



Groby Community College

Achieving Excellence Together

Spiritual, Moral, Social and Cultural Policy (SMSC) including the promotion of fundamental British Values

2015-17

Written by: Robert Coles
Agreed: Full Governing Body
Next review: Spring Term 2015

June 2015
June 2015

Signed:

Date:

INTRODUCTION

Groby Community College is a 14 to 19 Upper School in Leicestershire. Our unusual context of receiving students at the beginning of Year 10 means that Spiritual, Moral, Social and Cultural (SMSC) development is pivotal to our ethos and our success. Our vision is premised on the statement “**Achieving Excellence Together**” which is detailed in our vision statement below:

Vision Statement

Achieving Excellence Together - ‘the journey to outstanding’

- Relentless focus on outcomes for all young people
- An outstanding school at the heart of the community
- High challenge, high expectations and high support for all
- An outstanding, creative learning environment which engages and motivates all members
 - Outward facing and working in partnership to achieve excellence for all 11-19

At Groby Community College we recognise that the personal development of students, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve excellence. We aim to provide an education that provides students with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour and a positive, caring attitude towards others as part of a wider community. We aim to help them achieve an understanding of social and cultural traditions and an appreciation of the diversity and richness of their cultures. SMSC is central to our aspirant culture, which aims to challenge all learners to achieve their very best. Our approach to SMSC is also central to promoting fundamental British values.

The school curriculum aims to promote students’ spiritual, moral, social and cultural development and prepare all students for opportunities, responsibilities and expectations in life.

Defining spiritual, moral, social and cultural development

Students’ spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life’s fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material well-being. Students’ 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 and learn from their mistakes.

Students’ moral development involves students acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are

able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them. Students' 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.

Students' social development involves students acquiring an understanding of the responsibilities and rights of being members of friendship groups, families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities. Students' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with students 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.

Students' cultural development involves students acquiring an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' way of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture. Students' 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.

As part of our SMSC policy the college will at all times promote fundamental British values. This means actively promoting the values and challenging opinions or behaviours in college that are contrary to fundamental British values.

- 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; and
- 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.

Aims of the policy

- To ensure that everyone in the college is aware of the core vision **‘achieving excellence together’**
- To ensure a consistent approach to SMSC issues across the college and actively demonstrate fundamental British values in our approach towards education.
- To ensure that the students’ SMSC education is age appropriate and relates to our Leicestershire and national context.
- To support our student wellbeing team by ensuring that students understand what is expected of them both in the college but also in the wider community
- To give each student a range of opportunities both within and beyond the curriculum which develop their sense of understanding about the world and their place within it
- To support our college ethos of trust and individuality by supporting students to find their own identity
- To enable young people to develop an understanding of their cultural and social environment and an appreciation of the many cultures in our locality and in society
- To give each student an opportunity to explore age related social and moral issues and develop a sense of social and moral responsibility
- To support students to understand what it is to be part of British society including the what ‘right’ and ‘wrong’ means in British law
- To ensure that all students are aspirant for themselves and are challenged to achieve their very best

Across our college we are committed to developing the following:

Students who can:

- 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 and develop an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- have an understanding of social responsibilities and citizenship through an understanding of how citizens can influence decision-making through the democratic process;

- accept 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;
- celebrate a diversity of cultures through an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- understand of the importance of identifying and combatting discrimination.
- Strive for excellence and to achieve at the very highest levels relative to their ability

In the following ways:

- By using assessment to develop our students understanding of their own strengths and weaknesses (see Assessment Policy)
- Through our curriculum and approaches to student wellbeing we will encourage students to ask and answer deep and fundamental questions about the world and their place with it (see Teaching and Learning Policy)
- In lessons we will challenge young people to be independent learners in order to achieve their very best
- Our culture challenges all students to want to learn and to challenge all to be aspirant for themselves
- We will endeavour to embed creativity at the heart of the learning experiences for young people
- Through the clarity of our behaviour policy and expectations we support young people to understand the differences between right and wrong. We will model high expectations to young people at all times in order to support their growth and development.
- In our lessons we will develop each student to establish their own moral code within the community setting and develop their understanding of the consequences associated with anti-social behaviour
- Learning will encourage collaboration in order to develop our students' ability to work as part of a community
- Our approach to vertical tutoring encourages a sense of family across the age range in which students develop a sense of belonging. Older students are encouraged to lead the 'family' and model the sense of community.
- Our House culture encourages a sense of community belonging and role within society. Students are encouraged to participate and make a contribution.
- Use the House systems and Student Leadership team at Post 16 to promote student voice and that they are listened. Students take an active part in leading their own community.
- Through the curriculum and through enrichment we will celebrate and develop our students' cultural understanding
- The curriculum will celebrate diversity and develop tolerance for cultural diversity
- Actively collect student voice on life at the college and in terms of teaching and learning and develop the college accordingly.

