



SIMON BALLE ALL-THROUGH SCHOOL

**Spiritual, Moral, Social and Cultural
Policy**

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Committee Responsible: Student



The Simon Balle Student is a young person who when they leave will have had a fantastic educational experience. They will have achieved the highest possible grades and will be able to go out into the global world with the skills, attributes and behaviours for successful twenty-first century living. Our students will be resourceful, resilient, and able to accept others for who they are. They will be happy people; creative in their thinking, respectful and responsible in their actions. Simon Balle students will be confident but not arrogant, have a sense of self-worth and feel empowered to make decisions and be self-managers.

Our vision is clear and permeates all we do as part of the Simon Balle community. Our Humanities specialism has provided the platform for us to develop our identity and become the school that we now are known to be. We are a school that has explicit common values and principles, with a belief that everyone brings their individual gifts and talents to use them for the greater good of the wider community. There is also a commitment to being truthful, seeking justice, honesty and forgiveness. Simon Balle School will therefore provide an environment in which students' spiritual, moral, social and cultural development can grow and flourish for this will make them the Ambassador for Simon Balle. Character building is therefore a key purpose, alongside academic achievement.

We are very proud of our ethos and climate at Simon Balle All through School, as we believe that this enables our students to grow and flourish, becoming confident individuals, independent thinkers and learners and yet able to appreciate the worth of others. In order to sustain and develop this way of working, we continuously look for manifold opportunities whereby students can develop their self-esteem, work with others, and be reflective and resilient. This is promoted through day to day teaching that encourages active participation, creativity, independence and reflection; assessment that includes high quality feedback that values students' learning and activities that develop teamwork, leadership skills and self-reliance. In addition, we plan for additional opportunities outside of the formal curriculum to promote aspects of spiritual, moral, social and cultural awareness and development.

Overall aim:

We will promote young peoples' SMSC development through planned and coherent opportunities in the curriculum and through interactions with teachers, other students and adults, to:

- Develop the skills and attitudes to enable all students to participate fully in a democratic, ethnically diverse society, promoting British values
- Take part in a range of activities that develop social skills
- Respond to a range of heritage, cultural, artistic and sporting experiences and opportunities
- Overcome barriers to their learning
- Develop and apply an understanding of right and wrong, of personal responsibility and community

The DFE expects all schools to create and enforce a clear and rigorous expectation to 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."

In our school democracy is deeply embedded within the school's ethos and values. Students have the opportunity to have their voices heard through many mechanisms but especially the School Parliament and Student Leadership Programmes. Important feedback and decisions drive our School Improvement Plan and permeates into everything we do, for example the curriculum, teaching and learning, charities and careers. The election of Form and Year Representatives is based solely on student votes and our school behaviour policy involves rewards which are run by our sixth form leaders. Democracy is also taught through mock elections (General Election) and also key referendums (Brexit)). This is a great way to allow students to be part of the key discussions and decisions which shape and mould our nation.

The Rule of Law:

The importance of laws, whether they are those that govern the class, the school, or the country, is consistently reinforced throughout the school day. Students are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Lessons on the rule of

law are taught both explicitly in Period 5 lessons and assemblies but also implicitly in the regular curriculum. Visits from authorities such as the police and magistrates are regular parts of our calendar and help reinforce this message. Our primary aged children also learn about how our country is governed and key responsibilities and roles.

Individual Liberty:

Within school, students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for students to make choices safely, through a provision of a safe environment and empowering education. Students are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our PSHE and lesson 5 programmes. This may be through teaching and learning, in their choice of challenge, how they record information or feedback to their peers, or through participation in our numerous extra-curricular clubs.

Our students are encouraged to be active citizens prepared outside and are given the freedom to make choices every day and in many different situations and arenas.

Mutual Respect:

Simon Balle has a unique ethos which is highly visible. Our ethos is linked to our values. We believe that everyone is special and can contribute to the life of our community. Some people describe our ethos as 'holistic', where we look at developing and respecting the whole individual in order for them to play a full role in our global environment. We have a strong moral purpose and believe that everyone should not only take responsibility for their own actions but model those behaviours they expect to see in others. This is modelled by staff, and students and echoed in our behaviour policy.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing student understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies, curriculum opportunities and 'deep learning days' facilitate discussions involving prejudices and prejudice-based bullying. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

As an All through school we will seek for ways in which we can actively promote British values to all of our students.

