



Spiritual, Moral, Social and Cultural development [SMSC] POLICY

Northern House (Wokingham) prides itself on a culture of high expectations for all students. Our core values incorporating fundamental British values underpin the culture and ethos of the Academy. We recognise and celebrate the rich diversity of our community and actively seek opportunities to promote the spiritual, moral, social and cultural development of our students both within the curriculum and through extra-curricular activities. We are strong believers that education is not just about academic qualifications it is about developing young adults who are confident, resilient, culturally literate and active citizens of a vibrant, ever-changing British society.

At Northern House (Wokingham) we recognise that the personal development of the students, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We aim to provide an education that provides students with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour and a positive, caring understanding towards others.

We believe that the spiritual, moral, social and cultural development of our students is fostered through the ethos of the school, the curriculum, external links, personal relationships and collective assemblies. Through daily interactions, staff model simple examples of right and wrong, reinforcing how helpful, kind acts result in everyone feeling better, and unhelpful, unkind acts generally make people feel worse.

AIMS OF THE SMSC POLICY

- To ensure that everyone in school is aware of our values
- To ensure a consistent approach to SMSC issues
- To ensure that Students' education is within a meaningful context and appropriate to their age, aptitude and background
- To ensure that students know what is expected of them
- To give each student a range of opportunities
- To enable each student to develop an understanding of their own identity
- To enable students to develop an understanding of their cultural and social environment
- To give each student the opportunity to develop a sense of social and moral responsibility.



CULTURE AND ETHOS

Our students will be exposed to a variety of conflicting values and beliefs, rights and responsibilities and will be expected to make sense of them when trying to find their own identity. We must be particularly sensitive to this and help them to understand what appropriate behaviour is.

Examples of appropriate behaviour include:

- Accepting personal responsibility
- Acting considerately
- Showing self-control
- Being helpful
- Respecting other people's property
- Foster a sense of community and community service
- Gain a knowledge of government and politics
- Understand and respect others national, regional, ethnic and cultural differences
- Understand and respect others religious beliefs
- Understand and respect others legal and human rights.

HOW WE PROMOTE SMCS DEVELOPMENT AND BRITISH VALUES

Spiritual development seeks to improve the spiritual literacy of our students. It relates to the beliefs, feelings and values which inform students' perspectives and views on life. The Academy gives students opportunities to reflect on their beliefs, encouraging students to become self-aware, self-confident and curious about others' beliefs.

The students develop their spiritual understanding by experiencing a curriculum which will develop their self-esteem, self-knowledge and belief in themselves. The educational provision allows them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs. We seek to develop students who are empathetic of the views and beliefs of others. A recognition that spiritual beliefs, moral values, and reflection on experience can give direction, shape and meaning to an individual's life. A growing ability to cope with the experiences of suffering which human life naturally presents (e.g. anxiety, stress, illness, divorce, loss, death).

At Northern House (Wokingham) the spiritual development is delivered through:

- A Religious Studies programme which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values;
- A PSHE programme which covers a range of themes where students are encouraged to give their perspectives reflecting their views and beliefs.
- Assembly themes to address and promote the Academy's values, reflecting multi-faith Britain and the spiritual aspect of quiet and reflection. Assemblies are used as moments to celebrate student achievement;
- Educational enrichment trips and visiting speakers provide enriching experiences, which may promote a sense of awe and fascination about the world;
- A rewards system developing student self-esteem through certificates, privileges and awards at all levels;
- Displays of student work bring a sense of pride in the work students produce and therefore a sense of expressing the talents of the individual.

Moral development refers to the students' ability to recognise the difference between what is right and wrong. The Academy has a well-established Behaviour Policy reinforcing the need for boundaries to protect the students' right to learn and thrive. A consistently applied system of rules supports students to understand the consequences of their behaviour.

At Northern House (Wokingham) moral development is promoted through:

- Academy rules as set out in the 5 Bees Behaviour policy
- Assembly themes on moral issues, developed and reinforced during tutor times.
- A PSHE programme which develops knowledge and understanding of the law of the land and the need to respect both civil and criminal law to promote peace, safety, health and harmony of the individual and society as a whole.
- Peer Mentors support students abide by the Academy rules and build healthy relationships

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in a multi-cultural British society. Students engage with fundamental British values of democracy such as the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Students are encouraged to maintain and develop relationships, working successfully with other students and adults within the Academy.

At Northern House (Wokingham), the social development of students is provided through opportunities such as:

- Curriculum subjects – all subject areas play an integral part in underpinning the core values and fundamental British values. For example, in ICT the rule of law is reinforced by students learning about the issues around copyright and in Science individual liberty is the backdrop to discussions on contraception.
- Enrichment opportunities such as the residential trips and the Duke of Edinburgh Award.
- Democratically elected school council representative to feedback views, ideas and concerns to the senior leadership team;
- Election of Head Girl/Boy in year 11; mock elections simulating local and national elections.
- PSHE programme reinforcing the core values and fundamental British values and exploring the different identities which make up modern Britain, giving students a strong sense of belonging to the Academy and British society

Cultural development refers to increasing students' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others. Students learn about the British democratic parliamentary system and its central role in shaping our history and values through curriculum areas such as History and PSHE. The Academy has thriving and successful Art, Music and Sports Departments where students are keen to participate in and respond positively to artistic, musical, sporting and cultural opportunities.

Students' interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity is cultivated through a range of learning opportunities 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.

There is no place for prejudice or intolerance in British society and the Academy seeks to respond to any such incidents quickly and appropriately, but also using these incidents to reflect on learning experiences and ensure the matter is addressed within the classroom as well.

