

Policy for the teaching of Spiritual, Moral, Social and Cultural Development.

“Not all that counts can be counted” – Albert Einstein

The Legal Framework

The statutory requirement that schools should encourage pupils’ Spiritual, Moral, Social and Cultural Development (SMSC development) was first introduced in the 1988 Education Reform Act.

The Act states that the curriculum for a maintained school must be a balanced and broadly based curriculum which:-

Promotes the spiritual, moral, social and cultural development of pupils at the school and of society; and

Prepares pupils for the opportunities, responsibilities and experiences of adult life.

The Revised National Curriculum stressed the importance of ensuring SMSC development is explored through other curriculum subjects.

Aims and objectives and the promotion of SMSC development.

The principle aims and objectives are : to promote inclusion; provide a safe learning environment where pupils can build self esteem; set realistic targets; be accountable through monitoring and assessment and ensure pupils are provided with a broad and balanced curriculum, largely embody the fundamental principles of SMSC development. Our task is to make explicit what is implicit in our aims and objectives.

Equal Opportunities Statement

All pupils regardless of their special educational needs, physical disabilities, gender, ethnicity or religion will be encouraged to work to their full potential through planned activities and with as wide a variety of media and materials as resources allow.

Social, moral, spiritual and cultural development is concerned with the following ideas, beliefs and values.

Spiritual development concerns:

- That which moves people;
- Feelings, experiences, emotion;
- A sense of purpose;
- A sense of awe, wonder and mystery;
- Insights into personal existence which are of enduring worth;
- Valuing a non-material dimension to life;
- The relationship between belief and behaviour;
- A sense of being part of a greater whole; □ A search for meaning and purpose; □ The attribution of meaning to experience.

Moral development concerns:

- Knowledge of the codes and conventions of conduct agreed by society;
- Having the will to behave morally as a point of principle;
- Being able to articulate attitudes and values;
- Recognising the moral dimensions to situations;
- Developing a socially acceptable set of values and principles;
- Recognising that values and attitudes change over time;
- Making judgements on issues by applying moral principles, insights and reasoning;
- Taking responsibility for ones' own actions;
- Behaving consistently in accordance with principles; □ Understanding the consequence of actions for self and others; □ Recognising the greater needs, which extend beyond self-interest.

Social development concerns:

- The progressive acquisition of the competencies and qualities needed to play a full part in society;
- Understanding of the institutions, structures and processes of society;
- Understanding of how individuals relate to each other;

- Being able to adjust to a range of social contexts by appropriate and sensitive behaviour;
- Being able to make a personal contribution to the well-being of the group;
- The ability to exercise responsibility and initiative;
- Being able to participate cooperatively and productively in society;
- Knowing how societies function and are organised;
- Understanding how what is learnt in the curriculum relates to life in society; □ Being able to take on the roles of team leader and team worker.

Cultural development concerns:

- Understanding of beliefs, customs, values, knowledge and skills which form the basis for identity and cohesion in society;
- Recognition of and respect for the rights of others to exercise a cultural influence;
- Knowledge of the nature and roots of cultural traditions;
- The key features of major cultural groups within society;
- Personal response and accomplishment;
- The capacity to relate what is learnt to an appreciation of wider cultural aspects of society;
- Developing and strengthening the cultural interests of pupils;
- Exposing pupils to a breadth of stimuli in order to allow them to develop new interests;
- Extending horizons beyond the immediate to the highest artistic, musical and literary achievements;
- Understanding the diversity of religious, social, aesthetic, ethnic and political traditions and practices;
- Being able to evaluate the quality and worth of cultural achievements.

The provision of SMSC development:

For SMSC development to flourish, the following conditions need to be in place:

- 1) *The ethos of the team needs to be one in which staff understand, value, practise and promote the guiding tenets which form the basis of SMSC development;*

Every effort is made to ensure that BSSC has an ethos in which SMSC development can flourish. This is achieved through rigorous adherence to the team's aims of: promoting

inclusion; belief in the dignity of the individual; providing a safe learning environment; and acceptance, understanding and tolerance of others’.

2) *The curriculum must be planned so as to ensure the disparate elements of SMSC development can be explored.*

To meet this requirement each subject leader is charged with producing a policy statement. This will specify the way in which the individual subject will contribute to SMSC development.

