



Castle Hill School

Spiritual, Moral, Social and Cultural (SMSC) Policy

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| Policy Created | 2018 |
| Last review | 2021 |
| Frequency | 3 years |
| Date to be reviewed | 2021 |

General Policy Statement

At Interaction and Communication Academy Trust (ICAT) we intend to provide a safe, secure, caring environment where every one is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities.

National legislation re disabilities, race relations, special education needs and Safeguarding underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Gifted and Talented, Equal Opportunities and Health and Safety.

Introduction

This policy sets out the areas of Spiritual, Moral, Social and Cultural Development, and the ways in which Castle Hill students learn and develop understanding of these areas, both through the curriculum, extracurricular and other opportunities.

In November 2014, the DfE stated that 'Maintained schools have obligations under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.' This links closely with the statutory requirements to actively promote fundamental British values in schools.

Aims

Castle Hill School aim to create an environment where students feel secure and valued as individuals, developing an awareness and understanding of themselves and their relationships with others around them. Castle Hill is a multicultural community within which we celebrate students and cultures from all over the world. As a school we provide opportunities to explore issues outside of school and celebrate the wider diversity in our communities.

Alongside this, the school is keen to support all students in learning about and deepening their understanding of British values, culture and systems.

Outstanding SMSC can be seen where SMSC development underpins all the school's curriculum and teaching. This policy relates to the school role in promoting spiritual, moral, social and cultural development (SMSC).

Defining Spiritual, Moral, Social and Cultural Development

The Ofsted inspection framework says:

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain

- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

OFSTED INSPECTION FRAMEWORK, SEP 2018

How do we actively promote SMSC Development at Castle Hill School?

Everything that we do at Castle Hill has links to or comes directly from SMSC development aims. As a school we believe strongly in promoting the development of the whole child by giving them the very best opportunities to lead happy, fulfilled lives, playing their part in society. In addition to the philosophical significance of SMSC, the teaching and learning of SMSC awareness, skills, and knowledge is promoted through systematically planned and assessed programmes of work. SMSC underpins and permeates every area of the curriculum

We promote:

Spiritual development

- by developing confidence in communication and choice making
- by encouraging creativity
- by encouraging pupils to express their emotions, feelings, beliefs and ideas
- by encouraging pupils to experience, explore and reflect on the wonder and scale of the natural world (Science/Geography)
- by creating curiosity and encouraging pupils to investigate, experiment and ask questions
- by providing opportunities for reflection
- by using music, stories, 'quiet spaces' for personal and group reflection in Collective Worship and Assemblies.

Moral development

- by sharing stories, poems, rhymes and songs which explore values such as kindness, sharing, fairness, honesty and issues such as right and wrong
- by sharing stories, poems, rhymes and songs which consider different perspectives

- by helping to develop empathy with people in different parts of the world/ challenging situations through fundraising activities e.g. Comic Relief, Macmillan coffee morning
- by taking care of our environment in and out of school

Social development

- by promoting teamwork and cooperation through working in small groups e.g. Communication groups, Enrichment and 'mix-up afternoons'
- by developing listening skills and encouraging pupils to ask questions
- by providing opportunities to communicate in a range of settings
- by linking with other schools and communities
- by providing opportunities to explore issues outside of school
- by providing opportunities to explore issues outside of school and to celebrate diversity in our communities.

Cultural development

- by exploring differences and similarities linked with festivals and special events e.g. light and dark at Diwali
- by exploring festivals and traditions with a historical and cultural heritage e.g. Bonfire night
- by exploring the music, fashion, food of other countries (Languages) by promoting respect for others through stories, poems, rhymes and songs from other cultures
- through visits from outside theatre groups, music groups, representatives of faith groups in assembly
- by encouraging pupils to share their news from home and recognising that 'everyone has a story to tell'

In order to ensure that SMSC learning experiences are broad, balanced and have built-in continuity and progression, they are included as a key aspect of the school's planning and assessment processes. There is a SMSC section in each curriculum guide, with teachers highlighting links to SMSC learning in their Medium and Short Term Planning. The school's assessment process (MAPP) includes a SMSC linked target which, in turn links to each pupil's EHCP.

Relevant Policies

Please refer to the following policies for further information;

- PSHE Policy
- British Values Policy
- Behaviour Policy
- Safeguarding Policy
- Equality Duty
- Religious Belief Policy

- Equal Opportunities Policy
- Anti-Bullying Policy
- Collective Worship Policy
- Relationships and Health Education Policy
- Religious Education Policy