

Oakfield House School

Social, Moral, Spiritual and Cultural Policy



Policy Document (2014-2015)

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Signed by:	

SOCIAL, MORAL, SPIRITUAL AND CULTURAL EDUCATION (SMSC)

1. Introduction

Oakfield House School aims to provide our pupils with a broad and balanced curriculum that fulfills all the requirements of the academic National Curriculum whilst addressing a pupil's growth of social, moral, spiritual and cultural understanding by providing an SMSC framework for their development. This policy supports the development of a pupil's positive Every Child Matters agenda outcomes.

2. Purpose

At Oakfield House School we recognise that a pupil's personal development spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

All curriculum areas have a contribution to the pupils' spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

The integrity and spirituality of all faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Young people should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teacher's planning and learning resources.

3. Statement of Policy:

Our policy is based around the following key statements to empower pupils to:

- Be reflective about beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning

- Develop and apply an understanding of right and wrong in their school life and life outside school
- Take part in a range of activities requiring social skills
- Develop awareness of, and respect towards, diversity in relation to gender, race, religion and belief, culture, sexual orientation, and disability
- Gain a well-informed understanding of the options and challenges facing them as they move through school and onto the next stage of their education and training
- Overcome barriers to their learning
- Respond positively to a range of artistic, sporting and other cultural opportunities provided by the school, including developing an appreciation of theatre, music and literature
- Develop the skills and attributes to enable them to participate fully and positively in democratic, modern Britain
- Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life

Oakfield House School is committed to offering pupils the opportunities to:

- identify, reflect on and explore experiences and distinguish between right and wrong
- discuss moral issues develop and talk about their own attitudes and values
- take responsibility for their own decisions
- develop an understanding of social responsibilities and citizenship
- celebrate a diversity of cultures

4. Spiritual Development

The school supports the process of acquiring positive personal beliefs and values as:

- an active basis for personal and social behaviour;
- for the consideration of the meaning and purpose of human existence;
- the seeking of answers to questions about the universe

The primary aim is to underline the spiritual concerns of humanity (including matters of life and death, the purpose of life, choices in life)

Spiritual development is experienced through many areas of the curriculum, as detailed in the final pages of this policy in the SMSC audit (edited January 2014)

Lessons aid pupils to gain insight into their own religious beliefs and loyalties, sort out their personal and spiritual values and practices so that they may take up their own spiritual allegiances.

Moreover, it contributes to the moral and social development of our young people, developing consideration for others, an appreciation of human rights and responsibilities and a concern for justice in society. Also, it develops in pupils respect for the practices of different religious faiths and a sympathetic understanding of their underlying values and concerns. It should develop tolerance for the variety of beliefs and the customs of the citizens of our world.

Opportunities exist in the school's curriculum that enable pupils by discussion to think about religion and appreciate the variety of faiths to heighten awareness of the spiritual dimension in our lives creating tasks which question pupils and enable them to work out their own position on issues, both moral and religious.

5. Moral Development

Moral Development:

- encourages pupils to develop fundamental precepts about behaviour and the reasons for behaviour
- helps pupils to develop the skills and confidence to make decisions
- gives pupils the confidence to listen to and respect the thinking of answers to questions about the universe

The aims of curriculum work can be summarised as follows:

- to stimulate pupils into giving expression to their own moral beliefs and understanding
- to challenge them into trying to justify their beliefs and understanding with reasons
- to enable them to share with others their reflections, listen to others and struggle to resolve their disagreements
- to help them apply their growing moral competence in the context of vocational experience and the workplace
- to facilitate the extending and generating of their moral reflections beyond their own immediate experience to national and international issues

The role of the teacher has the following elements:

- being alert to the moral dimensions of issues which are raised to pupils, or by the syllabus of the world of work, context and having the confidence to explore them
- the creation of materials and the setting up of activities and tasks for pupils, either alone or in groups
- putting questions into the discussion which challenge the positions pupils take and help them to think more deeply

6. Social Development

Key moral issues at Oakfield House School are:

- self-respect and integrity making right choices
- doing the right thing managing conflict
- telling the truth importance of trust and confidentiality
- friendship loyalty to particular groups
- personal judgement laws and their justification, civil rights and duties
- the ethic of work human rights
- our relation to the non-human world

There is a planned programme of personal social, and citizenship education, which aims to develop pupil awareness of moral issues as well as fostering a sense of responsibility and community values.

Codes of conduct and expected standards of behaviour are discussed with pupils by all staff members, and if necessary, other senior staff.

Effective communications are maintained between the school and parents to ensure pupils maximise their potential. In many aspects of the curriculum, external speakers are used to expose the pupils to a variety of viewpoints and opinions. The emphasis is to allow pupils to take responsibility for their own actions and provide them with a solid base of information on which to build the kind of self-confidence and self-control expected from our pupils

7. Cultural Development

Through cultural development students gain an understanding of those beliefs, values, customs, knowledge and skills that bond together to form cultures. Cultural Development is closely related to, and integrates, certain aspects of spiritual, moral and social development.

The school reinforces the values and customs of society as a whole and celebrates diversity and multiculturalism. The cultural influences of home, community and religion are explored in order to extend the pupils' awareness and breadth of understanding. This is achieved through the formal curriculum, through extra-curricular activities and the value placed overtly on the pupils' own cultural interests and achievements and the way in which they enrich their experiences of all aspects of culture.

