



“Be the Change”

SMSC Policy

‘Spiritual, Moral, Social and Cultural Development’

Parneet Kang
Principal

William Holland
Chair of Trustees

Written: September 2019
Review Date: September 2020
Reviewed: 2nd September 2020 - CGH

The Emscote School aim 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.

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum.

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	Curriculum
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	Curriculum
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;

Positive about Young People defines social development as the capacity of children 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	Curriculum
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	Curriculum
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.	
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.	

Positive about Young People 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 which students will;

- 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.
- Further 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.
- Respect democracy and the process which laws are made and applied.
- The promotion of partisan political views in the teaching of subjects.
- Political issues are brought to the attention of students (where reasonably practical) and they are offered a balanced presentation of opposing views.

These areas will be covered in all areas of the curriculum, via Prevent, PSHE, student council, lesson planning, trips and the behaviour policy.