Cromwell High School

Spiritual, Moral, Social and Cultural Policy

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Key Manager:
Consultation/signing group: Ethos Committee

What the pupils need to know:
- We will:
  - Teach you to be kind, caring citizens in line with the school values.
  - Give you experience of Cultural activities.
  - Teach you to be calm and reflective and how to care for your own wellbeing.

What every other member of staff needs to know:
- We will always model high standards of conduct.
- We will teach you to be kind, value yourself and be a caring citizen in line with the school values.
- We will give them as many experiences of Cultural activities as possible by following the school's sequences of learning at each level of access.

What every adult (including parents) needs to know:
- Cromwell High School know how important it is that your child becomes a kind, caring and productive citizen.
- Cromwell High School will promote a wide curriculum where pupils learn as much about the cultural world as possible.
- Cromwell High School ensure that we provide a school where your child's wellbeing grows.

CROMWELL HIGH SCHOOL

POLICY FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT
Feb 2022

Ethos'

To make every child the best possible citizen they can be!

Introduction

Cromwell High School confirms the importance of pupils' SMSC development. It is as crucial for individual pupils as it is crucial for society as a whole. It is at the heart of what we are about as a whole school - helping pupils grow and develop as people. It is clearly recognised at our school, that there is far more to life than achieving high standards in academic subjects. The task in hand has been described in the past as :

'…. the training of good human beings, purposeful and wise, with a vision of what it is to be human and the kind of society that makes that possible' (Education Act 2002)

Sequence of Learning:

The varied and complex nature of SMSC development within Cromwell High School is guided by our clear sequences of learning that make up the Schemes of Work that the children follow at each level of access. It is this same approach that forms the foundation of our Developmental Curriculums, located within our Onwards and Upwards system for all areas of learning.

Part One: Spiritual Development

By definition, spiritual development is the development of the non-material element of a human being, which animates and sustains us and, depending on our point of view, continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.

The task that we are faced with at Cromwell is to find effective ways of developing and supporting our young people to discover their sense of identity; their principles, beliefs and values; and to acknowledge their own self-worth. One of the key ways we can do this is through Religious Education and Collective Worship (see respective policies). However, there are broader ways in which we can encourage and support the spiritual development of our pupils in the everyday life of the school. We will seek to work into our daily lives opportunities to:

- Give pupils the opportunity to explore values and beliefs and the way in which they affect peoples' lives.
- Support and develop pupils where they already have religious beliefs in ways that are personal and relevant to them.
- Encourage pupils to explore and develop what animates and motivates themselves and others.
- Encourage pupils to reflect and learn from reflection.
- Give opportunity to understand feelings and emotions.
- Develop a climate of ethos within which all pupils can grow and flourish, respect others and be respected.
- Accommodate difference and respect those differences.
- Promote teaching styles which:

    - Value pupils' questions and give space for ideas thoughts and concerns.
    - Enable pupils to make connections between aspects of their learning.
    - Encourage pupils to relate their learning to a wider frame, e.g. why? how? where? what?

Part Two: Moral Development

By definition, moral development is about the building of a framework of moral values by pupils, which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and, it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for this range. It is also about developing an opinion about the different views. Again, RE and Collective Worship (see respective policies) contribute greatly to this area as does PSE and Citizenship (see Policies), but we seek to go beyond discrete sessions and build these issues into the wider life of the school.

Teachers and support staff have a significant responsibility for moral education. They inevitably define for our pupils' standards of behaviour in the classroom and around school. We engage pupils in thinking about their responsibilities when issues arise - such as telling the truth, keeping promises or dealing with unfairness and injustice. We provide our pupils, whether consciously or unconsciously, a moral framework of values that guide their relationships with others. Our attitudes and interactions provide powerful role models. Our pupils need to develop an understanding of the moral codes of their own and other cultures, acting on the basis of their own principles, thinking through the consequences of their own and others' actions, expressing views on ethical issues, and making reasoned judgements on moral dilemmas. This approach involves us helping pupils in this developmental process by:

- Extending pupils' knowledge and understanding of the range of accepted values in society.

- Developing pupils' skills and attitudes, such as decision-making, self –control, consideration of others, having the confidence to act in accordance with one's principles and thinking through the consequences of actions.