At Oakfield House we seek to provide an education, which not only develops and strengthens pupils' current awareness, but also allows them to develop new cultural insights by:

- avoiding cultural bias
- promoting an appreciation of cultural diversity

The school seeks to enhance the cultural development of pupils by way of:

- the academic curriculum
- extra-curricular activities
- incorporating students' own home influences into discussions

Pupils should be able to:

- know about their own culture and society and value their own cultural identity
- be aware of, and celebrate, cultural diversity
- understand the interdependence of groups within society
- know about societies and cultures other than their own
- be aware of the principal ways in which different people interpret the world

8. Ofsted framework definition

For a brief understanding of SMSC, the description given in the current Ofsted framework is included:

"How well the school promotes all pupils' spiritual, moral, social and cultural development by providing positive experiences through planned and coherent opportunities in the curriculum and through interactions with teachers, other adults and the local community as shown by pupils:

- 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 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 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 afield as an essential element of their preparation for life.

9. How the curriculum contributes to SMSC:

The Contribution of English

English contributes to our pupils' SMSC development through:

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

The Contribution of Mathematics

Mathematics contributes to our pupils' SMSC development through:

- Spiritual development: through helping pupils obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.
- Moral development: helping pupils recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.
- Social development: through helping pupils work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.
- Cultural development: through helping pupils appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.

The Contribution of Science

Science contributes to our pupils' SMSC development through:

- Encouraging pupils 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.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many.

The Contribution of Information Communication Technology

ICT contributes to our pupils' SMSC development through:

- Preparing the pupils 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 contributes to our pupils' SMSC development through:

- Looking at the creation and evolution of British society.
- Enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism.
- Showing an awareness of the moral implications of the actions of historical figures.

The Contribution of Geography

Geography contributes to our pupils' SMSC development through:

- Opportunities for reflection on the creation of earth and its' origins, future and diversity.
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change.
- A study of people and physical geography gives our pupils the chance to reflect on the social and cultural characteristics of society.

The Contribution of Religious Education

RE makes a distinctive and substantial contribution to the delivery of SMSC:

- Pupils learn about beliefs, values and the concept of spirituality.
- RE reflects on the significance of religious teaching in their own lives.
- Develops respect for the right of others to hold beliefs different from their own.
- Shows an understanding of the influence of religion on society.
- Fosters appreciation and understanding of different cultures, religions and traditions.

The Contribution of Art

Art contributes to our pupils' SMSC development through:

- Art lessons develop pupils' aesthetic appreciation.
- In turn, Art evokes feelings of 'awe' and 'wonder'.
- Giving pupils the chance to reflect on nature, their environment and surroundings.

- Studying artists with a spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War paintings.

The Contribution of Design and Technology

Design and Technology makes a contribution to pupils' 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.

The Contribution of Food Technology

Food Technology contributes to our pupils' SMSC development through:

- Giving the opportunity to examine cultural differences in food and diet.
- Reflecting on the social issues around food such as price and income.
- Acknowledging government guidelines for health and dietary requirements.
- Reflecting on the moral issues concerning food production in third world countries.

The Contribution of Music

Music contributes to our pupils' SMSC development through:

- Teaching that encourages pupils to be open to the music of other cultures.
- Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances).
- Lead pupils to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience.
- Looking at the way music can change moods and behaviour.
- Offer a range of high quality off-timetable music enrichment activities, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers.

The Contribution of Physical Education

Pupils SMSC development is actively promoted though 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.

10. Teaching SMSC

Through classroom discussions we will give the pupils opportunities to:

- Talk about personal experiences and feelings
- Express and clarify their own ideas and beliefs

- Speak about difficult events, e.g. bullying, death etc
- Share thoughts and feelings with other people
- Explore relationships with friends/family/others
- Consider the needs and behaviour of others
- Develop and express empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging
- Develop the skills and attitudes that enable young people to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

Many curriculum areas provide opportunities to:

- Listen and talk to each other
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties
- Agree and disagree
- Experiencing good role models
- Take turns and share equipment
- Work co-operatively and collaboratively

Practical activities to develop SMSC will include:

- Working together in different groupings and situations
- Encouraging the pupils to behave appropriately at meal times
- Taking responsibility
- Encouraging teamwork in PE and games
- Showing appreciation of the performances of other pupils regardless of ability
- Hearing music from different composers, cultures and genres
- Meeting people from different cultures and countries
- Participation in a variety of different educational visits
- Studying literature and art from different cultures and participating in workshops
- Opportunities for the pupils to hear and see live performances by professional actors, dancers and musicians
- Opportunities to make and evaluate food from other countries
- Opportunities in music to learn songs from different cultures
- Studying the contributions to society that certain famous people have made

11. LINKS WITH WIDER COMMUNITY

- Strong Principles of Community Cohesion within school that focus vision outwards
- Visitors are welcomed into our school
- Links with the local community are fostered

- Visits to places of worship of other faiths will be arranged to support the understanding of different cultures
- The school will support the work of a variety of charities
- The development of a strong home-school agreement is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupils
- Pupils will be taught to appreciate and take responsibility for their local environment

12. British Values

Oakfield House School will actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Staff will challenge opinions or behaviours that are contrary to fundamental British values. Through the provision of SMSC, staff should:

- enable students to develop their self-knowledge, self-esteem and self-confidence
- enable students to distinguish right from wrong and to respect the civil and criminal law of England
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enable students 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 students to acquire an appreciation of and respect for their own and other cultures
- encourage respect for other people
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Students will develop:

- an understanding of how citizens can influence decision-making through the democratic process
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination.

While it is not necessary for staff to 'promote' teachings, beliefs or opinions that conflict with their own, it is unacceptable for staff to promote discrimination against people or groups on the basis of their belief, opinion or background.

13. MONITORING AND IMPLEMENTATION OF THE POLICY

Provision for SMSC is monitored and reviewed on a regular basis. This achieved by:

- Monitoring of teaching and learning and work scrutiny by SLT
- Regular discussions at staff meetings
- Audit of policies
- Staff share classroom work and practice
- PHSE subject development plans
- The implementation of this policy is the responsibility of all staff.

Review Date: September 2015