Oakwood School
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) POLICY

Legal Status:
- Complies with Part 2, paragraph 5 of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

Applies to:
- the whole school inclusive of activities outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

Related documents:
- Equality And Diversity including Equal Opportunities and Racial Harassment
- Personal, Social, Health and Economic Education (PSHE education)).
- Curriculum Policies

Availability
This policy is made available to parents, carers, staff and pupils from the school office.

Monitoring and Review:
This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
The Proprietor undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed: Date: September 2024

Louise Curel
Executive Headteacher

Context
Our School provides a caring, disciplined environment that encourages excellence and seeks to enable children to take responsibility for their own lives.

Rationale
The spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children by Proprietors, staff and parents of our school. It is taught through all subjects of the curriculum and in particular RE and PHSE education. It supports all areas of learning and can contribute to the child's motivation to learn. It is recognised that such development will be most successful when the values and attitudes

© Cambian Group 2015

promoted by the staff provide a model of behaviour for the children. In later years it can enrich the individual's appreciation of life's experiences and their relationships with others. As part of our Behaviour Policy our School believes that all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

The aims of our SMSC Policy are to:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to understand what is right and wrong in their school life and life outside school;
- encourage pupils to accept responsibility for their behaviour, show initiative and contribute to the school, local and wider communities;
- take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently roles and responsibilities, offer help and learn to be reliable;
- acquire knowledge and are able to reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning;
- assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions;
- encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- develop respect towards diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability;
- provide pupils with a broad general knowledge of public institutions and services in England;
- precludes the promotion of partisan political views in the teaching of any subject in the school and
- respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, for example an appreciation of theatre, music and literature and overcome barriers to their learning.

Therefore the understanding and knowledge expected of the pupils in Oakwood School as an outcome of our positive approach to SMSC includes

- *An understanding of how citizens can influence decision-making through the democratic process;*
- *An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;*
- *An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;*
- *An understanding that the freedom to hold other faiths and beliefs is protected in law;*
- *An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;*
- *An understanding of the importance of identifying and combatting discrimination.*

We ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety. We provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for our pupils. We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which

© Cambian Group 2015

enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities.

We also take such steps as are reasonably practicable to ensure that political issues are brought to attention of pupils-

- while they are in attendance at the school;
- while they are taking part an extra-curricular activities which are provided or organized by or on behalf of the school; or
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere. Pupils are offered a balanced presentation of opposing views.

In our school we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems 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. Whilst SMSC is integral to all aspects of our curriculum, PSHE and religious education make a strong contribution. Pupils are led towards distinguishing right from wrong and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. In addition our school:

- leads pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- enables pupils to gain insights into the origins and practices of their own cultures and into those of the wider community and
- takes steps to ensure that the pupils appreciate racial and cultural diversity and avoid and resist racism

School Ethos

The values and attitudes promoted by the staff influence the behaviour and attitudes within the school. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values.

How our school actively promotes fundamental British Values

We provide positive experiences through planned and coherent opportunities in the curriculum (such as learning how democracy and the law works in Britain, in contrast to other forms of government in other countries), through extra-curricular activities (sometimes run directly by pupils) such as mock elections which provide pupils with the opportunity to learn how to argue and defend points of view, through teaching resources from a wide variety of sources and through interactions with teachers and other adults for our pupils. We provide a range of artistic, sporting and other cultural opportunities through the curricular and extra-curricular programme; pupils are encouraged to participate in these opportunities. Our school council (whose members are voted for by the pupils) ensures that all pupils within the school have a voice that is listened to and demonstrates how democracy works. We plan our personal, social, health education and citizenship through tutorials, assemblies and 'circle time' to help our pupils acquire values and skills to enable them to develop independence and choose their path in life. Evidence of our commitment to promoting British values can be seen across the school including our School website, Prospectus and other documentation and we pay particular regard to the protected characteristics set out in the Equality Act 2010.

We promote tolerance and community cohesion in the widest sense, by helping young people to gain an understanding of different lifestyles and cultures which make up our wider community. We maintain links with other schools who serve children from different backgrounds, in order to make our pupils aware of the breadth of cultures which make up modern British society and to encourage them to develop a positive attitude to those with different backgrounds and faiths and in different circumstances. We also ensure that principles are actively promoted which enable pupils to

© Cambian Group 2015

develop their self-knowledge, self-esteem and self-confidence. Pupils are enabled to acquire a broad general knowledge of and respect for public institutions and services in England.

We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain and enable pupils to distinguish right from wrong and to respect the civil and criminal law of England. We use our schemes of work and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We also provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities. Tolerance and harmony between different cultural traditions are encouraged and pupils are enabled to acquire an appreciation of and respect for their own and other cultures. Pupils are also encouraged to have respect for democracy and support for participation and decision making in the democratic processes, including respect for the basis on which the law is made and applied in England.