To ensure that such statements are put into practice, each subject leader, when selecting the topics to be taught, will explicitly link the topic areas to specific descriptors for SMSC development and identify how the topics will make a positive contribution to developing the stated descriptors. Additionally, opportunities identified as suitable for promoting SMSC development will be recorded in the half termly planning grids, lesson plans and lesson evaluations. This task will be specified as an item on the BSSC Improvement Plan

Promoting Spiritual, Moral, Social and Cultural Development through Curriculum subjects.

Guidance for Departments/Subjects:

Suggestions are given for all for potential areas and different ways in which each subject can promote SMSC development. The list of suggestions given is by no means exhaustive and subject leaders will need to decide which suggestions are appropriate.

Art

Art provides opportunities for students to:

- appreciate the way that the inner life of an artist is given expression in works of art through discussion, the articulation of ideas and opinions and through their own work.
- appreciate the religious impulse present in some great works of art and the way the religious traditions have expressed themselves in painting, sculpture and architecture.
- develop their aesthetic and critical awareness through the study and analysis of styles and forms used within spiritual and religious traditions.
- experience visual images which can evoke a range of emotions.
- express their deepest concerns and feelings through creating images and objects in art, craft and design.
- respond to themes which reflect moral, social and personal issues,

- reflect upon meaning and value expressed within art forms, developing understanding and tolerance of differences in beliefs and values depicted within the art of different cultural traditions.
- Express their own ideas through making art for a variety of purposes.

Design and Technology

Design and Technology provides opportunities for students to:

- design and produce both functional and aesthetically pleasing items.
- manipulate materials, change them and combine them for functional and aesthetic effect.
- appreciate the human drive to create, innovate and advance in technological achievements.
- communicate ideas and aspirations for the natural and made world.
- raise questions about the effects (good and bad) of technological changes on human and all life.

Drama

Drama provides opportunities for students to:

- appreciate the way a person's inner life can be expressed through drama.
- develop a sensitivity and tolerance towards the views and values of others through role play and improvisation.
- appreciate that performance can evoke a rich variety of emotions including catharsis in tragedy.

English

English provides opportunities for students to:

- give expression to personal thoughts, views, beliefs, opinions and feelings in creative writing.
- understand the different ways in which humans have given expression to their hopes and fears, e.g. in myth and legend, parable, biography, poetry, song and hymn.
- look at stories which tell of human achievement, „against the odds“ which have the capacity to inspire.
- allow pupils to tell and reflect on their own stories.
- select a wide variety of texts which can both comfort and challenge.
- reflect on issues raised in texts, e.g. relationships.

- appreciate how values expressed in language and literature can change over time, e.g. attitudes to women and marriage.
- engage with issues of belief, value and truth in the discursive framework of essay writing.
- experience and share a sense of wonder at the beauty of language expressed in poetry, literature and the spoken word.
- develop a reflective and self-discipline approach to issues.

Geography

Geography provides opportunities for students to:

- reflect on amazing variety in environments and peoples across the globe.
- reflect on differences and similarities between peoples in near and distant parts of the world.
- experience awe and wonder at different aspects of the natural world, especially places of outstanding beauty, e.g. physical landscapes such as mountains, hills, valleys, river and ice features and seascapes.
- reflect on the power and implications of the workings of nature, e.g. the consequences of natural events such as earthquakes, volcanic eruptions, hurricanes and flooding

experience awe and wonder at the best achievements of a built environment, e.g. stunning urban architecture or civil engineering on a grand scale, such as the Thames Barrier, the Channel Tunnel, Canary Wharf in London, the Lighthouse Canteen, the Millennium Dome and smaller urban regeneration areas.

- consider the moral and practical issues of pollution, conservation and sustainability of the environment;
- raise questions about the ambiguous nature of some achievements, e.g. the Great Wall of China, the Pyramids.
- explore and develop their personal attitudes and values and those of their own culture in relation to those of other cultures.

History

History provides opportunities for students to:

- consider questions of meaning in asking why things happened and what might have happened.
- develop a critical awareness of different views about the nature of humanity and the best way to order human society.

- develop sensitivity to the views, opinions and actions of others, e.g. when addressing the religious dimensions of a topic such as the Crusades.
- be aware of the influence of the Church on life, culture and the landscape.
- visit historic sites, e.g. reflect on the grandeur of a cathedral or the associations of a castle with an event from the past.
- handle artefacts from the past and reflect on feelings of empathy with the past. □ consider the lives, writings and influence of inspirational figures from the past.
- develop the awareness of the factors which shape and influence human lives for good or evil.
- reflect on the darker side“ of human nature and its capacity for inhumanity e.g. explaining the Holocaust.
- reflect on the spiritual, religious and moral issues which are implicit or explicit in topics, e.g. the influence of religious belief on everyday life in the Middle Ages.
- reflect on goals and values, e.g. whether the pursuit of fame, wealth or possessions brings fulfilment and happiness.
- reflect what might be learnt from the past.