- Promoting - at an appropriate level - pupils' understanding of basic moral philosophy and the skills of analysis, debate, judgement and application of contemporary issues.

To encourage our pupils' moral development, we need to:

- Provide a clear moral code as a basis for behaviour that is promoted consistently through all aspects of the school.

- Promote measures to prevent discrimination on the basis of race, gender, sexual orientation, age and other criteria (see Equal Opportunities Policy and Racial Equality Policy).

- Give our pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, consent, right and wrong.

- Develop an open and safe learning environment in which pupils can express their views and practise moral decision-making.

- Reward expressions of moral insights and good/high levels of social conduct.

- Make an issue of breaches of agreed moral codes where they arise - for example, in the press, on the television and the internet as well as in school.

- Model through the quality of relationships and interactions, the moral attributes that they wish to promote- for example - fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts.

- Recognise and respect the codes and morals of the different cultures represented in the school and the wider community.

- Encourage pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour.

- Provide models of moral virtue through literature, humanities, sciences arts, assemblies and acts of worship.

- Reinforce the school's values through pictures, posters, classroom displays, exhibitions, celebration of high standards of social conduct.

- Monitor and evaluate the success of what is provided and review the action we can take to continue to improve.

Part Three: Social Development

By definition, social development is about young people working effectively with each other and participating successfully in the community in which they live. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as having an understanding society's institutions, structures, and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. More importantly for our pupils, it also involves the development of the interpersonal skills necessary for successful relationships and happy lives.

We need to support our pupils to develop the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour.
- Relate to other people's social skills and personal qualities.
- Work as a member of a group or team.
- Share views and opinions.
- Resolve conflicts show respect for living things, property and the environment.
- Be responsible.

- Participate in activities in the community.
- Understand how societies function and are organised in structures such as the family, the school and local and wider communities.

We need to encourage our pupils' social development by:

- Identifying key values and principles on which school and community life is based.
- Fostering a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.
- Encouraging pupils to work co-operatively.
- Encouraging pupils to recognise and respect social differences and similarities.
- Providing positive corporate experiences- e.g. assemblies team activities school productions.
- Helping pupils develop personal qualities – i.e. thoughtfulness, honesty, respect, independence and self-respect.
- Providing opportunities for engaging in the democratic process, e.g. school council, etc.
- Providing opportunities for pupils to exercise leadership and responsibility.
- Providing positive and effective links with the world of work and the wider community.
- Monitor and evaluate the success of what is provided and review the action we can take to continue to improve.

Part Four: Cultural Development

By definition, cultural development is about pupils' understanding of their own culture and other cultures in their town, region and in the country as a whole. It is about understanding and valuing cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with that change. Promoting pupils' cultural development is ultimately linked with school's attempt to value cultural diversity and prevent racism (see Racial Equality policy).

Cromwell High School recognises that all pupils need to understand and value their own culture. This gives them a sense of identity and a language with which to communicate, receive and modify the shared values of the culture. Their culture embraces customs, history, geography, icons and images, artefacts, music, painting, sculpture, dance and technology, as well as the spoken word and written literature. There will be agreed norms of behaviour. There will also be opportunities to participate in celebration and events.

All children will be given learning experiences that will help to provide them with Cultural collateral at an accessible level.

We need to support our pupils to develop the ability to:

- Recognise and understand their own culture and its values.
- Understand the influences that have shaped their own cultural heritage.
- Appreciate cultural diversity and respect other people's values and beliefs thereby challenging racism and valuing race equality.
- Use music, art and literature to appreciate different cultures.
- Experience food and celebrations/festivals of other cultures

To encourage our pupils' cultural development, we need to:

- Provide opportunities for pupils to explore their own values.

- Address discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria, and promote racial and other forms of equality.
- Extend pupils' knowledge of other cultures.
- Recognise and nurture particular gifts and talents.
- Provide opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encourage pupils to reflect on their significance.
- Visit theatres, museums, concerts and galleries.
- Invite artists and musicians into school, for example.
- Reinforce the school's cultural values through displays, posters, exhibitions, etc.
- Audit the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.
- Monitor and evaluate the success of what is provided and review the action we can take to continue to improve.