



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

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The Emscote School aims to put SMSC 'at the heart' of school development. It aims that staff and students think about the kind of people they aspire to be, the kind of world they aspire to create and the kind of education we aspire to provide.

The promotion of SMSC development is the over-arching umbrella that encompasses personal development across the whole curriculum.

To help promote SMSC it is important to define what the various elements of SMSC are to inform planning, teaching and learning so outcomes can be assessed.

Spiritual Development

Spiritual Development is the capacity of an individual to develop an appreciation of themselves and their place in the world/universe. A core element of this is reflection.

Intent of provision	Evidence of intent
Giving students the opportunity to explore the values and beliefs, including religious beliefs and the way they affect people's lives – reflection.	Religious education policy, PSHE policy, student council and staff meetings
Give students an opportunity to explore what animates them and others	Curriculum policy and documentation and schemes of work
Providing students, the opportunity to understand human feelings and emotions, the way they effect people and how an understanding of them can be helpful	PSHE policy, any visits, external speakers, student council and staff meetings
Develop a climate or ethos in which all students can grow and flourish respect others and can be respected	Behaviour policy, code of conduct, student council, pupil voice activities, SEN policy and teaching and learning
Accommodate difference and respecting the integrity of individuals	Behaviour policy, code of conduct, student council, pupil voice activities, SEN policy and teaching protected characteristics through PSHE programme.
Promote teaching styles which promotes student questions and curiosity and gives them space for their own concerns	Teaching and learning, curriculum documentation, schemes of work and PSHE programme.
Enable students to make connections between the aspects of learning.	Curriculum documentation showing progression route and schemes of work.
Encourage students to relate their learning to a wider frame of reference- why, what, how and where	Schemes of work, Website, prospectus.
Encourage students to reflect and learn from reflection	Student council, PSHE lessons, teaching and learning.
Monitor the success of what is provided.	Internal quality assurance.

Moral;

Moral development is where students can build a framework of moral values which regulates their personal behaviour. It is about students understanding of society's shared and agreed values. Understanding that there can be disagreements on issues and understand that societies values change over time. Moral development is about students gaining an understanding of the range of moral views and reasons for the range. It is also about developing an opinion about different views.

Intent of provision	Evidence of intent
To be able to distinguish between wrong and right, based on a knowledge of the moral codes of their own and other cultures.	Religious Education, PSHE, British Values, Code of conduct and Behaviour policy,
A confidence to act consistently in accordance with their own principles.	PSHE programme, Student council and voice.
An ability to think through the consequences of their own and others actions.	Teaching and learning, Behaviour policy, code of conduct and PSHE.
A willingness to express their views on ethical and personal values.	Teaching and learning, Behaviour policy, code of conduct, PSHE and student council.
An ability to make responsible and reasoned judgment on moral dilemmas.	PSHE, curriculum and schemes of work.
A commitment to personal values in areas which are considered to be right by some and wrong by others.	PSHE and student council.
A considerate lifestyle of life	Code of conduct, curriculum and environmental awareness via the student council or through geography.
A respect for others needs, interests and feelings, as well as their own.	Code of conduct, teaching and learning, PSHE, schemes of work and student council.
A desire to explore their own and others' views.	Teaching and learning and student council.
An understanding of the need to review and re-assess their values, codes and principles in the light of experience.	PSHE, teaching and learning and Behaviour policy.

Social Development;

The Emscote School defines social development as the capacity of individuals to work effectively with each other and participate successfully in the community. Its developing personal skills and qualities required for living and working together, functioning effectively in a multi-racial and multi-cultural society. It also involves the development of the interpersonal skills necessary for successful relationships.

Intent of Provision	Evidence of intent
Relating to other people's social skills and personal qualities	Behaviour policy, Code of conduct, teaching and learning, trips and visits.
Work successfully as a member of a team and be able to challenge when necessary and in appropriate ways the values of a group or the wider community.	Behaviour Policy, Code of conduct, teaching and learning, trips and visits and student council.
Share views and opinions with others and work towards consensus	Behaviour policy, Code of conduct, teaching and learning, trips and visits.

Resolve conflicts and promotes inclusion and unity	Prevent policy, British values and PSHE
Reflect on their own contribution to society and to the rest of the world of work.	PSHE lessons, teaching and learning.
Exercise responsibility, appreciate the rights and responsibilities of individuals, understand how society functions and are organised in structures, such as the family, school and communities.	PSHE lessons, British Values, teaching and learning.

Cultural Development:

Is to be able to understand a student's own and other cultures, both locally, nationally and internationally. It is about being comfortable in a variety of cultures and being able to operate in the global culture. Understanding that these cultural changes and being able to cope with the changes. Promoting cultural development is linked to the prevention of discrimination, racism and extremism.