Information and Communications Technology (ICT) ICT

provides opportunities for students to:

- reflect on the way that using a computer can either isolate people from one another or bring people together.
- consider the implications of greater access to information.
- experience awe at the potential of technology, what it can do and may be able to do. experience the empowerment possible through the use of software and hardware.
- experience the wonder of achievement with high quality presentation, e.g. producing a graph from a spread sheet.
- develop responsible use of ICT and the ability to know when and when not to use it.

Mathematics

Mathematics provides opportunities for students to:

- reflect on pattern, shape, sign and symbol.
- reflect on the idea of truth in mathematics.
- consider the concept of infinity in patterns and number.
- engage in increasingly challenging problem solving activities, persevere to overcome difficulties and experience the pleasure and satisfaction in reaching a solution.

- consider implications of representing people as numbers or percentages, e.g. when people become mere numbers or statistics in a pie or bar chart.

- share a sense of wonder in the power and beauty of mathematical reasoning and argument.
- work with the discipline of mathematical rules and logic.
- wonder at the mathematical order of the world and universe.

Modern Languages

- Modern languages provide opportunities for students to:
- consider different lifestyles.
- reflect on the implications of the fact of different languages.
- consider the issue of communicating in different languages.
- consider ways of communicating with others, e.g. Braille, signing, gesture, symbol.
- gain tolerance and appreciate of other beliefs and customs through an understanding of the language and literature of another country.

Music

Music provides opportunities for students to:

- appreciate the way that a person's inner life can be expressed in writing and performing music.
- appreciate that a religious impulse has often been present in the creation of great works of music.
- appreciate the way that religious and other traditions use music, e.g. in worship or relaxation.
appreciate through listening, performing and composing the capacity and different types of music to move the spirit in different ways, e.g. to inspire, console, refresh and uplift.
- experience the physical and emotional sensations that music is capable of evoking.
- be moved by experiencing a wide range of different types of music, e.g. religious music from the Christian tradition such as Gregorian chant, choral music, organ music, gospel music, spirituals, hymns and carols, or ragas from the Sikh tradition.
- promote discipline, inner strength and resilience through practice to achieve an ideal sound or technique.
- develop sensitivity and responsiveness to others, a sense of a shared commitment and group.
- identify through the experience of live music making and participation in performances.

Physical Education (PE)

Physical Education provides opportunities for students to:

- understand that in humankind, body, mind and spirit influence each other.
- develop the human qualities of self-discipline, commitment, perseverance and self-confidence involved in developing physical skills and in achieving success in physical education.
- raise questions about a culture than can overvalue physical shapes, size, appearance and physical fitness.
- appreciate continual striving for advance towards perfection in physical activities.
- experience the pleasure, exhilaration and aesthetics of mastering a skill, achieving and watching excellence.
- learn and achieve balance and control of the body.
- enjoy and know the quality of stillness.
- learn about their own strengths and limitations.
- learn to respect and abide by the „rules of the game“.
- reflect on questions relating to cheating and fair play, egg the use of drugs in sport.
- learn to co-operate with others and develop team spirit.

Philosophy and Ethics

Philosophy and Ethics provides opportunities for students to:

- develop an awareness of the human quest to make sense of the world and the human predicament and seek meaning and purpose.
- become aware of ultimate questions and learn about and be challenged by the different answers offered by Christianity and other major religions to these questions.
learn about beliefs and values and different understandings of the spiritual life, spiritual development and spiritual practices in religious and other traditions, e.g. the use of silence and meditation.
- evaluate for themselves the various truth claims made by religious and spiritual traditions.
- encourage an understanding and respect for those who hold views different from their own.
- develop their own beliefs and values.
- respond to religious stories, artifacts and places of worship.

Science

Science provides opportunities for students to:

- consider the fact of life, growth, decay and death and how different organisms are dependent upon each other.
- reflect and wonder at the fact of order, regularity and pattern in the natural and physical world, the vastness of the universe and the variety of life and consider the question of the possibility of a Creator.
- raise questions about the view that science can provide a comprehensive and complete view of life and enable them to see the parameters of the subject and that it does.