Moral, Social, Spiritual & Cultural Policy

SAMUEL WARD

1. POLICY STATEMENT

1.1. Introduction

The Education Act (1996) sets education within the context of the spiritual, moral, cultural, mental and physical development of students. These dimensions underpin the curriculum and the ethos of the Academy. Their importance is reinforced by their place in the inspection framework for schools which derives its authority from the Education (Schools) Act, 1992. They apply not only to RE and collective worship but to every area of the curriculum. The Academy recognises it must take opportunities which exist in the curriculum to develop students' spiritual, moral, social and cultural awareness.

The academy is a community where students will find acceptance for themselves as unique individuals. However, students will gain cultural awareness, respect and tolerance of those of other faith backgrounds. The diversity of spiritual traditions will be recognised, and students will be given the opportunity explore alternative views.

Pupils will be encouraged to explore and develop their own values and beliefs, spiritual awareness, along with high standards of personal behaviour. Samuel Ward Academy will place a strong emphasis on building positive, caring attitudes towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for students and their families. The school community will be a place where students will learn to differentiate between right and wrong in as far as their actions affect other people. Students 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 students' work and achievements.

The General Aims of The Academy is to:

• Ensure that Social, Moral, Spiritual and Cultural issues are embedded throughout the school curriculum in a consistent way.
• Give each student a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experiences.
• Enable students to develop an understanding of their individual and group identity.

• Provide students the opportunity to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.

• Give each student the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

1.2. Spiritual Development

The potential for spiritual development is open to everyone and need not be confined to the development of religious beliefs or conversion to a particular faith. The term needs to be seen as applying to something fundamental in the human condition which is not necessarily experienced through the physical senses and/or expressed through everyday language,

Spiritual growth is concerned with:

i.   assisting students to develop personal and shared beliefs;
ii.   recognising the wonders and mysteries of the natural world which may lead to questions about the existence of a divine creator;
iii. recognising human achievements and exploring the possibility that inner resources can help people to deal with everyday experiences;
iv.   the search for meaning and purpose in life;
v.   recognising and valuing one's own worth and that of others;
vi.   creativity and the expression of thoughts and feelings through art, music, literature, human movement and crafts;
vii. exercising imagination, intuition and insight;
viii. appreciating or being moved by beauty or kindness;
ix.   an awareness of when it is important to control emotions and when it is appropriate to express them;
x.   self-knowledge.

The Academy will encourage students to: recognise the existence of others as independent from themselves; reflect on experiences; question and explore the meaning of experiences; evaluate a range of possible responses and interpretations; and develop and apply personal views and insights.

1.3. Moral Development

Personal morality combines the beliefs and values of individuals, those of the social, cultural and religious groups to which people belong and the laws and customs of the wider society.

The Academy will encourage students to: tell the truth; keep promises; respect the rights and property of others; act considerately towards others; help those less fortunate than themselves; take responsibility for their own actions; and exercise self-discipline. The Academy will reject: bullying; cheating; deceit; cruelty; irresponsibility; and dishonesty.

Ideally, students should understand the value of rules and act upon them out of conviction, rather than from fear of getting into trouble.

At Samuel Ward, we believe that there are different areas of moral objectivity:

The Personal: this deals with moral claims form the point of view of individual human existence. It includes 3 main issues:

a) coming to terms with a limited life span (English, Collective Worship, RS Humanities)
b) respect for one's bodily and mental health (PE, Scheme and Collective Worship, RS, PSE, Humanities(
c) personal development (Core, Humanities, Collective Worship, RS, PE)

The Inter-personal: is about how people treat other people and includes 3 main issues:

a) getting on with others (Core, Collective Worship, PE, Humanities, RS)
b) sexual relationship, parenthood and marriage (Core, Collective Worship, Humanities and Science)
c) rights of others (Core, Collective Worship, RS, Humanities)

