

Catch-22 Include

SMSC - Spiritual, Moral, Social and Cultural Policy

Spiritual, moral, social and cultural education helps children develop personal qualities, which are valued in a civilised society; for example, thoughtfulness, honest, respect for difference, moral principles, independence, and self-respect. At Catch22 Include we seek to teach these qualities across the curriculum and throughout school life. It is linked closely to our school values and ethos.

At **Catch22 Include** we recognise that the personal development of pupils 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 a pupil with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards others, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

This is a whole school issue.

All curriculum areas have a contribution to make to a child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum as well as via robust and embedded cross-curricular learning.

The integrity and spirituality of pupils from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views from a wide range of external agencies and teaching staff who will provide impartial and open viewpoints for pupils to consider.

Any extremist or radicalised viewpoints made by students will be appropriately challenged and tackled by introducing balanced, broad and open viewpoints and choices in order to promote more rounded opinions and views.

All adults will model and promote expected behaviour, treating all people as unique and valued individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and showing respect for pupils and their families.

Pupils should learn to differentiate between right and wrong in as far as their actions effect other people, they will be encouraged to value themselves and others.

Pupils should understand the need for the 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 pupils' work and achievements.

All curriculum area should seek to use illustrations and examples drawn from a wide range of cultural context as possible, this will be reflected in teachers planning and purchasing decisions.

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*Definitions

Spiritual Development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die, it is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's "spirit".

Some people may call it the development of a pupils' "soul"; others as the development of "personality" or "character". *

Moral Development is about the building, by pupils, of a framework of moral values which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining a understanding of the range of views and the reasons for the range. It is about developing an opinion about the different views. *

Social Development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or working in a community. It also involves the development of the interpersonal skills necessary for successful relationships. *

Cultural Development is about pupils; understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism. *

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Aims of SMSC:

At Catch22 Include we share, support and strive to achieve the Ofsted 2012 pupil aims for SMSC:

1. Being reflective about beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning
2. Developing and applying an understanding of right and wrong in their school life and life outside school.
3. Taking part in a range of activities requiring social skills
4. Developing awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and culture belief, culture, sexual orientation and disability.
5. 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.
6. Overcoming barriers to their learning.
7. 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.
8. Developing the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain.
9. Understanding and appreciating the range of different cultures within school and further afield as an essential element of their preparation for life.

How the curriculum contributes to SMSC:

The contribution of English

English contributes to our students' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping students to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.

The contribution of Mathematics

Mathematics contributes to our students' SMSC development through:

- Spiritual development: through helping students obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.
- Moral development: Helping students recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.

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- Social Development: through helping students work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could have achieved separately.
- Cultural development: through helping students appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.

The contribution of Science

Science contributes to our students' SMSC development through:

- Encouraging students to reflect on the wonder of the natural world.
- Awareness of the ways that Science and Technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity
- Raising awareness that scientific developments are the product of many.

The contribution of Information Communication Technology

Information Communication Technology contributes to our students' SMSC development through:

ICT contributes to our students SMSC Developing through:

- Preparing the students for the challenges of living and learning in a technologically enriched, increasingly interconnected world.
- Making clear the guidelines about the ethical use of the internet
- Acknowledging advances in technology and appreciation for human achievement.

The contribution of History

History contributes to our students' SMSC development through:

- Looking at the creation and evolution of British Society.
- Enabling students to reflect on issues such as slavery, the holocaust and imperialism.
- Showing awareness of the moral implications of the actions of historical figures.

The contribution of Geography

Geography contributes to our students' SMSC development through:

- Opportunities for reflection on the creation of earth and its' origins, future and diversity.
- Reflection on the fair distribution of the earth's' resources and issues surrounding climate change.
- A study of people and physical geography gives our students the chance to reflect on the social and cultural characteristics of society.

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The contribution of Cultural Studies

Cultural Studies makes a distinctive and substantial contribution to our students' SMSC development through:

- Students learning about beliefs, values and the concept of spirituality
- Cultural Studies reflects on the significance of religious teachings in our own lives.
- Develops respect for the right of others to hold beliefs different from their own.
- Shows an understanding of the influences of religion on society.
- Fosters appreciation and understanding of different cultures, religions and traditions.

The contribution of Art

Art contributes to our students' SMSC development through:

- Art develops students' aesthetic appreciation.
- In turn, Art evokes feelings of "awe" and "wonder".
- Giving students the chance to reflect on nature, their environment and surroundings.
- Studying artists with a spiritual or religious theme, issues raised by artists which concerns ethical issues, such as war paintings.

The contribution of Physical Education

Students SMSC development is actively promoted through PE by:

- Activities involving co-operation, team work, competition, rules, self-discipline and fair play.
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

The contribution of Food Technology

Food Technology contributes to our students' SMSC development through:

- Giving the opportunity to examine cultural differences in food and diet.
- Reflecting on the social issues around foods such as price and income.
- Acknowledging government guidelines for health and dietary requirements.
- Reflecting on the moral issues concerning food production in third world countries.

Beyond the curriculum

We deliver SMSC through a variety of ways beyond the curriculum:

- Student leadership
- Sports Leadership Programme
- Student Voice and Tutorials
- Visitors welcomed into school
- The development of a strong home-school link is regarded as very important, enabling parents/carers and teachers to work in an effective partnership to support the student.
- Through community projects
- Out extensive Extra-Curricular and Vocational Options.



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Monitoring and Implementing of the Policy

- Provision for SMSC is monitored and reviewed by the SLT, teachers and students
- Regular discussions are held at staff meetings
- All staff share classroom work and practice
- The implementation of this policy is the responsibility of all staff.