

Spiritual, Moral, Social and Cultural Development (SMSC) Policy

Date	Review Date	Contact
01.09.18	01.09.19	Academic & SMSC Lead

This policy is underpinned by the school's core values as expressed in our Aims & Ethos.

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, attitudes and beliefs. Students' 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. Students develop the knowledge, skills, understanding, qualities and attitudes the need to foster their own inner lives and non-material well-being.

Newbury Hall promotes Spiritual Development through:

- the values and attitudes the school identifies, upholds and fosters
- reinforcing a student's sense of self-worth
- focusing on positive 'success' rather than negative 'failure'
- providing opportunities for students to learn about and respond to a variety of beliefs and values
- fostering a fascination and enjoyment in learning
- using imagination and creativity in learning

Moral Development

Moral development is concerned with students' ability to make judgements about how they should behave and act, and the reasons for such behaviour. Students' moral development involves students acquiring an understanding of the difference between right and wrong, and of moral conflict, a concern for others and the willing to reflect on the consequences of their actions and learn how to forgive themselves and others. Students develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them.

Newbury Hall promotes Moral Development through:

- making it clear what kinds of behaviour are expected
- highlighting examples of high standards of behaviour, truthfulness, integrity and honesty
- adults explaining why certain behaviour is acceptable or unacceptable

Social Development

Social development refers to the development of abilities and qualities that students need to acquire if they are to play a full and active part in society and the wider community. It also relates to the growth of

knowledge and understanding of society in all its aspects. Students' social development involves students 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. Students develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Newbury Hall promotes Social Development through:

- encouraging students to relate positively to others
- giving students the opportunity to make decisions with a group, and experience being a member of a group
- encouraging students to take responsibility
- giving students an understanding of their role within the wider community

Cultural Development

Cultural development refers to the development of knowledge and understanding and the appreciation of differing cultural beliefs, customs and traditions. 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. Our school promotes cultural developments by giving children opportunities to engage in a wide range of cultural activities. Students' cultural development involves students acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. Students acquire a respect for their own culture and that of others, an interest in others' way of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

Newbury Hall promotes Cultural development through:

- adopting the view that diversity makes the world a richer place
- encouraging children to engage with a variety of cultures

Aims of the SMSC Policy

SMSC provision at Newbury Hall extends the school's aims and ethos. In addition, in accordance with ISSR 5.(a), our SMSC provision aims to help ensure that a Newbury Hall education actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs through discussion, instruction, autonomous study, etc. Furthermore, and in accordance with the other subparagraphs of ISSR 5, our SMSC provision ensures that principles are actively promoted which:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and

- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

Equally, Newbury Hall:

- Precludes the promotion of partisan political views in the teaching of any subject in the school; and
- Takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views, while they are in attendance at the school, while they are taking part in extracurricular activities which are provided or organised 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 school or elsewhere.

In addition to the ISSRs reiterated above, Newbury Hall's SMSC policy aims:

- To ensure that everyone in Newbury Hall is aware of our values;
- To ensure that a student's education is within a meaningful context and appropriate to their age, aptitude and background;
- To ensure that students know what is expected of them;
- To give each student a range of opportunities, and enable them to overcome barriers to their learning;
- To enable each student to develop an understanding of their own identity to improve self-esteem and self-confidence;
- To enable students to develop an understanding of their cultural and social environment, and an appreciation of the many cultures in our society;
- To give each student an opportunity to explore social and moral issues and develop a sense of social and moral responsibility;
- To develop respect towards diversity in relation to gender, race, religion and beliefs, culture, sexual orientation and disability;
- To respond positively to a range of artistic, sporting and cultural opportunities provided by the school, including an appreciation of theatre, music and literature.

Opportunities for including SMSC within the curriculum

All curriculum areas can seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in planning and learning resources and may, for example, include:

English

- Develops confidence and expertise, which is an important aspect of individual and social identity
- Enables students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television
- Develops awareness of moral and social issues in fiction, journalism, magazines, radio, television and film
- Helps students to understand how language changes over time, the influences on spoken and written language, and social attitudes to the use of language
- Helps students to engage in emotional literacy through differing genres

Mathematics

- Promotes positive attitudes towards mathematics through appropriate groupings
- Creates an understanding that mathematics has an historical and cultural base – Greek, Arabic, Egyptian – and the importance of these cultures
- Enables students to acknowledge the important contribution made to mathematics by all cultures

Science

- Encourages students to reflect on the wonder of the natural world, as well as an understanding of our place in the great scheme of things (through the study of space and life processes)
- Raises awareness of the ways that science and technology can affect society and the environment
- Offers consideration of the moral dilemmas that can result in scientific developments
- Shows respect for differing opinions, eg creation
- Allows co-operation in practical activity
- Raises awareness that scientific developments are the product of many different cultures
- The study of cause and effect

Humanities

- Looks at the establishment of multicultural Britain
- Shows an awareness of the moral implications of the actions of historical figures
- Offers opportunities for reflection on the creation and earth's origins
- Reflects on the fair distribution of the earth's resources
- The chance to reflect on the social and cultural characteristics of society

Art

- Art can provide a valuable tool to study the past and make social or moral comment on it
- Gives students the chance to reflect on nature, their environment and surroundings
- Studying great works of art can give an insight into the culture or other people and provide a strong link with the past, reinforcing the value of societies
- Studying art with spiritual themes and issues concerning ethics such as war and violence

Physical education

- Provides activities involving cooperation, teamwork, competition, rules, self-discipline and fair play
- Explores the sports and traditions of a variety of cultures, and learning that sport is an important element of many cultures eg the history of sporting events such as the Olympics
- Offers individual activities that provide the opportunity for self-reflection and challenge
- Demonstrates the positives of caring for our bodies and respecting the health of others

PSHE

- Considers moral and environmental issues and our role in caring for the environment
- Supports students to make good choices - in behaviour and understanding its impact on others
- Offers the opportunity to explore moral and spiritual questions through discussions
- Provides experiences of drama and role play linked to choices
- Highlights feelings and emotions, through listening to others

Links with the wider Community

Visitors are welcomed dependent on appropriate safeguarding checks. Visits to cultural venues such as theatres, cinemas and libraries are undertaken. Students learn to take responsibility for the environment.

Signed:

Date: 01/09/18



Jon Crocker
Principal