The Social: is about the power and influence of the group and includes 3 main issues:

a) authority, freedom and rules (Core, Collective Worship, Humanities, RS)
b) types of groups (Humanities, RS, Science)
c) our society in relation to others (Humanities, Science, RS, PSE)

The Natural: is about the responsibility of people for their natural world. It includes:

a) people and the natural world (English, Science, Humanities, Technology, History)
b) ecological Balance (Science, Geography, Humanities)
c) rights of creatures (English, Collective Worship, Humanities, RS)

The **Religious** or Mystical: is about the unity of all life with the realisation of the tragic situation of the world. It includes:

a) the limits of understanding (Science, RS, Humanities and English)
b) core and evil (Assemblies, RS, Core and English)
c) death and personal tragedy (RS, Core, Assemblies, English)

The moral curriculum at Samuel Ward accepts that there are different levels of morality, and the 4 areas of moral experience shown above become instruments for focusing students moral growth. Teachers aim to help their students make the right moral decision without assuming that the moral truths they arrive at are timeless certainties.

1.4.   Cultural Development

The Academy is committed to preparing students to develop an empathetic understanding of aspects of their own and other cultural environments, be these religious, social, aesthetic or ethnic. The Academy aims to counteract bias and appreciate, value and celebrate the achievements of others and to prepare students for life in a multicultural society. It is recognised that students must experience other cultures in order to understand them fully. Where the local cultural environment does not offer a sufficiently broad experience the Academy is committed to providing opportunities not only through the curriculum, but also through educational visits at home and abroad and in-school events led by different cultural groups.

1.5.   Social Development

The Academy is committed to working with the home and the community to prepare students for relating to others in different social settings, taking responsibility, exercising initiative, working effectively in groups and participating co-operatively and productively in the Academy and the wider community. The Academy is further committed to promoting an empathetic understanding of how societies function and are organised in structures such as the family, the school and local and wider communities.

It is the function of all curriculum areas to contribute to the students' social development supported by experience in Academy clubs, societies and teams, and through educational visits and in-school events. Students will be encouraged to use their talents to compete in a fair and generous manner, appreciating the ability of others, showing determination and team spirit.

2.   ROLES AND RESPONSIBILITIES

    i.   It is the responsibility of the **Governing Body** to establish a policy and procedure for spiritual, moral, social and cultural education and to monitor the effects of the procedure.

   ii.   It is the responsibility of **the Principal** to promote an ethos and to make arrangements for the curriculum which help with the spiritual, moral, social and cultural development of students.

  iii.   It is the responsibility of all **staff** to familiarise themselves, and comply, with this policy and procedure in accordance with relevant professional standards.

3.   IMPLEMENTATION

To promote the spiritual, moral, social and cultural development of each member of the Academy community, the Academy will:

a) Develop the school environment by:
   i.   making the Academy a place of welcome for all visitors;
   ii.   maintaining and improving grounds;
  iii.   creating areas and times of silence;
  iv.   celebrating achievement through the display of work; and
   v.   ensuring that play and leisure areas encourage and promote co-operative behaviour.

b) Provide opportunities for explicit spiritual development by:

   i.   using collective worship to highlight the spiritual dimension;
   ii.   ensuring that subjects like RE, English and Art include space for personal reflection; and
  iii.   taking opportunities to reflect on events in all areas of the curriculum, especially those which may involve a sense of awe, wonder or mystery in subjects like Art, Performing Arts, Drama, English, Geography, History, Music, RE, Science and Technology.

c) Enable the whole curriculum to be a vehicle for spiritual, moral, social and cultural development by:

   i.   presenting positive images of regions, countries, faiths and cultures from around the world and challenging stereotypes;
   ii.   encouraging students to see a pattern and purpose in life;
  iii.   promoting aesthetic awareness;
  iv.   being sensitive to the scope of human achievement;
   v.   providing opportunities for students to engage in activities of discovery and exploration;

vi. ensuring achievement and effort are celebrated and self-esteem enhanced;

vii. assisting students in the pursuit of truth and excellence;

viii. providing opportunities to search for meaning and coherence in experience;

ix. exploring the connection between personal philosophy and behaviour; and

x. continuing to plan for and provide in-Academy events and educational visits which afford students the opportunity to understand both their own and other cultures and societies.

