

TONBRIDGE FEDERATION POLICY

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| Policy name | SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY |
| School in which policy applies | Hugh Christie and Long Mead |
| Date written | February 2022 |
| Date agreed by Governing Body | 9 th March 2022 |
| Date of renewal | Spring 2025 |
| Senior member of staff with oversight | Paul Bargery / Lizzie Alexander |
| Governor with oversight | Dave Hitchcock |



SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

Introduction

General aims

We aim to ensure:

- that everyone connected with both schools are aware of our values and principles.
- a consistent approach to the delivery of SMSC issues through the curriculum and the general life of both schools.
- that a child's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- that children have a good understanding of their responsibilities.

Children's **spiritual development** is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for 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

Children's **moral development** is shown by their:

- ability to recognise the difference between right and wrong and their 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.

Children's **social development** is shown by their:

- use of a range of social skills in different contexts, including working and socialising with children from different religious, ethnic and socio-economic 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.

Children's **cultural development** is shown by their:

- 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 socio-economic groups in the local, national and global communities.

Practical application

Practical activities to develop SMSC could include:

- Working together in different groupings and situations.
- Encouraging the children to behave appropriately at all times through the application of behaviour codes.
- Taking responsibility e.g. class monitors, door monitors, register monitors, assembly monitors, student voice, charity representative, delivering messages, Duke of Edinburgh and looking after younger children.
- Encouraging teamwork in PE and sport.
- Showing appreciation of the performances of other children regardless of ability.
- Hearing music from different composers, cultures and genres.
- Meeting people from different cultures and countries through the Erasmus plus / Turing project and our International Sixth Form students.
- Participation in a variety of different educational visits.
- Membership of a House.
- The opportunity to develop a range of SMSC skills through Skills Builder development and challenge days.
- Participation in live performances.
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and national celebrations.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.
- Opportunities for the children to hear and see live performances by professional actors, authors 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.

Links with the wider community

- Visitors are always made to feel welcome into our schools.
- Links with the local Baptist church are fostered through the Federation.
- Visits to places of worship of other faiths will be arranged to support the understanding of different cultures.
- The schools 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 children.
- Children will be taught to appreciate and take responsibility for their local environment.

SMSC in the Curriculum

Through classroom discussions we will give the children opportunities to:

- Share their achievements and successes with others.
- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Explore relationships with friends/family/others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable children 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.

All curriculum areas make a contribution towards a child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

Below are some examples of how SMSC development has been integrated into the curriculum.

English makes a major contribution to children' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity;
- Enabling children to understand and engage with the feelings and values embodied in poetry, fiction, drama, film and television;
- Developing children' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film;
- Helping children to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language;
- Through written and discussion work on points of view and arguments children will reflect on a number of social and moral issues.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.

Mathematics can provide a contribution to children' SMSC by:

- We aim to give all students an appreciation of the richness and power of maths.
- In classrooms, we look for opportunities for pupils to use mini-whiteboards to promote self-esteem and build self-confidence
- We help pupils develop their mathematical voice and powers of logic, reasoning and explanation by offering explanations to each other.
- We share the appreciation with the pupils that mathematics, its language and symbols have developed from many different cultures around the world: e.g. Egyptian, Indian, Islamic, Greek and Russian root

Science provides opportunities for children' SMSC development through examples such as:

- Encouraging children 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

ICT can contribute to SMSC development by:

- Making clear the guidelines about the ethical use of the internet and other forms of communications technology.
- Establishing boundaries in society by considering what is acceptable.
- Raising children' awareness through the use of ICT with a focus on disability.

History makes a contribution to SMSC by:

- Enabling children to reflect on ethical issues such as slavery, the holocaust and Imperialism.
- Looking at the establishment of multi-cultural Britain.
- Showing an awareness of the moral implications of the actions of historical figures.

Geography contributes to SMSC where:

- Opportunities for reflection on the earth's origins, future and diversity are given.
- Reflection on the fair distribution of the earth's resources. Given the international nature of the student body there is a great deal of scope within this subject.
- Studies of people and places give children the chance to reflect on the social and cultural characteristics of society.

MFL - French/Spanish contributes to SMSC through:

- Children may gain insights into the way of life, cultural traditions, moral and social developments of other people in lesson time and through trips.
- Pupil's social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.
- Interaction with our many international students boosts knowledge and understanding of other cultures.

RE makes a contribution to SMSC by:

- Knowledge of a range of different religions and developing an understanding of what having faith is like.
- Examining spirituality through art.
- Looking at themes such as the rights of animals, crime, punishment and family.
- Opportunities to visit places of worship for different faiths.

Arts subjects may contribute to SMSC by:

- Giving children the chance to reflect on nature, their environment and surroundings.
- Opportunities to study performers or artists with a spiritual or religious theme.
- Examining pieces of art or a performance based on ethical/moral concerns raised by artists i.e.: War/ racism/ violence.
- Awareness of art and music from around the World that reflects different faiths and cultural traditions.
- Pupil's social skills are developed through group activities and communication exercises.
- Giving children the opportunity to reflect on thought provoking questions.
- Providing opportunities to participate in exhibitions, shows and productions
- Providing opportunities for visits to places of cultural interest such as theatres and galleries.

Physical Education – Children' SMSC development is actively promoted though PE by:

- Individual activities that provide the opportunity for self-reflection, awareness and challenge i.e dance, movement.
- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play i.e raft building, team games.
- Creating links where possible with other schools to allow children to develop a healthy sense of competition.
- Providing a range of sports and activities to allow children to explore their likes and dislikes as well as their own boundaries. Being accepting of other's strengths and limitations.

More examples of how the curriculum meets SMSC needs can be viewed through the individual subject plans and learning journeys published on the schools' websites.

Monitoring and Evaluation

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

- Monitoring of teaching and learning and work scrutiny by Governors, Directors of Learning and the leadership team as part of our ongoing self-evaluation.
- PSHE topic plans
- Where possible finding ways to link in SMSC directly into schemes of work and on lesson plans but also into extra-curricular provisions.
- Student and parental questionnaires.

It is important to note that other policies directly influence, support and promote SMSC. E.g. our Behaviour and Equality Policies and these form an integral part of daily classroom practice.

The person responsible at Hugh Christie for SMSC is Paul Bargery and at Long Mead is Lizzie Alexander.

The governing body has a link for SMSC (Dave Hitchcock) who will carry out an annual visit to both schools to review progress.

Date agreed March 2022

Review date March 2025