

**The Roche School**  
**Spiritual, Moral, Social and Cultural Development Policy**

**Rationale**

We recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC), plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

**Guidelines**

All curriculum areas have a contribution to make to the child's SMSC development and opportunities for this will be planned in each area of the curriculum. All departments must plan for SMSC in lessons. All adults will model and promote expected behaviour, treating all people as unique and valuable 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 where forgiveness and the opportunity to start again is fundamental to the ethos of the school. Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others. Pupils will also be given an insight into British values which include rule of law, democracy, cultural habits and behaviour, being a "good" British citizen, values and attitudes, language and achievements. This will allow them to successfully take part in an integrated society. Please see the British Values Statement for more detail on how this is achieved at The Roche School.

Pupils should understand the need for 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 areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

**Aims**

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.

- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

### Spiritual Development

*As a school we aim to provide learning opportunities that will enable pupils to:*

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

### Moral Development

*As a school we aim to provide learning opportunities that will enable pupils to:*

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.

### Social Development

*As a school we aim to promote opportunities that will enable pupils to:*

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.

### Cultural Development

*As a school we aim to promote opportunities that will enable pupils to:*

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

## **Teaching and Organisation**

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

*Class discussions will give pupils opportunities to:*

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

*Many curriculum areas provide opportunities to:*

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

## **Links with the Wider Community**

- Visitors are welcomed into school.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

## **Monitoring and Evaluation**

*Provision for SMSC will be monitored and reviewed on a regular basis. This will be achieved by:*

- Monitoring of lesson plans and teaching and learning, by the leadership team
- Regular discussion at staff and governors' meetings
- Audit of policies and Schemes of Work.

- Sharing of classroom work and practice.
- Audit of collective worship practice.
- Collation of evidence in pupil's work.

### **How the Curriculum Contributes to SMSC:**

PSHE contributes to our students SMSC development through:

- Helping students to understand what makes a “good” British citizen covering areas such as Geography, National symbols, People, Values, and attitudes, Cultural habits and behaviour, Citizenship, Language and Achievements.
- Ensure that students know how to socially interact online as well as face to face allowing them to develop skills that will be continuously used throughout their lives.
- How to take care of themselves i.e. personal hygiene, healthy eating and personal presentation
- Developing an understanding of moral and social rights i.e. global issues, voting etc.
- How to respect others cultures and faiths, alongside developing spiritually and an individual.

English contributes to our students SMSC development through:

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

Maths contributes to our students SMSC 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 achieve separately.
- Helping students to recognise that mathematicians from many cultures have contributed to the development of modern day mathematics.
- Helping students to obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.
- Developing an appreciation of maths within art and architecture across history and cultures.

Science contributes to our students SMSC development through:

- Different topics that address spirituality such as the Big Bang Theory, and Evolution.
- A consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.

- Creating an awareness of the ways that Science and Technology can affect society and the environment.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many.

Humanities contributes to our students SMSC development through:

- Students learning about beliefs, values and the concept of spirituality.
- Various comparative studies.
- Discussing and reflecting on a wide range of moral issues such as slavery, the Holocaust and Imperialism.
- Teaching through dilemmas which encourage student reflection.
- Opportunities for reflection on the creation of earth and its' origins, future and diversity.
- The study of people and physical geography which gives our students the chance to reflect on the social and cultural characteristics of society.
- Students being made aware of the influence of the social environment on behaviour.

The Arts contributes to our students SMSC development through:

- Teaching that encourages students to be open to other cultures.
- Encouraging discussion and reflection upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances).
- Art evoking feelings of 'awe' and 'wonder'.
- Studying artists with a spiritual or cultural theme and issues raised by artists which concern ethical issues, such as War paintings.
- Projects that explore moral issues such as Art and Conflict.

Modern Foreign Language contributes to our students SMSC development through:

- Students gaining insights into the way of life, cultural traditions, moral and social developments of other people.
- Social skills being developed through group activities, trips and communication exercises.
- Listening skills being improved through oral work.
- Group discussions that look at different perspectives/ mentalities of a topic.
- Comparative studies for example, comparing different School systems.

Physical Education contributes to our students SMSC development through:

- Activities involving co-operation, teamwork, 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.
- Building team spirit, being a good team member, valuing the contributions of others to the team.
- Appreciating the aesthetic beauty of the movements of gymnastics and dance.

- Learning that sport is an important element of many cultures such as the Ancient Greeks and Romans.

Beyond the Curriculum through:

- Assemblies.
- Student voice.
- School Council.
- Student leadership.
- Enrichment days.
- PSHE lessons.
- Trips.
- School links.
- Extra-curricular programme.
- School productions.
- Charity work.

Please see document 'Record & Register of Whole School Activities and Enrichment 2015 – 2016' for examples of SMSC development throughout the year. Please note this is a working document and will be updated regularly on the school system.

Reviewed: February 2016  
Date to be reviewed: September 2016