



# Spiritual, Moral, Social and Cultural Policy

<b>Policy title</b>	Spiritual, Moral, Social and Cultural
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## 1. Introduction

This policy outlines the purpose, nature and management of Spiritual, Moral, Social and Cultural development at Bridgnorth Endowed School. It was developed with reference to the new National Guidance from Ofsted 2019.

In contrast to the policies for specific curriculum subjects, this policy relates to the **whole life of the school and reflects the school vision**. Of particular importance in promoting spiritual, moral, social and cultural development (SMSC) is the example set by all adults in the school community and the quality of relationships between staff and pupils.

Our recent relaunch of the new House system is a key facilitator for embedding SMSC across the whole school.

### House System Ethos

The school prides itself on its very active House System whereby all staff and pupils are assigned to one of four houses. Bridgnorth Endowed school has always had a thriving House system, each house having very strong links with the school history and local community.

Rewards and sanctions are operated through the Houses, fostering a sense of loyalty, responsibility to others in the House and developing positive values and a strong community ethos.

Having a House system fosters team spirit, responsibility, care for others, charitable giving and, of course, a strong sense of healthy competition.

### Identity

Belonging to a house allows pupils to develop a sense of belonging and feel supported by their fellow peers.

New pupils to the school soon begin to understand the importance of community spirit.

### **Collaboration**

Belonging to a House allows pupils the opportunity to work together in a truly cohesive environment where age is not a barrier.

The benefits of this vertical interaction are the camaraderie and solidarity evidenced through the many organised House activities and events throughout the year.

### **Competition**

The competitive element of being part of a House is important as it drives pupils to improve.

The House system breeds collegiality resulting in increased engagement and resilience.

Houses are fully inclusive and not only strive to succeed but teach pupils respect for others in their successes.

### **Leadership**

The House system gives pupils the chance to develop leadership skills. While we have our Head Boy and Girl, House Captains, Senior Student Leaders and Sports Captains in Year 11. We also have form representatives for all tutor groups in all years, forming a very active School Council. There are many other opportunities throughout the year groups to take on smaller leadership roles.

Having mixed age groups within each house raises the aspirations of our pupils as they look up to role models in the higher year groups.

### **Ofsted framework definition:**

#### **From the inspection handbook November 2019**

#### **The spiritual development of pupils is shown by their:**

- Ability to be reflective about their own beliefs (religious and otherwise) and perspective on life
- Knowledge of, 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

#### **The moral development of pupils is shown by their:**

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

#### **The social development of pupils is shown by their:**

- Use of a range of social skills in different contexts, for example working and socialising with other pupils including those 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 fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

#### **The cultural development of pupils is shown by their:**

- Understanding and appreciation of the wide range of cultural influences that have shaped their heritage and that of others
- Understanding and appreciation of the wide range of different culture in the school and further afield as an essential element of their preparation for life in modern Britain
- Ability to recognise, and value, the things we share across, cultural, religious, ethnic and socio-economic communities
- 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, musical, 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 and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum.
- Inspectors will evaluate the effectiveness of the school's provision for pupils spiritual, moral social and cultural education. This is a broad concept that can be seen across the schools' activities but draws together many of the areas covered by the personal development judgement.
- Before making the final judgement on overall effectiveness, inspectors will always consider the spiritual, moral social and cultural development of pupils at the school and evaluate the extent to which the school's education provision meets the different pupils' needs, including pupils with SEND.
- Ofsted continue to put SMSC 'at the heart' of school development. It requires school to think about the kind of people we aspire to be, the kind of world we aspire to create and the kind of education we aspire to provide.

## **2. Aim**

Bridgnorth Endowed School aims to create an ethos and culture that fosters the spiritual, moral, social, and cultural development of all pupils.

We are committed to offering pupils the opportunities to:

- identify, reflect on, and explore experiences and distinguish between right and wrong
- discuss moral issues develop and talk about their own attitudes and values
- take responsibility for their own decisions
- develop an understanding of social responsibilities and citizenship
- celebrate a diversity of cultures
- Take ownership of the academic and social and emotional development
- Respect the school and local environment

### 3. Scope

**3.1 Spiritual development** is concerned with exploring those dimensions of human experience which help pupils consider their thoughts, feelings, and relationships and in particular to consider those things which are of special significance such as people, places, objects and stories. All areas of the curriculum may contribute to pupils' spiritual development.

The primary aim is to underline the spiritual concerns of humanity (e.g., matters of life and death, the purpose of life, choices in life, etc.) Issues and themes discussed in tutor time and Assembly allow all pupils an opportunity to reflect on pertinent moral and spiritual themes.

Religious Education has a particular contribution to make as it allows pupils the opportunity to gain insight into their own beliefs and loyalties, consider their personal and spiritual values and practices so that they may take up their own spiritual journey. Moreover, it contributes to the moral and social development of our young people, developing consideration for others, an appreciation of human rights and responsibilities and a concern for justice in society. Also, it develops in pupils respect for the practices of different religious faiths and a sympathetic understanding of their underlying values and concerns. This is part of their development as young people and citizens of our world.