Our school encourages an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence. Pupils understand that the freedom to hold other faiths and beliefs is protected in law and appreciate that living under the rule of the law protects individual citizens and is essential for their wellbeing and safety. In our school we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. We do not 'promote' teachings, beliefs or opinions that conflict with our own, nor do we promote discrimination against people or groups on the basis of their belief, opinion or background.

Definitions

Spiritual Development

Spiritual development is associated with the search for meaning and purpose in life. It relates to a dimension of life which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions and attitudes and beliefs. The term 'spiritual' need not be synonymous with 'religious'. All areas of the curriculum should contribute to the spiritual development of pupils. Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes the need to foster their own inner lives and non-material well-being.

Moral Development

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. Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them.

Social Development

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. Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They

develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Cultural Development

Cultural development refers to the development of knowledge and understanding and the appreciation of differing cultural beliefs, customs and traditions. Pupils acquire a respect for their own culture and that of others, an interest in others' way of doing things and curiosity about differences. A central theme concerns the development of a sense of personal identity whilst, at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others.

What is Spiritual, Moral, Social and Cultural Development?

Spiritual Development is about:

- the nonphysical aspect of a person concerned with profound thoughts, relating particularly to Christianity and other religious faiths;
- that which moves people;
- feelings, experiences, emotions;
- a sense of purpose;
- a sense of awe, wonder and mystery;
- insights into a personal existence which are of enduring worth;
- valuing a non-material dimension to life;
- the relationship between belief and behaviour;
- a sense of heightened perception or awareness;
- a sense of being part of a greater whole;
- a search for meaning and purpose and
- the attribution of meaning to experience.

Moral development is about:

- knowing 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 dimension to situations and developing a set of socially acceptable 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 and understanding the consequences of actions for self and others;
- behaving consistently in accordance with principles and
- recognising the greater needs which extend beyond self-interest.

Social development is about:

- 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 groups;
- the ability to exercise responsibility and initiative;
- being able to participate cooperatively and productively in the community;

© Cambian Group 2015

- knowing how societies function and are organized;
- understanding how what is learnt in the curriculum relates to life in society and
- being able to take on the roles of team leader and team worker.

Cultural development is about:

- 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 and
- being able to evaluate the quality and worth of cultural achievements.

Equal opportunities

Refer to equal opportunities our School

Putting ideas into practice

To ensure that the things described in these statements can happen, there are three aspects or levels of the school which need to be considered:

- the ethos of the school, which creates the climate within which Social, Moral, Spiritual and Cultural development can flourish. This is described well in the school aims;
- the pastoral support for students which should reflect these aims, and creates a deliberate structure through which the care and concern for pupils can be given and
- the curriculum, which sets out to ensure that there is planning to introduce and explore the elements of SMSC there this is appropriate.

The curriculum is the framework on which a school is built and so it is through the curriculum that schools can have a major influence. Teachers must:

- be aware of these responsibilities;
- know how respective curriculum areas might be used;
- plan accordingly and
- be alert to the many every day, unplanned and incidental opportunities that can provide important starting points.

Opportunity for including social, moral, spiritual and cultural policy within the curriculum including:

Art

- Studying great works of art can give an insight into the culture of other people and provide a strong link with the past.
- Art can provide a valuable tool to study the past and make social or moral comment on it for example, what do the people in works by Lowry tell us about the social conditions of the time?

© Cambian Group 2015

- Multicultural art, the art of different religions, the art of ancient societies all reinforce the value of societies other than our own and help us to appreciate their value and the value of our own.
- The appreciation of great works of art and the appreciation of our own attempts helps to build up an awareness of aesthetics and gives an uplifting experience.

Design Technology

- The aesthetic aspect of good design is an important area, as is the question 'How will this affect the environment?' Appreciating design in nature.
- The study of technologies from different cultures – historical and geographical – and how these have evolved provides important lessons in cultural awareness.
- Group working – sharing of equipment and designing together.

English

- The studying of different texts – classical, contemporary, serious, funny can provide challenging starting points and give an appreciation of the beauty of great language and literature.
- Exposure to great literature and poetry and its place within a culture – appreciating moral or social aspects e.g. Dickens social commentary or knowing that we can learn a lot about other cultures from its writing.
- Drama and stories which create opportunities for moral judgements.
- Shared activities – shared reading, group drama, corporate writing that lead to an understanding of an appreciation of the importance of the group and other people's point of view.
- Knowledge of our language and its influence on our culture and the importance and value of other languages and cultures.
- Awareness of traditional tales and their cultural background.

Food Technology

- giving pupils the opportunity to examine cultural differences in food and diet;
- reflecting on the social issues around food such as price and income;
- acknowledging government guidelines for health and dietary requirements and
- reflecting on the moral issues concerning food production in third world countries.

