



## School Policies

Policy title	Spiritual, moral, social and cultural (Smsc)				
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Written on	Sep 2018	Reviewed on	Sep 2018	Next review due	May 2019
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Copies in	Policies folder ✓	Handbook ✓	Student planner	Website
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### INTRODUCTION

At CHCC we recognise that for students to benefit from their time with us we must ensure that they have the best possible holistic education. This includes teaching and pastoral care developed to ensure that they try to meet the expectations placed on them in work, conduct and attitude. We also believe that the College 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. The aim of this Policy is to link and strengthen our whole college approach in order that the values of Aspiration, Commitment and Success are inherent in our inclusive ethos and encapsulated in our mission statement become a reality for the students.

*“Every student will be the best that they can be, thrive in the best possible career and contribute positively to society”*

The college has a full and comprehensive programme of PSHEE, Citizenship and Careers delivered through a dedicated Life Skills faculty. This is coupled with a coherent assembly and tutor time programme. Therefore, we endeavour to offer an inspiring and holistic experience to enable our young people to be responsible, reflective and active citizens with a strong awareness of British values.

Scope of the policy including statutory requirements:

This policy was developed in response to National guidance – OFSTED Promoting and evaluating students’ 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 School Inspection Handbook (September 2015). It also takes into consideration the critical role SMSC has to play in ensuring our young people know how to be safe in an ever challenging world.

It should be read in conjunction with other college policies on Equality, SEND, Safeguarding, Curriculum, Teaching and Learning and the PSHE and Citizenship schemes of work.

The statutory requirement that schools should encourage students’ 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 students at the school and of society; and (b) prepares such students 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 students at those schools.'

All of the above guidance emphasises the need to establish the values schools should impart to students. 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'.

Crown Hills aspires to be a college where students 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 college's delivery please refer to Appendix 1.

## Process and Practice

The college has a senior leader overseeing SMSC and one who line manages the Life Skills faculty and Careers provision. The Head of Life Skills will provide guidance and support for ensuring the actions below take place, working closely with the Assistant Principals.

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

- Provide a coherent assembly and tutor programme which enables all four aspects to be delivered at different and appropriate times. This contribution is logged through the Grid maker website. See appropriate policies for more details.
- Promote student voice and democracy via the College Student Council.
- 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 students and parents, and to other interested individuals.
- Have a focus on Internationalism within the college confirmed by gaining the British Council International School award
- Provide opportunities for daily acts of reflection
- 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. These opportunities are logged through the Gridmaker website
- At faculty level, Heads of Faculty will regularly audit with their teams the opportunities for covering relevant SMSC criteria and British values within their Schemes of Work. This contribution is logged through the Gridmaker website
- Those with responsibility for publicising the college or liaising with other schools and organisations should consider the SMSC aspects of their public relations. In addition to being representatives of the college, they should report SMSC matters arising from their links to the college at appropriate occasions.
- The CPD Co-ordinator ensures that individual and whole staff SMSC needs are met in the CPD Development Plan.
- All members of staff (including associate staff) are aware of the importance of SMSC development and the



enhancement it brings to the life of the college. They feel empowered 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 through the work of the Governor sub committees. Information and data will be collected at regular points throughout the year relating to its delivery and practice using a variety of media including: interviews, surveys, student council and regular auditing via faculty, pastoral and whole college self-evaluation.

In addition, inclusion of SMSC within the curriculum and non-curriculum aspects of the college is logged through Gridmaker allowing regular review and intervention where appropriate.



## Appendix 1

### Spiritual Development

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 student's 'spirit'. Some people may call it the development of 'personality' or 'character'.

As students develop physically they do so emotionally and psychologically. In studying at college to gain knowledge and skills their personal beliefs and identities are shaped. The spiritual development of students at Crown Hills is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning willingness to reflect on their experiences.

### Moral Development

Moral development is about the building, by students, of a framework of moral values which regulates their personal behaviour. It is also about the development of students' 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.

Students 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. The moral development of students at Crown Hills is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

### Social Development

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



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

As members of the community at Crown Hills, 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. The social development of students is shown by their:

- use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the students develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

## Cultural Development

Cultural development is about students' 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 students' cultural development is intimately linked with the colleges' attempts to value cultural diversity and prevent racism.

At Crown Hills, students 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 College, the following should occur. The cultural development of students is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within the college and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, 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