well informed understanding of the options and challenges facing them as they move through school and onto the next stage of their education and training**

- **Overcome barriers to their learning**

- **Respond positively to a range of artistic, sporting and other cultural opportunities provided by the school, including developing an appreciation of theatre, music and literature**

- **Develop the skills and attributes to enable them to participate fully and positively in democratic, modern Britain**

- **Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life**

The school is committed to offering students the opportunities to:

- **identify, reflect on and explore experiences and distinguish between right and wrong**
- **discuss moral issues develop and talk about their own attitudes and values**
- **take responsibility for their own decisions**
- **develop an understanding of social responsibilities and citizenship**
- **celebrate a diversity of cultures**

The school aims to create an ethos which fosters the spiritual, moral, social and cultural development of all students.

Spiritual Development

The school supports the process of acquiring positive personal beliefs and values as:
- an active basis for personal and social behaviour;
- for the consideration of the meaning and purpose of human existence;
- the seeking of answers to questions about the universe

The primary aim is to underline the spiritual concerns of humanity (including matters of life and death, the purpose of life, choices in life)

Spiritual development is experienced through many areas of the curriculum, as detailed in the final pages of this policy in the SMSC audit (edited January 2014)
Lessons aid students to gain insight into their own religious beliefs and loyalties, sort out their personal and spiritual values and practices so that they may take up their own spiritual allegiances.
Moreover, it contributes to the moral and social development of our young people, developing consideration for others, an appreciation of human rights and responsibilities and a concern for justice in society. Also, it develops in students respect for the practices of different religious faiths and a sympathetic understanding of their underlying values and concerns. It should develop tolerance for the variety of beliefs and the customs of the citizens of our world.

Opportunities exist in the school's curriculum that enable students by discussion to think about religion and appreciate the variety of faiths to heighten awareness of the
spiritual dimension in our lives creating tasks which question students and enable them to work out their own position on issues, both moral and religious

Moral Development

Moral Development:

- encourages students to develop fundamental precepts about behaviour and the reasons for behaviour
- helps students to develop the skills and confidence to make decisions
- gives students the confidence to listen to and respect the thinking of answers to questions about the universe

The aims of curriculum work can be summarised as follows:

- to stimulate students into giving expression to their own moral beliefs and understanding
- to challenge them into trying to justify their beliefs and understanding with reasons
- to enable them to share with others their reflections, listen to others and struggle to resolve their disagreements
- to help them apply their growing moral competence in the context of vocational experience and the workplace
- to facilitate the extending and generating of their moral reflections beyond their own immediate experience to national and international issues

The role of the teacher has the following elements:

- being alert to the moral dimensions of issues which are raised to students, or by the syllabus of the world of work, context and having the confidence to explore them
- the creation of materials and the setting up of activities and tasks for students, either alone or in groups
- putting questions into the discussion which challenge the positions students take and help them to think more deeply

Social Development

Key moral issues at Arnold Hill are:

- self-respect and integrity making right choices
- doing the right thing managing conflict
- telling the truth importance of trust and confidentiality
- friendship loyalty to particular groups
- personal judgement laws and their justification, civil rights and duties
- the ethic of work human rights
- our relation to the non-human world

There is a planned programme of personal social, and citizenship education, which aims to develop student awareness or moral issues as well as fostering a sense of responsibility and community values.

Codes of conduct and expected standards of behaviour are discussed with students by the learning community staff, and if necessary, other senior staff.

Individuals are encouraged to participate in enrichment and extension activities outside of normal school timetable. An international perspective is encouraged through the academy's active support of a variety of charitable organisations.

Effective communications are maintained between the school and parents to ensure students maximise their potential.

In many aspects of the curriculum, external speakers are used to expose the students to a variety of viewpoints and opinions. The emphasis is to allow students to take responsibility for their own actions and provide them with a solid base of information on which to build the kind of self-confidence and self-control expected from our students

Cultural Development

Through cultural development students gain an understanding of those beliefs, values, customs, knowledge and skills that bond together to form cultures. Cultural Development is closely related to, and integrates, certain aspects of spiritual, moral and social development. The school reinforces the values and customs of society as a whole and celebrates diversity and multi-culturalism.

The cultural influences of home, community and religion are explored in order to extend the students' awareness and breadth of understanding. This is achieved through the formal curriculum, through extra-curricular activities and the value placed overtly on the students' own cultural interests and achievements and the way in which they enrich their experiences of all aspects of culture.

The Academy seeks to provide an education, which not only develops and strengthens students' current awareness, but also allows them to develop new cultural insights by:

- avoiding cultural bias
- promoting an appreciation of cultural diversity

The school seeks to enhance the cultural development of students by way of:

- the academic curriculum
- extra-curricular activities
- incorporating students' own home influences into discussions

Students should be able to:

- know about their own culture and society and value their own cultural identity
- be aware of, and celebrate, cultural diversity
- understand the interdependence of groups within society
- know about societies and cultures other than their own
- be aware of the principal ways in which different people interpret the world

Ofsted framework definition

For of a brief understanding of SMSC, the description given in the current Ofsted framework is included:

"How well the school promotes all pupils' 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 as shown by pupils:

- being reflective about beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning
- developing and applying an understanding of right and wrong in their school life and life outside school
- taking part in a range of activities requiring social skills
- developing awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability
- gaining a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training
- overcoming barriers to their learning
- responding positively to a range of artistic, sporting and other cultural opportunities,
- provided by the school, including, for example developing an appreciation of theatre, music and literature
- developing the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain
- understanding and appreciating the range of different cultures within school and further afield as an essential element of their preparation for life.