d) Build structures that encourage spiritual, moral, social and cultural development by:

i. giving students opportunity to exercise responsibility and initiative;

ii. implementing discipline strategies that emphasise and reward positive behaviour;

iii. ensuring that sanctions allow students to take responsibility for their behaviour, while balancing this with the need for forgiveness and reconciliation, rather than judgement and recrimination;

iv. encouraging teamwork and co-operation and emphasising that achievement and success should not be attained at the expense of others;

v. encouraging competition based on mutual respect;

vi. instituting procedures that emphasise the equality and dignity of each person and combating intolerant attitudes manifested in bullying, racism, sexism and violence; and

vii. enabling students to recognise the inter-dependence of human beings through work for charity and in community programmes.

e) Establish and maintain an ethos to encourage spiritual, moral, social and cultural development by:

i. setting an example of justice, fairness, truth and respect in dealings between members of staff and between staff and students;

ii. avoiding the use of language and other modes of expression which tend to denigrate others;

iii. encouraging tolerance and a willingness to listen to and value difference of opinion;

iv. valuing courtesy and consideration for others;

v. making available facilities for individual support, guidance and counselling where needed;

vi. involving students in developing the Code of Conduct; and

vii. developing appropriate courses in PSHE.

SMSC in the Curriculum

All curriculum areas have a contribution to the student's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the

curriculum. Below are **some** examples of how SMSC development has been integrated into the curriculum.

a. English makes a major contribution to 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;
   - Through written and discussion work on points of view and arguments students will reflect on a number of social and moral issues.
   - Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.

b. Mathematics can provide a contribution to pupils' SMSC by:
   - Supporting whole school policy on issues such as discipline and behaviour.
   - Enabling pupils to acknowledge the important contribution made to mathematics by non-western cultures.

c. Science provides opportunities for students' SMSC development through examples such as:
   - Encouraging pupils 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 different cultures.

d. ICT can contribute to SMSC development by:
   - Making clear the guidelines about the ethical use of the internet and other forms of communications technology.
   - Establishing boundaries in society by considering what is acceptable.

•Raising students' awareness through the use of ICT with a focus on charities and travel.

e. History makes a contribution to SMSC by:
   •Looking at the establishment of multi-cultural Britain.
   •Enabling students to reflect on ethical issues such as slavery, the holocaust and Imperialism.
   •Showing an awareness of the moral implications of the actions of historical figures.
   •Taking pupils on trips to significant battlegrounds and memorial sites of WWII to develop moral and social consciousness and empathy skills.

f. Design Technology makes a particular contribution to SMSC through:
   • Reflecting on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life.
   • Awareness of the moral dilemmas created by technological advances.
   • How different cultures have contributed to technology.
   • Developing students' skills to be able to work as a team, recognising others' strengths, sharing equipment.
   • Providing students with the opportunity to make and evaluate food from other countries.

g. 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 students the chance to reflect on the social and cultural characteristics of society.

h. MFL contributes to SMSC through:
   • students may gain insights into the way of life, cultural traditions, moral and social developments of other people in lesson time and through exchange trips to France and Germany
   • Student's social skills are developed through group activities and communication
     exercises.
   • Listening skills are improved through oral/aural work.

i. Religious Education makes a distinctive and substantial contribution to the delivery of SMSC through:
    - Assessing what it means to be spiritual/human.
    - Exploring spirituality.
    - Expressing spirituality.
    - Experiential learning for spiritual growth and development.
    - Developing an appreciation and understanding of different cultures, religions and traditions.
    - Reflecting on the significance of religious beliefs and teachings in their own lives.
    - Learning about beliefs, values, and the concept of spirituality.
    - Analysing moral decisions and the impact that they may have on society. (Abortion/euthanasia)
    - Developing respect and tolerance of other religious beliefs and practices.
    - Showing an understanding of the influence of religion on society.
    - Appreciation and understanding of different cultures, religions and traditions.
    - Increasing tolerance through the awareness and importance of community cohesion.

