



# Spiritual, Moral, Social and Cultural Education Statement (SMSC)

## Spiritual, Moral, Social and Cultural Education Statement (SMSC)

### Rationale

**Developing SMSC at Stoke Damerel is an integral part of everything we do, within the classroom and beyond. We understand our statutory duty to encourage pupils' SMSC development. We recognise that every child has a valuable contribution to make to the life of our College. We aim to create good local, national and global citizens, who develop good character, resilience and thrive in today's society.**

**The spiritual, moral, social and cultural elements of pupils' development are interrelated. Although we separate these elements for the purpose of identifying where they occur, it should not be forgotten that there is much overlap between them, not least in respect of spirituality and its links to pupils' attitudes, morals, behaviour in society and cultural understanding.**

### Spiritual Development

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.

#### **At Stoke Damerel we aim to develop this aspect by;**

- giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives
- where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them
- encouraging pupils to explore and develop what animates themselves and others
- encouraging pupils to reflect and learn from reflection
- giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful
- developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected
- accommodating difference and respecting the integrity of individuals
- promoting teaching styles which:
  - *value pupils' questions and give them space for their own thoughts, ideas and concerns*
  - *enable pupils to make connections between aspects of their learning*
  - *encourage pupils to relate their learning to a wider frame of reference – for example, asking 'why?', 'how?' and 'where?' as well as 'what?'*
- monitoring takes place through lesson observations and the pastoral system.

## **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.

### **At Stoke Damerel we aim to develop this aspect by;**

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria
- giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- developing an open and safe learning environment in which pupils can express their views and practise moral decision-making
- rewarding expressions of moral insights and good behaviour
- making an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the internet as well as in school
- modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts
- recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour
- providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship
- reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions
- monitoring takes place through lesson observations and the pastoral system.

## **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.**

**At Stoke Damerel we aim to develop this aspect by;**

- identifying key values and principles on which school and community life is based
- fostering a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish
- encouraging pupils to work co-operatively
- encouraging pupils to recognise and respect social differences and similarities
- providing positive corporate experiences – for example, through assemblies, team activities, residential experiences, school productions
- helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect
- helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community
- helping pupils resolve tensions between their own aspirations and those of the group or wider society
- providing a conceptual and linguistic framework within which to understand and debate social issues
- providing opportunities for engaging in the democratic process and participating in community life
- providing opportunities for pupils to exercise leadership and responsibility
- providing positive and effective links with the world of work and the wider community
- monitoring takes place through lesson observations and the pastoral system.

## **Cultural Development**

**Cultural development is about pupils' 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 pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.**

**At Stoke Damerel we aim to develop this aspect by;**

- providing opportunities for pupils to explore their own cultural assumptions and values

- presenting authentic accounts of the attitudes, values and traditions of diverse cultures
- addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality
- extending pupils' knowledge and use of cultural imagery and language
- recognising and nurturing particular gifts and talents
- providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges
- reinforcing the school's cultural values through displays, posters, exhibitions, etc
- auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum
- monitoring takes place through lesson observations and the pastoral system.

**Compiled by Mr S. Kelly**