Intent of provision	Evidence of intent
An ability to recognise and understand their own cultural heritage assumptions and values, and to understand the influences that have shaped their cultural, and the dynamic evolutionary nature of cultures.	PSHE, Curriculum, British values and Protected characteristics guidance.
The ability to appreciate cultural diversity and respect other peoples' values and beliefs- being able to challenge racism and valuing race equality. Leading to openness to new ideas and modifying cultural values.	PSHE, Curriculum, British values, Rule of Law, Protected characteristics, visits and external talks.
An appreciation of the diversity and interdependence of cultures, a regard for human achievement and a sense of personal enrichment.	PSHE, Curriculum, British values, Student council, Protected characteristics, visits and external talks.

In all lessons when students follow our **Core Principles**, they are acting in a morally and a socially responsible way; they are choosing to behave in a positive manner so that they and members of their group can learn effectively. In lessons, students are constantly developing social skills, for example when they engage in peer and group discussion, practical work, or peer-teaching. In all lessons they require **perseverance** and **motivation** to learn.

English

English develops student's confidence, expertise, and creativity in both written and spoken language. They will explore and evaluate their emotional responses to a range of texts, including newspapers, magazines, and digital media. Through studying texts and plays they will develop their understanding of other cultures; for example, when studying Macbeth, they will consider social and moral issues, including relationships, gender, love, hate, loss and revenge.

Maths

Maths requires resilience and motivation to grasp complex topics that might initially pose an intellectual challenge. Learning data analysis skills will help students to make sense of the vast amounts of data available to the world. Understanding statistics and probability will help students to understand risk in real life situations, for example analysing the risk of developing coronavirus

by using scatter graphs, or the likelihood of winning the lottery. Maths is a universal language, developed through work from a range of cultures, for example Egyptians, Chinese, Indian and Islamic cultures.

Science

Science modules explore a range of moral, ethical, environmental and health issues, for example: genetic engineering, cloning and IVF; the environmental impact of burning fossil fuels and the alternative renewable energy sources; the impact of mining for resources; the use and recycling of plastics; and the health effects of smoking and drugs. Through learning about the natural world students will understand more about the universe and their place in it.

History

History at KS3, covers key issues such as, Britishness and identity, migration and the development of church, state, and society. Students will consider the importance of religion in people's lives through centuries. A range of topics will help them to consider how societies, economies and cultures change over time. Through studying topics, for example childhood labourers in factories, students will appreciate the freedoms that they enjoy today. Learning about the oppressed peoples such as African Americans in the 1950's, they will understand what can be achieved by individuals and groups. History looks at Nazi views on minorities, the young and women.

Geography

Geography develops a curiosity and fascination about the world, and students will appreciate the wonder of the natural and man-made environments. They will explore how human activity impacts on the environment and earth's resource. Through human geography students will understand urbanisation and the impact of human migration, looking at the rainforest destruction and Brazilian favelas.

RE

RE covers beliefs, practices, and cultural traditions from the 6 main world religions. Students will have the opportunity to discuss and form opinions on moral and ethical issues, for example, euthanasia and abortion. During lessons they are encouraged to compare the similarities and differences between the ways people live and relate to each other in a multicultural society. Students will also consider issues of community cohesion, through inter-faith dialogue and the effect religion has on communities.

PE

PE requires students to develop and improve technique and performance, evaluating and reflecting on previous performances. Playing sport and being a member of a team helps students develop a sense of place, identity, and self-worth. Students are dependent on, and value each other's contributions. When playing sports students develop a clear sense of right and wrong and an idea of "fair play" and justice. They have to develop intrapersonal skills to manage times of success and defeat. Students will look at the cultural aspect, via Bollywood dancing and the spirituality and the Hindu God Shiva.

Computing/ ICT

Computing and ICT explore the benefits and dangers of an increasingly interconnected world; the ethical issues surrounding the Internet, for example, bullying through social media. Students will understand online safety and appreciate the use of copyright and data protection. They will

consider the impact of new technologies on particular groups in society, for example, considering how people with disabilities access computer and applications.

PSHE

PSHE days will help students learn about a range of Spiritual, Moral, Social, and Cultural issues. Through completion of their “Pathway Plan” and attendance at associated careers events students will plan for their future.

The Emscote School and its curriculum will not promote partisan political issues in any subject. Where political issues are covered in the classroom or within any other activity the school organises, the school will ensure a balanced representation of opposing views.

The Emscote School does not plan to use visiting speaker at all. Education will be under the control of the school and not others. In the event that a visiting speaker is used, the Principal will vet vigorously to the content of the speech and any material distributed. This is to ensure that all content is in line with the school’s values and holds a balanced representation.

The Emscote School 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. The school will actively promote principles to help students:

- Develop their self-esteem and self-knowledge.
- Distinguish between right and wrong and respect the civil and criminal law of England.
- Accept responsibility for their behaviour and contribute positively to society and more widely.
- promote tolerance and harmony between different cultural traditions and acquire an appreciation and respect for their own and different cultures.
- Respect other people and the protective characteristics set out in the Equalities Act 2010. Everyone in Britain is protected as the Equality Act protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.
- Develop respect and gain an understanding of democracy and the process which laws are made and applied.