j. Performing and Expressive Arts may contribute to SMSC by:
    - Giving students the chance to reflect on nature, their environment and
    - surroundings.
    - Studying art with a spiritual or idealist theme.
    - Creating pieces of art based on ethical/moral concerns raised by artists i.e.
    - War/racism/violence.
    - Giving pupils the opportunity to investigate a range of cultures and media.
    - Considering the impact of art on society.

k. Physical Education – Students' SMSC development is actively promoted though PE by:
    - Exploring the sports and traditions of a variety of cultures.
    - Individual activities that provide the opportunity for self-reflection, awareness
    - and challenge.
    - Activities involving co-operation, teamwork, competition, rules, self-discipline
    - and fair play.
    - Having links with feeder and secondary schools in own locality and beyond.
    - Contribution to National programmes and initiative where sport is the unifying bond e.g. Comic Relief, Young Sports Coach programme etc.

l. Competency Curriculum- in development for implementation Sept '10. This curriculum will make opportunity for and embed every students' potential for spiritual, moral, social and cultural development and understanding.

m. ED curriculum- This will support and enhance the CCC, providing opportunity for large scale inspirational activities often involving outside providers and specialist.

3.1.   Assessment

It is not possible, nor necessarily desirable, to assess quantitatively the extent to which students have absorbed these aspects of education, though resultant changes in behaviour may be observed.   It is more appropriate to use the word "development" when considering the outcomes of spiritual, moral, social and cultural education though this development will not necessarily occur in a linear fashion.

3.2.   Evaluation

The Ofsted Evaluation Schedule for Schools provides evaluation criteria which can be usefully applied to the Academy (pp 28-29). It is a responsibility of the Academy and the Vice-Principal (Attainment and Curriculum) to ensure that faculties and curriculum areas have schemes of work which, where possible, make specific reference to the spiritual, moral, social and cultural dimensions. The Vice-Principal (Attainment and Curriculum) should ensure that such plans are implemented.

4.   Links with the wider community

In order to develop pupils SMSC we believe that it is important to have close links with the local and global communities. We play an important role in promoting shared values and encouraging our pupils to actively engage with other people in the community to understand what they have in common. In order to help all our students grow in SMSC and build close relationships with the community we:
- Welcome all visitors into the Academy.
- Provide a Community which is central for community development.
- Visit different cultures.
- Have a cultural exchange with our partner school in Ghana. Staff from both schools visit annually as a part of the Tendring Ghana project.
- House and provide an Extended Schools programme both in and out of term time.
- Support the work of a variety of charities such as Comic Relief, British Red Cross, Breast Cancer Care Trust and Fair Trade.

- Encourage the development of a strong home-school relationship which is
- regarded as very important, enabling parents and teachers to work in an effective partnership to support pupils.

- Teach students to appreciate and take responsibility for their local environment, and create opportunities to be involved in events and activities in our locality e.g. Street Athletics festival
- Liaise with our professional partners for the benefit of our families and young people.
- Host community events e.g. Opportunities Fayre, Summer schools, Leisure events.
- Make valuable contributions to strategic partnerships and forums e.g. BAP, LDG, DARG etc.
- Liaise with local secondary schools or organisations with regards to the curriculum e.g. modern foreign languages, Performing and Media arts, PE and games.

5. MONITORING AND REVIEW

The Vice Principal (Attainment and Curriculum) will report on the Policy to the Principal as appropriate.

The Principal will report to the Governors' Achievement and Standards Committee on any relevant aspects of the working of the Policy as appropriate.

The Governing Body will review the Policy every two years.

Ratified by the Governing Body on:	21 January 2013