



Arbour House

Spiritual, Moral, Social and Cultural (SMSC) Education

Policy Review Date: November 2017

This policy gives guidance to staff on Spiritual, Moral, Social and Cultural (SMSC) education and should be read alongside other policies, particularly PSHE and British Values that are pertinent to teaching and learning.

Principle

The personal development of pupils - spiritually, morally, socially and culturally, is fundamental to all aspects of learning and achievement. It is embedded into our overall ethos and vision / mission statement.

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 the cultures, particularly British culture and values.

All pupils spiritual, moral, social and cultural values will be respected, and those whose values maybe different from the majority will always be shown great sensitivity.

Aims and objectives:

At Arbour House through our bespoke curriculum every pupil will be valued as an individual and enabled to develop intellectually, socially and emotionally within a caring, purposeful and flexible framework. In particular, SMSC education support the aims:

- To recognise and value the qualities, abilities and dignities of each individual;
- To provide an appropriate environment in which pupils are encouraged to develop to their full potential;
- To recognise that our pupils need significant support but to encourage the greatest possible independence of thought and action;
- To promote the spiritual, moral, social and cultural development of each individual.

Spiritual education

The aim of spiritual education is to promote opportunities for pupils to reflect on aspects of their lives and the human condition through, for example, literature, theatre, music, art, science, religious education. Through spiritual education, pupils will acquire beliefs and values to learn the basis for personal and social behaviours. Not only will pupils be given opportunities for spiritual development through the curriculum on offer, but also through the ethos and climate of the school.

The school's ethos and values, as well as the explicit teaching and learning within the school, aim to provide pupils with the knowledge to develop, explore and respect the spiritual dimension of their lives and the lives of others, which might include specific religious beliefs.

Spiritual Education aims to:

- Have a respect for themselves and for others;
- Have an awareness and understanding of their own and other's beliefs;
- Have an increasing ability to reflect and learn from reflection about their own beliefs that inform their perspective on life;
- Have an appreciation of beauty, truth, love, goodness, order and mystery;
- Have an understanding of feelings and emotions, and their likely impact;
- Have an expressive and creative impulse in their learning;
- Have the ability to reflect on their own experiences;

- Enjoy learning about themselves and others;
- Have a sense of empathy with others, concern and compassion;
- Have a respect for different people's faiths, feelings and values.

These aims will be encouraged through:

- Emotional literacy support
- Life-Centred Education
- Through the ethos and climate of Arbour House
- Out bespoke approach to the curriculum

Cross Curricular elements may include:

- Art – the study of artists and their spiritual and cultural domains
- History – including such concepts as conversion, faith and beliefs, and Christendom, crusade, reformists, monasticism and missionary;
- English – including a wide range of literature, including stories, poetry and plays and debate.
- Outdoor Education and visits – the beauty of nature.

Success Criteria for Spiritual develop

- **Knowledge** of the central beliefs, ideas and practices of major world religions and philosophies;
- **An understanding** of how people have sought to explain the universe through various myths and stories, including religious, historical and scientific interpretations;
- **Beliefs** which are held socially, and the ability to give some account of these and to derive values from them;
- **Behaviour and attitudes** which derive from such knowledge and understanding and from social conviction, and which show awareness of the relationship between belief and action;
- **Social response** to questions about the purpose of life, and to the experiences of e.g. beauty and love or pain and suffering.

Moral education

The aim of moral education is to promote a series of values which will serve pupils well throughout their lives. Staff will be role models for upholding values and will promote moral education through the ethos and climate of the school. Arbour House aims to develop moral values by providing opportunities to look at choices, focusing on right and wrong and the idea of justice. It aims to develop characteristics such as honesty, responsibility and integrity so that pupils can live in ways that respect the well-being and rights of others.

Pupils will be encouraged to uphold the following values:

- Telling the truth
- Respecting the rights and property of others
- Acting considerately towards others
- Taking social responsibility for ones actions

Cross curricular elements may include:

- English/Drama/RE – whereby pupils may explore such concepts as conflict, tension, love and hate.
- Science – including the ways in which scientific discovery and technological development might cause moral problems and dilemmas e.g. genetics, pollution, atomic power, greenhouse effect, conservation, organic farming, fertilizers etc.