**3.2 Moral development** is concerned with pupils' ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong.

The system of rules and codes of behaviour established in our school is an important early introduction of issues of fairness for all and to the consequences of operating outside the acceptance rule system. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of consequences or sanctions. Moral development; based on our school principles, should enable pupils to become increasingly responsible for their own actions and behaviour.

**3.3 Social development** refers to the development of abilities and qualities that pupils need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects.

The school, in particular the classroom, provides a suitable environment for promoting social development. Pupils learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led to support others and to recognise the different skills of other group members can be developed when young people work co-operatively.

**3.4 Cultural development** refers to the development of knowledge and understanding of differing cultural beliefs, customs and traditions. It is an increasing appreciation of the systems of values and attitudes which form the basis of identity and cohesion within societies and groups.

#### 3.5 The Broader Curriculum

- All subjects contribute to the spiritual, moral, social and cultural development of pupils.
- Where there is a positive climate and ethos just about everything the school does will contribute to the pupils' spiritual, moral, social and cultural development and will be recorded by the Assistant Head for personal development (SMSC lead) in collaboration with Heads of House, Tutors, Faculty leaders, Teachers and SLT.

Opportunities through	Spiritual	Moral	Social	Cultural
<b>Assemblies</b>	Reflection on own beliefs and values, and those of others	Influence of values on behaviour	Celebrating together	Celebration of own and others' religious and cultural traditions
<b>Behaviour Code of Conduct Class and School Rules</b>	Sense of well-being in a secure and fair environment Learning respect for themselves and others	Recognition of differences between right and wrong Living by the rules for the benefit of each other	Living together in the school community Fostering good relationships and respect for property	Recognizing the culture of their school community Communities need values and rules for living together
<b>Rewards</b>	Sense of being appreciated.	Positive actions and behaviour are rewarded	Recognise the worth and achievements of others	Reinforcement of the cultural values of the school, local and wider community.
<b>Active House system</b>	Creating a sense of belonging	Supporting and encouraging House members to behave well, attend school and make progress	Celebrate success and support others in the House to achieve success	Houses are all inclusive. Houses linked to charities local, national and global.
<b>Tutor Groups PSHCE</b>	Opportunities to reflect	Discuss what is right and wrong.	Interact with others of different ages.	Building a group status, belief and purpose.
<b>Equality Policy</b>	Values of mutual respect, equal worth, good relationships, a sense of being included	Recognising values and beliefs that may be different from their own	Encouragement of complete integration	Richness and diversity of cultures
<b>Community Links including Charitable Giving</b>	Being involve, participating, playing a part	Recognition of the needs of others	Working together	Insight into one's own and other cultures
<b>Extra-Curricular Activities including</b>	Sense of achievement and enjoyment when pursuing an interest, talent or skill	Channeling interests, talents or skills positively	Teamwork, meeting others, working with interest groups	Extending interests, talents and aspirations.

<b>Visits/Visitors including International</b>	Understanding the background of visitors Learning about the belief system of another culture	Does everyone think in the same way? Do they consider things in a different way to us? Consideration of moral codes?	Interaction and understanding of the visitors or culture. Development of communication skills	Cultural development and understanding
<b>Religious Education and Core</b>	Understand and respect people's beliefs and ways of worship. Develop your own opinions.	Understand different beliefs around the world and make judgements about right and wrong in different religions	Work together to discuss, debate and understand different points of view. Respect different people's beliefs.	Understand different religions, cultures, traditions and customs. Develop identity. Develop cohesion in a multicultural society
<b>PSHCE</b>	Develop opinions and thoughts about issues. Form healthy relationships.	Understand the difference between right and wrong and the consequences, sanctions relating to their own behaviours.	Co-operate and support others. Play a full and active part in the school community in order to do likewise in the wider society in the future.	Develop opinions, understand differences, be respectful in order to play an active role in society and groups.
<b>Student Voice</b>	Views and values recognized	Making decisions	Representation and democracy	Belonging, playing a part in school life, community life
<b>Student Leadership Opportunities</b>	Develop leadership skills	Represent the student body to make valued judgments on school related issues	Learn to lead, to use their initiative and to use individual skills and strengths when working together towards	Understand systems and values of democracy. Lead the student voice
<b>Preparation For Adult Life in Multicultural Britain and the wider world.</b>	Personal skills Self- worth Self-expression Knowing oneself Inspiration	Right and wrong behavior Actions have consequences Responsibility and roles Care for the environment as a moral imperative	Social skills Being a 'good' citizen Democratic process A better society/environment Working together in groups and teams	Appreciation of environment, art, music, literature Aesthetic and creative qualities

## 4. Responsibilities

- It is the responsibility of every member of staff who works in the school to be promoting Spiritual, Moral, Social and Cultural Awareness.
- The development of SMSC is overseen by the Assistant Head for Personal development (SMSC lead).
- All adults in the school have a key role in ensuring that students are able to talk about their experiences in lessons, tutor time, extra-curricular opportunities, social times and during intervention sessions.

