



Spiritual, Moral, Social and Cultural POLICY

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Introduction

Spiritual, moral, social and cultural education helps children develop personal qualities, which are valued in a civilised society. For example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. At Crestwood School we look to teach these qualities across the curriculum and throughout school life and they form an intrinsic part of our school aims and philosophy.

Definitions:

Crestwood School uses the following definitions of Spiritual, Moral, Social and Cultural:

SPIRITUAL

Beliefs, religious or otherwise, which inform students' perspective on life and their interest in and respect of different people's feelings and values; Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible; Use of imagination and creativity in their learning willingness to reflect on their experiences.

MORAL

Ability to recognise the difference between right and wrong and students' readiness to apply this understanding in their own lives; Understanding of the consequences of their actions; Interest in investigating and offering reasoned views about moral and ethical issues.

SOCIAL

Use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socioeconomic backgrounds; Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively; Interest in, and understanding of, the way communities and societies function at a variety of levels.

CULTURAL

Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage; Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities; Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

Aims of SMSC:

At Crestwood School we share, support and strive to achieve the Ofsted 2012 student aims for SMSC:

- * being reflective about beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning.
- * developing and applying an understanding of right and wrong in their school life and life outside school.
- * taking part in a range of activities requiring social skills.

- * developing an awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability.
- * 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.
- * overcoming barriers to their learning.
- * responding positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, for example developing an appreciation of theatre, music and literature.
- * developing the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain.
- * understanding and appreciating the range of different cultures within school and further a-field as an essential element of their preparation for life.

How the curriculum contributes to SMSC:

The Contribution of English

English contributes to our students SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity;
- Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television;
- Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film;
- Helping students to understand how language changes over time, the influences on spoken, and written language and social attitudes to the use of language amongst others when appropriate.

The Contribution of Mathematics

Mathematics can provide a contribution to students' SMSC by:

- Supporting whole school policy on issues such as discipline and behaviour.
- Enabling students to acknowledge the important contribution made to mathematics by non-western countries amongst others when appropriate.

The Contribution of Science

Science contributes to our students SMSC development through:

- Encouraging students 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 (i.e. ethics);
- Showing respect for differing opinions, on creation for example;
- Co-operation in practical activity;
- Raising awareness that scientific developments are the product of many differ plus many others.

The Contribution of Information Communication Technology

ICT contributes to our students SMSC development through:

- Preparing the students for the challenges of living and learning in a technologically-enriched, increasingly interconnected world;
- Making clear the guidelines about the ethical use of the internet;
- Acknowledging advances in technology and appreciation for human achievement

The Contribution of History

History makes a contribution to SMSC by:

- Looking at the creation and evolution of British society;
- Enabling students to reflect on issues such as slavery, the holocaust and Imperialism;
- Showing an awareness of the moral implications of the actions of historical figures (and others when appropriate)

The Contribution of Geography

Geography contributes to our students SMSC development through:

- Opportunities for reflection on the creation, earth's origins, future and diversity are given;
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change;
- Studies of people and physical geography gives our students the chance to reflect on the social and cultural characteristics of society (and others when appropriate)

The Contribution of Modern Foreign Languages

French contributes to the students SMSC development through:

- Students' may gain insights into the way of life, cultural traditions, moral and social developments of other people;
- Social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work (and others when appropriate)

The Contribution of Art

Art contributes to SMSC by:

- Art lessons develop students' aesthetic appreciation;
- In turn, Art evokes feelings of 'awe' and 'wonder';
- Giving students the chance to reflect on nature, their environment and surroundings.
- Studying artists with spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War /tribal painting (and others when appropriate)

The Contribution of Design and Technology

Design and Technology makes a contribution to students SMSC development through:

- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives;
- Awareness of the moral dilemmas created by technological advances;
- How different cultures have contributed to technology;
- Opportunities to work as a team, recognising others' strengths, sharing equipment (and others when appropriate)

The Contribution of Music

- Explore values and beliefs, for example through collective singing;
- Discuss/reflect upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances);
- Lead students to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience;
- Offer a range of high quality off-timetable music enrichment activities, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers (and others when appropriate)

The Contribution of Physical Education

Students SMSC development is actively promoted through PE by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play;
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self reflection, awareness and challenge (and others when appropriate)

Beyond the Curriculum

We deliver SMSC through a variety of ways beyond the curriculum:

- Every assembly has a Spiritual, Moral, Social or Cultural theme (every student attends one assembly per week)
- We issue a thought for the week that is discussed during formtime
- PSHE is taught for one hour per week by a discrete team of staff
- School productions