

## Policy Essential Information

Title: Spiritual, Moral, Social and Cultural Development Policy

Date of Last Review: January 2012

Status:

Committee: Student, Performance and Curriculum

Staff Lead:

Governor Lead:

Review Process: 4 Yearly

Location: Website

Date of Next Review: January 2016

### 1. Introduction

At THE ALBANY we recognise that for students to benefit from their time with us we must ensure that they have the best possible teaching and pastoral care and they must ensure that they try to meet the expectations placed on them in work, conduct and attitude. We believe that the school should actively promote all students' 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" (Ofsted 2012). The aim of this Policy is to link and strengthen our whole school approach in order that the values inherent in our vision and culture become a reality for the students.

Scope including statutory requirements

- This policy was developed in response to National guidance – OFSTED Promoting and evaluating pupils' spiritual, moral, social and cultural development 2004, the Education Reform Act 1988, the Education (Schools) Act 1992 and the School Inspections Act 1996.
- It also refers specifically to the most recent guidance from the Ofsted Framework, January 2012.
- It should be read in conjunction with other school policies on Equal Opportunities, SEND, Safeguarding and Child Protection, Collective Worship, Religious Education, Curriculum, Teaching and Learning and the PSHE and Citizenship schemes of work.
- The statutory requirement that schools should encourage pupils' SMSC development was first included in the Education Reform Act 1988.

'The curriculum (must be) a balanced and broadly based curriculum which —

(a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and

(b) prepares such pupils for the opportunities, responsibilities and experiences of adult life.'

This was followed by the Education (Schools) Act 1992 which stated that:

- 'The Chief Inspector for England shall have the general duty of keeping the Secretary of State informed about— the spiritual, moral, social and cultural development of pupils at those schools.'

All of the above guidance emphasises the need to establish the values schools should impart to pupils. It was clearly recognised that there is more to life than achieving high standards in academic subjects. The task was described as: '...the training of good human beings, purposeful and wise, themselves with a vision of what it is to be human and the kind of society that makes that possible'.

Hatch End High School aspires to be a school where pupils are encouraged to strive for academic excellence and a spirit of open and shared enquiry whilst developing their individual potential and qualities of character so they can make a positive contribution to the world.

For full definitions of "Spiritual", "Moral", "Social" and "Cultural" as they might apply to a school's delivery please refer to Appendix 1.

#### Process and Practice

In order to realise the above aims we will do the following:

- Provide opportunities for daily Acts of Collective Worship. See Collective Worship policy for more information.
- Provide a coherent assembly and PSHE programme which enables all four aspects to be delivered at different and appropriate times. See appropriate policies for more details.
- Opportunities will also take place in enrichment activities- Those with responsibility for running clubs, societies, trips and other events will develop their awareness of SMSC opportunities their activities have, and maximise the benefits they bring ➤ Fundraising events and select charities to benefit.
- At departmental level, Heads of Department will regularly audit with their teams the opportunities for covering relevant SMSC criteria in their Schemes of Work.
- Those with responsibility for publicising the School or liaising with other schools and organisations should consider the SMSC aspects of their public relations. In addition to being representatives of the School, they should report SMSC matters arising from their links to the School at appropriate occasions.
- At pastoral level, the Pastoral Team and groups of tutors will regularly discuss SMSC issues and appropriate thought will be given about how aspects of these issues may be best communicated to members of staff, to pupils and parents, and to other interested individuals.
- The CPD Co-ordinator will with the Deputy Head teacher responsible for overall delivery will ensure that individual and whole staff SMSC needs are met in the CPD Development Plan.
- All Members of Staff (including associate staff) should be aware of the importance of SMSC development and the enhancement it brings to the life of the School. They should feel free to voice related concerns and interests within the normal pattern of departmental, tutorial and staff meetings.

## Monitoring and Evaluation

The policy will be reviewed regularly . Information and data will be collected at regular points throughout the year relating to its delivery and practice using a variety of media – interviews; surveys; student council and regular auditing via departmental, pastoral and whole school selfevaluation.

## Appendix 1

### Spiritual Development

#### Defined by OFSTED

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 pupil's 'soul'; others as the development of 'personality' or 'character'.

As children develop physically they do so emotionally and psychologically. In studying at school to gain knowledge and skills their personal beliefs and identities are shaped. To help students in their positive spiritual development and to try to understand the meaning of life THE ALBANY aims to:

- a. Promote the range of beliefs, religious or, otherwise, which informs students' perspective on life and their interest in, reflection of and respect for different people's feelings and values.
- b. Promote students' self-esteem by valuing and commending their achievements.
- c. Engage students' imaginations and feelings by fostering creativity in their learning.
- d. Assist students to question, explore and embed a willingness for students to reflect on their experiences.
- e. Provide opportunities for students to discuss and exchange views and insights
- f. Encourage students to have a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- g. Support those who seek faith or wish to strengthen it.

See Appendix 1 a for indicators of how we can measure that students are developing spiritually

### Moral Development

#### Defined by OFSTED

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 an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

Children enter secondary school with degrees of moral understanding defined by their families and friends and by their previous schooling. They should be encouraged to take personal responsibility for their words and actions. They should be expected to reject any form of bullying, discrimination or cruelty. They should be helped to deal with any moral dilemmas they may face. To help them develop a clear and positive moral code at School and in the wider world THE ALBANY aims to ensure that students should be led to respect:

- a. The importance of truth and honesty.
- b. An understanding of the consequences of their actions
- c. The importance of observing rules and undertaking responsibilities and the ability to recognise the difference between right and wrong and a readiness to apply this understanding to their own lives and situations.
- d. The importance of compassion and of tact.
- e. The positive beliefs and feelings, and the property and rights, of others.
- f. Their environments – both at school and in the wider world.
- g. An interest in investigating, and offering reasoned views about, moral, and ethical issues.

See Appendix 2a for indicators of how we can measure that students are becoming morally aware

## Social Development

### Defined by OFSTED

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 multiracial, 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 worker in a community. It also involves the development of the inter-personal skills necessary for successful relationships.

As members of the community at THE ALBANY students learn social skills and values that will determine their future lives as responsible citizens. To help this growth the following should have positive reinforcement:

- a. Security and confidence in learning and support in facing difficulties
- b. A willingness to co-operate with other pupils by balancing individual and collective needs.
- c. A readiness to celebrate others' achievements.

- d. An appreciation of the benefits that can result from supporting the School and its community- a willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- e. Embedding a range of social skills in different contexts, including working with students from different religious, ethnic and socio-economic backgrounds.
- f. A sense of how their lives and that of the School relate to the wider community it serves and an understanding of, the way communities and societies function at a variety of levels.
- g. Participation in community service and charitable activities.

See Appendix 3a for indicators of how we can measure that students are becoming socially aware

## Cultural Development

Defined by OFSTED

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.

At THE ALBANY pupils discover and develop their aesthetic, creative, intellectual and physical skills. Students should develop an awareness of their own cultural roots. They should also be able to appreciate the diversity and evolution of cultural traditions that society has, how conflicts between them occur, and how they can be reconciled. To help meet the needs of individuals and of the School the following should occur:

- a. An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- b. A willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- c. An interest in exploring, gain an understanding of, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

See Appendix 4a for indicators of how we can measure that students are becoming culturally aware