## 5. Implementation

Teachers may wish to invite the SMSC lead in to see a lesson or activity which is taking place. SMSC may feature in the Scheme for Learning and lessons plans.

SMSC is the key consideration in the whole Personal Development of the pupil.

### 5.1 Share and Monitor

- Link themes in assemblies to lessons or themes for debate in Tutor time
- Centralised resources for tutor time activities.
- Sharing good practice amongst all staff
- SMSC becomes a part of every lesson evidenced in the planning.
- Learning walks to audit
- Evidence the IMPACT of SMSC through pupil, parent questionnaires
- Consider when 'fundamental British values' and 'the preparation of pupils for life in Modern Britain' can be taught to all age groups. Not as a 'one off' but as a series of progressive lessons.

### 5.2 Develop and further embed. To assess the impact:

- Look at behaviour incidents
- Look at attendance
- Engagement in lessons
- Monitor awarding of rewards.
- Involvement in extra- curricular activities
- Participation in trips and other opportunities
- Academic attainment
- Volunteering and Leadership roles
- House ethos

### 5.3 Further developments

- CR – consequence room where pupils who are disrupting the learning of others can be isolated, do their work and reflect on the consequences of their actions through restorative sessions.
- Regular opportunities to celebrate and reward success through assemblies and tutor time
- Memorial quad. Annual memorial ceremonies take place, involving all tutor groups.
- Alumni – expansion of the contact and communication with past pupil, staff and friends of Bridgnorth Endowed School



- Primary visits – consolidated links with local primaries
- Catch up - a facility for pupils who have not achieved their true potential during their lessons are facilitated after school in a catch-up session where they are given more time and support in order to do so.
- Charities and Links with local food bank. Tutor groups regularly donate hampers of food to our local Food bank
- House activities. Belief, patron, quote, anthem, charity, school environment
- Celebratory achievements showcased on school website
- Celebration of pupil's talents and interests
- Pupil uptake of leadership roles

## 6. Monitoring

Monitoring of SMSC takes place in the following ways:

- Assistant Head liaises with Subject Leaders for updates and department activity
- Assistant Head works closely with Heads of House and PSHCE lead to seek opportunities for SMSC inclusion, and to monitor impact
- Link themes in assemblies to national and local events or news for debate in Tutor time. Feedback from tutors and Heads of House to SMSC lead.
- Centralised resources for tutor time activities SMSC lead to monitor usage
- Sharing good practice amongst all staff, in Faculty meetings and Heads of Faculty (Line manager meetings).
- SMSC becomes a part of every lesson evidenced in the planning - SfL
- Evidence the IMPACT of SMSC through regular student voice exercises, school council and pupil/parent questionnaires.

## 7. Reporting

The Assistant Head teacher will be able to offer an overview of what is happening in the school. Progress and developments in SMSC will be reported in the following ways:

- The SMSC lead will co-ordinate the inclusion of a 'thumb nail sketch' of activities, events, visits or lessons for publication on our school website.
- Sharing good Practice takes place in Faculty and House meetings or teachers contribute examples of SMSC during Inset sessions.
- Additional opportunities to share ideas and learning resources related to SMSC are available through regular CPD sessions.
- The Heads of House and tutors give examples of best practice in tutor time. The Assistant Head teacher is able to give an overview of Assemblies
- The Assistant Head teacher, Heads of House, Pupil Support Assistant and tutors are able to feedback in relation to student engagement, leadership, attendance, behaviour and progress.
- All staff are able to contribute 'stories 'relating' to extra -curricular or broader school issues.

## 8. Success Criteria

- The evaluation of this policy is based on how the school, staff, pupils and governors are able to recognise and talk about SMSC opportunities in and across the curriculum.
- Through lesson observations, learning walks, assemblies, tutor time and other activities identify the overall impact of the SMSC activity (i.e. impact on learning and progress)
- Identifying how the school ethos has changed and developed?
- Embedding the Behaviour Management system has had a positive impact on learning and attendance.
- Creating a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community, developing confident and independent learners.
- Students are gaining a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training
- Pupils are able to engage in discussing moral issues develop and talk about their own attitudes and values, take responsibility for their own decisions and know they have social responsibilities.
- Pupils have participated in and enjoyed celebrating a diversity of cultures. Overseas visits, Visiting speakers, enrichment, extra-curricular and tutor Group activities.
- All staff have been PREVENT trained to improve our understanding of the causes and impacts of extremism to counter extremist ideology.
- All pupils from all years recognise the importance of remembrance.
- The school's Heritage is an important part of Bridgnorth Endowed school House names living on through awards.
- Respect and recognition of past pupils and staff from the school.
- Older pupils are given additional responsibilities and role model duties.
- Pupils respect visitors to the school from the local and wider community.
- Pupils are educated in the advantages and pitfalls of modern technology. Safer Internet Day.
- Heads of House lead House Captains in a range of activities focused on the school community and its place in the wider community.