Geography

- The study of different localities helps children to understand the background, way of life and values etc. of different people and cultures. For example the Inuits (Eskimo) and their way of life and values are to a large degree the result of habitat – as is our own.
- Tolerance of other people's differences, overcoming stereotyping, racism and prejudice can all be highlighted through the study of different peoples and their way of life.
- Local studies will encourage an awareness of the child's place, family, home, dependency upon other individuals, people and cultures and needs in the great scheme of things.
- Environmental issues and concerns can be discussed – what are the effects and the issues involved in urbanising an are

History

- The study of artefacts, buildings, churches etc. gives children a sense of their place in the historical scheme of things. It also helps to develop an awareness of beauty and aesthetics.
- Moral issues can be considered. For example, was it right that war was fought or that children were forced to work in factories and mines in Victorian Britain, or that Anne Frank was forced into hiding?

© Cambian Group 2015

- Studying the cultures of other times – Egyptians, Romans etc. builds an awareness of the value and importance of other societies and cultures and the relative value and importance of our own. It also stresses the interdependence of cultures

I.C.T.
- Working together to create a graphic design or study.
- Researching religious artefacts on the website.
- Setting up e-mail with another school from a different country and following the Internet Access Policy.

Mathematics
- Group work on a shared topic or investigation promoting an appreciation of the input of all members of the group.
- An appreciation of the inherent pattern and beauty of mathematics.
- The promotion of positive attitudes towards mathematics through appropriate groupings.
- An understanding that mathematics has an historical and cultural base – Greek, Arabic, Egyptian. An understanding of the role and importance of these cultures.

Music
- Listening to music, performing, joining in with it gives pleasure, lifts spirits and has an emotional dimension that children need to experience. Music experienced in our services and assemblies helps the pupils in their spirituality.
- Listening to and appreciating the great music of our culture and its folk music builds an important awareness of our culture and that of other lands. Music of other cultures is important for the same reasons.
- Music of the fields, sea shanties, slave songs etc. can be used to build an awareness of the importance of music and its place in social history and the accompanying moral and social questions that arise out of it.
- Group music making is an important social activity – working together and experiencing the same feelings together.

Personal, Social, Health Education/Citizenship
- Listening to others.
- Holding debates and discussions leading to written work.
- Drama and role play linked to choices.
- Drawing pictures of feelings and emotions.

Physical Education
- Caring for our bodies and respecting the health of others.
- Obeying the rules of the game, being a 'good sport', learning to be a good winner and a good loser, learning to take part and doing one's best is important.
- Appreciating the aesthetic beauty of the movements of gymnastics or dance.
- Building team spirit, being a good team member, valuing the contributions of others to the team.
- Learning that sport is an important element of many cultures – Ancient Greeks, Romans, the history of great sporting events such as the Olympics or the Ashes.
- Appreciating that different individuals or groups have different skills because of their background or habitat e.g.
- Austrian skiers, Dutch speed skaters.

Religious Education
- The exploration of moral and spiritual questions through discussion.
- Appreciating and valuing other faiths and beliefs of both groups and individuals.

© Cambian Group 2015

- Learning about being a member of a pluralist society and respecting and tolerating others and their belief and needs.
- Knowing about the historical, social and religious aspects of our own culture and that of others.

Science

- The development of an understanding of our place in the great scheme of things by studying space or life processes.
- An appreciation of moral questions as scientific knowledge increases e.g. the use of animals for research.
- An awareness of the cultural background of science.
- 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 and raising awareness that scientific developments are the product of many different cultures.

Links with the Wider Community:

Visitors are welcomed into our school (e.g. religious leaders, eclipse etc) Visits to places of worship, cultural venues such as theatres, cinemas and libraries are actively encouraged. Visiting groups such as theatre or musical events are planned throughout the year. We offer courses and instruction in a wide variety of establishments in the areas. Children are taught to appreciate and take responsibility for the environment. We liaise with local community and support groups.

Differentiation

The above is differentiated according to the needs of each individual learner. The nature of our children's special educational needs dictates that we deliver the above policy in so far as their developmental levels allow.

Why is SMSC important?

- SMSC helps to make pupils **rounded, worldly and empathetic** young people capable of conducting themselves in a range of social situations.
- It is essential to integrate SMSC into every part of the school to support learners knowledge and skills.
- In addition to helping pupils to achieve the highest grades, we have an **obligation** to equip pupils with such 'soft' skills for beyond school in order for them to be successful.

Who needs to include SMSC in their lessons?

Everyone! It is a criterion of any lesson and a school cannot achieve good or outstanding without consistent, high-level SMSC. Even when not teaching lessons, staff are responsible for the delivery of SMSC.

What can the Senior Leadership Team do?

- Include SMSC on lesson observations and learning walks.
- Include SMSC/PSHE links in your SOW and department handbook.
- Assist your department with new ideas for how to include SMSC in their lessons.

What can we all do?

- Include it in our planning 'check lists'**,** share ideas for good practice, go on learning walks and reflect on SMSC at the end of lessons.

This Policy will be reviewed annually.

Oakwood School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is out aim that all students fulfil their potential

© Cambian Group 2015