

Leek High School



Spiritual, Moral, Social and Cultural Education Policy

Contents

Introduction

1. Related policies
2. Guiding principles
3. Cross-curriculum teaching and learning
4. Community links
5. Monitoring and evaluation
6. Promoting fundamental British values

Signed by:

_____ Headteacher

Date: _____

_____ Chair of governors

Date: _____

Introduction

At Leek High School students and their learning are at the very heart of every decision made. This policy reflects our diverse mix of students and does not discriminate against any of the protected characteristics.

The school will help the students to develop an inner discipline and will encourage students to not just 'follow the crowd' – they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

The Spiritual, Moral, Social and Cultural education of our students is fully cross-curricular and aims to:

- Provide a safe, caring and happy environment where each student is valued as an individual and can develop towards his/her full potential.
- Provide for each student a wide, balanced curriculum of high quality, appropriate to the interests and aspirations of the individual encouraging the development of the whole person.
- Develop the potential of each student within his/her capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.
- Set and maintain standards of discipline, courtesy and general moral values so that the school community may function effectively.
- Engender a sense of self-respect, independence and self-motivation.
- To increase individual capacity for students to accept responsibility for their own actions.
- To encourage students to recognise their responsibility to and dependence on others to help them become active, reasoning participants in a democratic society.
- Provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles.
- Foster links between home and school and develop a partnership with parent/carers in the education of their children.



1. Related policies

- Child Protection and Safeguarding Policy.
- Online Safety Policy.
- Behaviour Policy.
- Anti-bullying Policy.
- Health and Safety Policy.
- RE and Collective Worship Policy.
- SEND Policy.
- Medical Conditions Policy.

2. Guiding principles

2.1. Spiritual development

The spiritual development of students is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life.
- 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.

2.2. Moral development

The moral development of students is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives 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 being able to understand and appreciate the viewpoints of others on these issues.

2.3. Social development

The social development of students is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Ability to use modern communication technology, including mobile technology, the Internet and social media, safely.
- 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. The students should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

2.4. Cultural development

The cultural development of students is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Understanding and appreciation of the range of different cultures within the 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, sporting and cultural opportunities.
- Interest in exploring, improving understanding of, and showing respect for, different faiths and cultural diversity.
- Understanding, acceptance, respect and celebration of diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

3. Cross-curriculum teaching and learning

3.1. Delivery of SMSC will take place across the curriculum.

3.2. Curriculum subjects will draw examples from as wide a range of cultural contexts as possible.

3.3. SMSC has particularly strong links to **Religious Education** and **Personal, Social, Health and Citizenship Education (PSHCE)**.

3.4. In order to develop a strong sense of identity in our students, we will use classroom discussion to enable them to:

- Show empathy.
- Develop a sense of belonging.
- Talk about their experiences and feelings.
- Develop self-esteem and a respect for others.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g. bullying, death.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider the needs and behaviour of others.
- Develop the skills and attitudes that enable students to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

3.5. Many areas across the curriculum provide opportunities for students to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree.
- Experience good role models.
- Take turns and share equipment.
- Work co-operatively and collaboratively.



3.6. Practical activities to develop SMSC include:

- Students working together in different groupings and situations.
- Encouraging students to behave appropriately around school.
- Encouraging students to take on positions of responsibility through the School Council.
- Encouraging teamwork in sport and during LEAP (Learning Engagement and Achievement Programme) projects.
- Developing an appreciation of and respect for the work and performance of other students, regardless of ability, through rewards and celebration assemblies.
- Meeting people from different cultures and countries through curriculum enrichment events, during assemblies and as part of LEAP projects.
- Participating in a variety of different educational visits and foreign trips.
- Participation in House Performing Arts and similar music/drama school events.
- Through weekly assembly themes (see Appendix A).
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.
- Opportunities for students to hear and see live performances by professional actors, dancers and musicians.
- Opportunities to make and evaluate food from other countries as part of LEAP projects.

4. Community links

The school has strong links with the local community through the following activities:

- Careers Hub business partnerships
- Drama and music performances
- Duke of Edinburgh Award
- Fundraising activities for local charities
- Inclusion Hub parent/carer drop-ins
- LEAP (Learning Engagement and Achievement Programme) projects
- Partnership with the SYNAPSE local church group
- Providing facilities for community groups and sports clubs
- Providing facilities for local youth groups and clubs
- Supporting community active health initiatives in partnership with the District Council
- Supporting local food banks
- The Prince's Trust Achieve Club
- Work experience placements

5. Monitoring and evaluation

5.1. At Leek High School, we listen to the views of our students and their parents/carers. We operate an open door policy for the sharing of views and also have a formal system in place including:

- Annual student questionnaire.
- Student/teacher meetings.
- Annual parent/carer questionnaire.
- Parent/carer consultation meetings.

5.2. SMSC provision is reviewed on an annual basis in the following ways:

- Monitoring of teaching and learning and work scrutiny by the **Director of Curriculum and Standards, Headteacher** and **local governing body (LGB)** as part of our quality assurance processes.
- Ongoing development of the programmes for Religious Education and PSHCE as they are being delivered to reflect the diversity of both our school and society in general.
- Discussions at meetings of teaching staff, the **Combined Leadership Group (CLG), Student Welfare Group (SWG)**, and the **local governing body (LGB)**

6. Promoting fundamental British values

6.1. Across the curriculum, we will:

- Represent the cultures of all of our students in all subjects.
- Teach students about international history taking a non-biased and balanced view of events.
- Commemorate World War 1 and 2.
- Teach a wide range of English and non-English literature texts.
- Demonstrate the historical importance of the Commonwealth.

6.2. Through our SMSC programme, we will:

- Encourage respect for others.
- Enable students to develop their self-knowledge, self-esteem and self-confidence.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the local community and in wider society.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of, and respect for, their own and other cultures.
- Enable students to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Appendix A

Assembly Themes

Peace	International Day of Peace (21 September) http://internationaldayofpeace.org
Gender Equality	International Day of the Girl Child (11 October) http://www.un.org/en/events/girlchild/
Black History	Black History Month (October) http://www.officialblackhistorymonthuk.co.uk
Healthy Eating	National School Meals Week http://thegreatschoolslunch.co.uk/resources/secondary-resources/
Rights and Respect	Human Rights Day (10 December) http://www.ohchr.org/EN/AboutUs/Pages/HumanRightsDay.aspx
Faith and Belief	World Religion Day (21 January) https://www.truetube.co.uk/event/world-religion-day-0
Equality	Martin Luther King Day (15 January) http://www.thekingcenter.org/meaning-king-holiday
The Holocaust	The Holocaust (Holocaust Memorial Day – 27 January) http://hmd.org.uk
Storytelling	National Storytelling Week (27 January – 3 February) https://www.sfs.org.uk/national-storytelling-week
Diversity	LGBT History Month (February) http://lgbthistorymonth.org.uk/lgbt-history-month-resources/
Fair Trade	Fair Trade Fortnight (26 February – 12 March) http://schools.fairtrade.org.uk
Mental Health	Mental Health Awareness Week (7–15 May) https://www.mentalhealth.org.uk/campaigns/mental-health-awareness-week

Appendix B
SMSC matrix

Activities	Spiritual	Moral	Social	Cultural
Pre/after school clubs				
Assemblies				
Charity support				
Competitions				
Library, celebrate diversity				
Learning walks				
Themed days/weeks				
Trips and excursions				
School council involvement				
Are all aspects of SMSC evident when students/staff move around the school?				
Are all aspects of SMSC reflected in classroom/corridor displays?				
Does the school website reflect a consistent approach to all aspects of SMSC?				