At Northern House (Wokingham) the moral development of our students is provided by:

- Exploring the contribution of different cultures across the curriculum
- Experience a range of cultural activities in terms of literature, music, technology, art, drama, sport and other media;
- Preparing students for life in modern Britain by improving their understanding of public institutions and services in England such as the post office, Citizens Advice Bureau, civil and criminal courts.
- Educational visits to places of interest such as: libraries; museums; galleries; theatres and places of worship in order to better understand other cultures and ways of life.
- PSHE programme
- Collective worship and assemblies – a themed approach that give rise to many opportunities to explore SMSC and cultural diversity.

British Values must now be promoted in all schools through their SMSC programme (DfE November 2014).

Ofsted want to see a school ethos and climate that promotes British Values at every level and in every subject. Teaching the fundamental British Values ensures that students will learn about what it means to live in a democratic community where individual liberty and freedom of choice is a given and there is a mutual respect for and tolerance of those with different faiths and beliefs. The importance of rules and laws, whether they be those that govern our school or country, are referred to often and discussions had about the value and reasons behind the laws, the consequences if those laws are broken and the responsibilities of those that govern and protect us. Teaching of British Values will support each student's spiritual, moral, social and cultural development by helping them to understand how they can contribute positively to the lives of people around them, both locally and globally.

At Northern House (Wokingham) the teaching of British Values is provided by:

- A PSHE programme which covers a range of themes where students are encourage to give their perspectives reflecting their views and beliefs.
- Assembly themes to address and promote the Academy's values, reflecting multi-faith Britain and the spiritual aspect of quiet and reflection. Assemblies are used as moments to celebrate student achievement;
- Assembly themes on social and political issues, developed and reinforced during tutor times.
- A PSHE programme which develops knowledge and understanding of the law of the land and the need to respect both civil and criminal law to promote peace, safety, health and harmony of the individual and society as a whole.
- Preparing students for life in modern Britain by improving their understanding of public institutions and services in England such as the Citizens Advice Bureau, civil and criminal courts.
- PSHE programme.

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>



PREVENT DUTY

As of 1st July 2015, schools have a legal duty to prevent students from becoming radicalised, which has implications for SMSC. In secondary schools the DfES recommends using the citizenship curriculum. Many elements of citizenship support SMSC, such as appreciating diversity, understanding different viewpoints and collaborating for change.

Please see Northern House (Wokingham) Policy School Prevent Policy (2017).

Learning and Teaching

All subjects contribute towards the teaching and learning of SMSC, for example:

Religious Education makes a distinctive and substantial contribution to the delivery of SMSC:

- Pupils learn about beliefs, values and the concept of spirituality
- They reflect on the significance of religious teaching in their own lives
- They develop respect for the right of others to hold beliefs different to their own
- They show an understanding of the influence of religion on society

English:

- Pupils may gain insight into the way of life, cultural traditions, moral and social developments of other people
- Pupils' social skills are developed through group activities and communication exercises
- Listening skills are improved through aural /oral work

Maths:

- All pupils are encouraged to achieve their maximum potential and to gain in self-confidence and self-belief
- Group work encourages pupils to work as part of a team and helps them understand how different people solve problems in different ways, promoting mutual respect and support for one another
- Pupils can learn that Mathematics comes from different cultures

Science:

- Individual liberty of own views, tolerance and mutual respect of others views is taught through the topics where different views/ethics are involved, such as evolution versus creation.
- Resilience and self-esteem are developed through pupils building independent learning skills, experiencing getting answers wrong, learning how to formulate the correct response and responding to target questions

Technology:

- Pupils are taught about the social skills around behaviour self-regulation to ensure collective responsibility for a safe and efficient working environment

Art:

- Pupils are given the chance to reflect on nature, their environment and surroundings
- Studying artists with spiritual or religious themes, issues raised by artists which concern ethical issues, such as war and violence are discussed

Music:

- Teaching is provided that encourages pupils to be open to the music of other cultures
The role of music in society is considered and seen how music can cause conflict and differences of opinion
- The way music can change moods and behaviour is looked at

Physical Education:

- Activities involving co-operation, teamwork, competition, rules, self - discipline and fair play
- The sports and traditions of other cultures are explored

History:

- Looking at the establishment of multi-cultural Britain
- Enabling pupils to reflect on issues such as slavery, the Holocaust and Imperialism
- Showing an awareness of the moral implications of the actions of historical figures

Geography contributes to SMSC where:

- Opportunities for reflection on the creation, earth's origins, future and diversity are given
- Reflection on the fair distribution of the earth's resources
- Studies of people and places give pupils the chance to reflect on the social and cultural characteristics of society

Design Technology makes a particular contribution to SMSC through:

- Reflection takes place on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life
- Awareness is given of the moral dilemmas created by technical advances, the impact of 'winners and loser' ethos
- Pupils learn how different cultures have contributed to technology
- Opportunities to work as a team are provided, recognising others strengths, sharing equipment

Food Technology:

- Pupils are given the opportunity to examine cultural differences in food and diet
- Reflecting takes place on the social issues around food such as price and income
- Government Guidelines for health and safety are acknowledged
- Reflection takes place on the moral issues concerning food production in third world

countries

PSHE and Citizenship:

- Learning takes place about other perspectives (culture, religion, race and ethnicity, legal and human rights) and pupils are encouraged to consider the effects of intolerance of other people's way of living and viewpoints

This SMSC Policy should be read alongside the school's *British Values and the Curriculum Policy*.