Success Criteria for Moral Education

- Understanding the language and ideas of morality
- Knowledge of Local, national and world issues such as the individual and the community – rights, duties and responsibilities, war and peace, human rights, exploitation and aid, medical issues, environmental issues and equal opportunities;
- Understanding of the nature and purpose of moral discussion, with the desire to persuade, combined with respect for and listening to, others' viewpoints
- Understanding the consequences of their behaviour and actions;
- Ability to recognise the difference between right and wrong and readily apply this understanding to their own lives, and in doing so, respect the civil and criminal law of England;
- Social values in relation to interpersonal skills and relationships with others;
- Tolerance; respect for persons and property including truthfulness, compassion, co-operativeness, sensitivity, love and empathy;
- The self with reference to such aspects as: Self-awareness, self-confidence, self-esteem, self-control, self-reliance, self-respect, self-discipline and responsibility.

Social development

The ethos of Arbour House is to enable pupils to develop the skills required to become active members of their community and participate responsibly within their local community.

These include the skills of co-operation, teamwork, initiative, responsibility and collaboration. Arbour House uses the community on a daily basis as part of the bespoke approach to the curriculum and participates in the wider community through voluntary work, work experience, charitable events, working with outside agencies and off-site education.

Underpinning element of social development will be enabling individuals to acquire a growing awareness of their own identity and positive self-image. This, in turn will lead on to exploration and understanding of:

- co-operation;
- partnership;
- responsibility
- The use of a range of social skills in different contexts;
- The willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively;

Cross curricular elements may include:

- P.E. and Outdoor Education – including the need for rules and the need to abide by them. Again working in groups can promote learning how to share, acknowledgment of the members of the group and their skills, qualities and role within the group;
- Mathematics – including how numerical and mathematical ideas can be used as a means of communication, Also the need for numerical competency as a survival skill;
- English/Drama/Speaking and Listening – including role play, whereby pupils can explore their own beliefs and feelings and their relationship with others.

Success Criteria for Social Development

- attitudes which show the capacity to adjust to a range of social contexts by appropriate and sensitive behaviour;
- Skills in taking on, as appropriate, the roles of leader and team worker, exercising responsibility initiative and co-operation;

- Skills in working and socialising with learners/staff from different religions, ethnic and socio-economic backgrounds;
- Willingness to participate in a variety of communities and social settings e.g. volunteering, cooperating with others and being able to resolve conflicts effectively;
- Acceptance and engagement with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of people with different faiths and beliefs;
- Demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural development

At Arbour House we aim to develop and encourage pupils to explore and understand their own cultural identity and the cultural diversity within society. Opportunities are provided to appreciate other people's traditions, values and beliefs in the explicit teaching of R.E., Art, English, Reading, SEAL and Life-Centred Education including PSHE and emotional literacy.

Cultural Development will be encouraged through:

- Valuing and encouraging pupils' own cultural interests and achievements;
- Enrichment, deepening and broadening of pupils' experience of all aspects of culture.

Cross curricular elements may include:

- Visits to museums, exhibitions, theatre which encourage an appreciation of culture;
- Careers events, interviews and work experience;
- Thematic approaches which encourage charitable events;
- Staying safe on line and anti-bullying events;
- Art and Design – including development of creative and aesthetic skills, experience of different two dimensional and three dimensional media, appreciation of artistic culture, the impact of graphical design on the 20th Century, appreciation of works of art judged to be outstanding from different times and places;
- Life-Centred Education including self-determination and interpersonal skills

Success Criteria for Cultural Development

- Knowledge Britain's democratic parliamentary system and its central role in shaping our history and valued in continuing to develop Britain;
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities;
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, respect, accept and celebrate diversity, as shown in their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Teaching and Organisation

SMSC will take place across all curriculum areas, within activities that encourage learners to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. This provision will allow pupils to:

- Talk about personal experiences and recognise feelings;
- Express and clarify their own ideas and beliefs;
- Understand and talk about difficult events, e.g. bullying, death etc;
- Share thoughts and feelings with other people;

- Explore relationships with friends/family/others;
- Consider others' needs and behaviour;
- Show empathy;
- Develop self-esteem and a respect for others;
- Develop a sense of belonging;
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity and critical awareness.

All curriculum areas provide opportunities to:

- Listen and talk to each other;
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different;
- Agree and disagree;
- Take turns and share equipment;
- Work co-operatively and collaboratively.

Using the local community

- Visitors are welcomed into school;
- Pupils take part in educational activities using the local community on a daily basis as part of their core and life-centred education;
- Charity and enterprise learning which includes inviting local community into Arbour House
- Links with local schools to access some aspects of learning

Monitoring and Evaluation

The Senior Leadership Team will regularly review the provision for SMSC throughout the school, via the monitoring cycle. This will include:-

- monitoring and analysing planning and teaching and learning;
- completing scrutinies of work and marking;
- observing lessons/classrooms;
- completing learning walks;
- speaking to pupils;
- analysing pupil and parent feedback;
- regular discussions with staff.