Spiritual Development

Aims-

“Spiritual development involves the development of insights, principles, beliefs, attitudes and values which guide and motivate us. For some people this may mean a religious or spiritual lens but for all this should involve a developing recognition that insights, principles, beliefs and values can influence, inspire and guide in life. This therefore should lead to a sense of identity, self-worth, meaning and purpose. This is commonly recognized as the development of spirit, the soul or character.”

Outcomes

Student’ spiritual development will be 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

Moral Development

Aims-

“Moral development is about building a framework of values which regulates personal behavior. Whilst it is about the development of students’ understanding of society’s shared and agreed values, it is equally important to understand that there are issues where there is disagreement. Moral development is where there is an understanding of the diversity of views on ethnic and moral issues, and an acknowledgement for this diversity of approach.”

Outcomes

Students’ moral development will be shown by their:

- Ability to recognize 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

Social Development

Aims-

The quality of our relationships defines the kind of people that we are and ultimately the kind of world in which we live in. Our capacity to participate effectively in social life is crucial to the well being of self and community. Our community at Simon Balle will offer a model of values driven nurturing community, which lives well and works effectively together. The social development of all of our students is imperative if we want our school to be a happy vibrant learning community for all students.

Outcomes

Students' social development will be shown by their:

- Use of a range of social skills in different contexts, including working and socializing with people from different ethnic, religious and socio-economic backgrounds
- Willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively
- Interest in and understanding of the way in which communities and societies function at a variety of levels

Cultural Development

Aims-

Cultural education is key to providing an understanding of a sense of place and identity; in addition many believe that the arts and heritage have the power to transform young people's lives. A sound cultural education should allow students to gain knowledge through the learning of facts about the best of what has been created; the development of analytical and critical skills and of equal importance, the development of skills that enables students to participate in and to create new culture for themselves.

Outcomes

Students' cultural development will be shown by their;

- Understanding and appreciation of the wide range of cultural influences that have shaped their heritage
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- Interest in exploring, understanding and respecting 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.

Overview of provision

Our vision clearly demonstrates our commitment to promoting SMSC development or character building. SMSC therefore should not be a “bolt on” but “simply what we do”. Therefore whilst individual subject areas may explicitly contribute (for example, RE, History, English, Art, Music, PHSEE, Citizenship) all are expected to conscientiously plan to enable students to develop these important outcomes. In addition, we will use our tutorial lesson (lesson 5) to explicitly teach and develop British values, SMSC and PHSEE.

An explicit, clear, commonly held understanding and commitment to this ethos is, critical if it is to be sustained. To this end we will:

- When recruiting, ask questions of candidates, to ensure that they understand our ethos and subscribe to our values
- Use all publicity materials and public opportunities to clearly state our ethos and values, and our commitment to SMSC development
- Ensure that SMSC development is of the highest quality and age appropriate
- Be creative and have high expectations of our vision. As an inclusive school it is important that we all understand that at times our ethos may be contrary to some students' norms outside of school. It is imperative that we ensure that all students are given opportunities to learn and reflect outside of their “normal” experience so that they can extend their learning. We will make use of school funds and if appropriate Pupil Premium Funding to ensure access for all.

Monitoring and evaluation

It is important that we regularly track and monitor SMSC development and ensure that it has a great impact upon learning. Ethos is often difficult to monitor but if it can be defined simply as “What people do here, how they act, speak and think, even when they think no one is listening or looking” then we need to look for evidence on a daily basis. Of equal importance is to ask our Alumni and to look at what they are doing.

We will sample and collect evidence to assess whether our strategy is effective and having an impact upon all students. This will include evidence from:

- Lesson observations
- Learning walks
- Parent views and feedback
- Student feedback
- Community feedback
- Behavioural incident data
- Exit interviews from staff
- Assembly plans
- Whole school theme days evaluations

Responsibilities

It is the responsibility of all staff at Simon Balle All through school not only to understand but to be actively committed to the ethos of the school. All staff through their behaviours, attitudes and actions will contribute to and promote SMSC development. However it is the role of Leaders at every level to review provision, monitor effectiveness and plan strategies to meet identified needs.

The Governor committee which will challenge and support this work is “Student, community and partnerships”.

Reporting to Governors

The Headteacher and Governor representative will report to Governors progress on this area and any monitoring and evaluation activities.