SMSC in our curriculum (based on our 2012 Audit)

English, Film and Media

- Promoting a culture of questioning, reflection and discussion
- Developing independence and self reflection
- Developing students' own moral code through high standards and expectations

- Working collaboratively and respecting opinions
- Cultural development through literature from across the world

Mathematics

- Developing a culture of problem solving and independent enquiry
- Appreciation of the impact of number on the development of the world
- Celebrating and promoting success for all abilities
- Developing students' own moral code through high standards and expectations
- Developing collaborative work and challenging lone working
- Understanding mathematics in the real world

Science

- Developing an understanding of the ethics and beauty of science
- Developing a culture of discovery through the practical application of science
- Understanding the role of science in the world and the nature of conflicting views
- Developing students own moral code through high standards and expectations
- Understanding the human impact upon the world

Art and Design Technology

- Designing and problem solving
- Visual stimulus to promote reflection and discussion
- Stimulus material from across the world
- A visually stimulating environment with the celebration of creativity at the heart of the culture
- Environmental and legal impact of the development of technology
- Collaborative enquiry
- Working beyond the confines of the classroom through visits

Humanities (Including PSHE / RS)

- Discussion, reflection and questioning are at the heart of the subjects
- Working collaboratively
- Subject contents in PSHE, RS, History, Health and Social Care, Geography support the SMSC agenda
- Appreciation of human rights
- High expectations and a clear understanding of right and wrong
- Developing cultural awareness
- Respecting and valuing the beliefs of other
- Teach about democracy and how the law works in Britain

Expressive and Performing Arts

- Collaboration, discussion and reflection at the core of the faculty's pedagogy
- Performance encouraged as part of a student's curiosity and developing sense of identity
- PE is used as a means of developing collaboration, teamwork and self reflection in order to understand strengths and weaknesses
- Open access to all events and mass participation (Sports Day) encourage a sense of community

- Participation beyond the college day and in other schools encourages social development

Modern Foreign Languages

- Questioning, discussion and speaking - developing confidence
- Developing cultural awareness
- A focus on self reflection and awareness of strengths and weaknesses
- Debating moral arguments and the differences between cultures from across the globe
- Outward facing through international visits and students from different countries visiting the college (long and short term placements)

Flexible Learning

- Using multi-sensory approaches to teaching and learning
- Using qualifications which relate to the world that we live in
- Individualising learning to meet the specific needs of students
- Working collaboratively and developing the team work skills of students with the greatest and most challenging needs in the college
- Using the flexible curriculum to develop the students' moral code and understanding of right and wrong
- Developing links within the community and developing the students' sense of commitment to the wider environment

LINKS WITH THE WIDER COMMUNITY

- We are committed to an outward facing approach where we openly work with partners from all sectors in the wider community
- Visitors are welcomed into our college
- Visits to places of worship, cultural venues such as art galleries, theatres, cinemas and libraries are actively encouraged both nationally and internationally
- Visits which challenge students to aspire to be the best and achieve at the highest levels e.g. University visit
- The college will support a range of charities through the House Councils
- Visiting groups such as theatre or musical events are planned throughout the year
- Creative experiences are both outward and inward facing
- Students are taught to appreciate and take responsibility for the environment.
- We liaise with local schools and support groups
- Our community aspect means that our college is open to many groups and sectors way beyond the college day
- The development of a strong home-college agreement and communication with parents / carers in order to build an effective partnership between college and home
- Links with schools beyond our local boundaries through Performing Arts visits to other counties

Enrichment

The college's focus on enrichment promotes SMSC and British values:

- Students are elected to the Post 16 Student Leadership Team.
- House and Student Leadership provide opportunities for students to lead.

- Post 16 students as governors and attend all meetings.
- Mock election and democracy week in 2015 actively taught students about democracy and how the British political system works
- The college holds the Equalities Mark which actively celebrates diversity
- All students at Post 16 volunteer or contribute to the life of the college
- All students respond to the student questionnaire which is completed annually
- The college holds Arts Mark Gold for participation of a wide range of students in arts based activities

Monitoring and implementation of the policy:

- Provision for SMSC is monitored and reviewed by the Leadership Group (Senior and Middle Leaders), teachers and Governors
- Regular discussions are held at Faculty and Subject meetings regarding the curriculum
- Staff share classroom work and practice
- Monitored at the Teaching, Learning and Achievement Committee
- Lesson observations
- Student voice

This policy must be seen in conjunction with the following policies:

- Teaching and Learning
- Curriculum
- Assessment and Target Setting
- Equality Policy including the Single Equalities Scheme Disability Statement
- Behaviour Policy
- PSHE
- Safeguarding

The implementation of this policy is the responsibility of all staff.
This Policy has been reviewed and approved by the Governing Body.