Allerton Grange School Social, Moral, Spiritual and Cultural (SMSC) Policy 2020-21

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1. Introduction

At Allerton Grange School we recognise that the personal development of students - spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides children 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 other cultures. We have a coherent approach to promoting SMSC values throughout our school community. We are proud of the opportunities we offer our students which encourage them to take part in a range of technological, artistic, cultural, sporting, dramatic, musical, scientific and international events and activities.

2. General aims of the policy

2.1. **We aim to ensure**
- That everyone connected with the school is aware of our values and principles.
- A consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- That a child's education is set within the context that is meaningful and appropriate to his/her age, aptitude and background.
- That children have a good understanding of their responsibilities.
- That we 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.

3. Spiritual development at Allerton Grange School

3.1. Definition
Spiritual development is about the pursuit for individual identity and purpose in our existence. It leads to the understanding of self and others. It has to do with feelings, attitudes and beliefs. Developing the spirituality of students will help them to recognise and appreciate human values and concepts such as the joy of being alive, the beauty of the natural world, the feeling of awe and wonder, pain and suffering, imagination and creativity, the need and value of understanding one's own feelings and those of others and also the value of understanding one's own achievements and those of others.

4. Moral development at Allerton Grange School

4.1. Definition
Moral development is about developing high personal standards of behaviour by understanding the need for a common framework of moral values which regulates both student and staff behaviour. Developing the morality of students helps provide them with the knowledge and ability to question and to reason so that they are capable of deciding on the most appropriate response. Students will come to value physical well-being, privacy,

feelings, beliefs and the right of others and appreciate that for them to enjoy rights they have to accept responsibilities. Students will come to value themselves, their relationships, society and the environment.

5. Social development at Allerton Grange School

5.1. Definition
Social development is connected with knowledge, skills, attitudes, values and behaviour which enable students to become confident and capable young people who are able to work effectively with each other and who are able to contribute and participate successfully in the life of the school and the community as a whole. It increases their ability to take on roles such as student leadership and being a member of a team. It is about the development of the skills and personal qualities necessary for living and working together and functioning effectively in a multiracial, multicultural society. Social development involves growth in knowledge and understanding of society in all its aspects, including understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or role model in the wider community.

6. Cultural development at Allerton Grange School

6.1. Definition
Cultural development is about our students understanding both their own culture and the cultures of others in our community. It is about understanding the different cultures represented in Great Britain, Europe and around the world. Development in this area allows students to recognise that all cultural groups are distinctive and dynamic. It is about understanding, respect, tolerance, and appreciation of the beliefs, values and customs of others. It is about being able to cooperate in the emerging world culture of shared experience provided by TV, travel, and the Internet. This value promotes students' cultural development ties within the school and celebrates the multicultural diversity of Allerton Grange School and will make the world a richer and more harmonious place in which to live.

7. Spiritual development – students can show:

- An awareness and understanding of their own and others' beliefs.
- A respect for themselves and for others.
- A sense of empathy with others, concern and compassion.
- An increasing ability to reflect and learn from this reflection.
- An ability to show courage and persistence in defence of their aims, values, principles and beliefs.
- A readiness to challenge all that would constrain the human spirit: for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination.
- An expressive and/or creative impulse.
- An ability to think in terms of the 'whole'.

- An understanding of feelings and emotions, and their likely impact on themselves and others.
- A set of values, principles and beliefs, which may or may not be religious, that inform their perspective on life and their patterns of behaviour.

8. The school encourages students' spiritual development by:

- Giving students the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect people's lives.
- Encouraging students to explore and develop what animates themselves and others encouraging students to reflect and learn from reflection.
- Giving students the opportunity to understand human feelings and emotions within the KLAS curriculum.
- Developing a climate, culture or ethos within which all students can aspire, grow, succeed, flourish, respect others and be respected.
- Accommodating difference and respecting the integrity of individuals.
- Promoting teaching styles which value students' questions and give them space for their own thoughts, ideas and concerns, enable students to make connections between aspects of their learning, encourage them to relate their learning to a wider frame of reference, for example, asking 'why?', 'how?' and 'where?' as well as 'what?'
- Monitoring the success of what is provided at Allerton Grange School.

9. Opportunities for spiritual development:

- The KLAS curriculum as a whole
- The Religious Studies curriculum
- Assemblies
- External visitors
- Extracurricular clubs
- The multi-faith room
- Trips to local places of worship
- The School Motto - Aspire, Grow, Succeed
- The Camps International Initiative
- Sixth Form Public Speaking Competition
- Reflection and contemplative thought

10. Moral development – students can show:

- An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures.
- A confidence to act consistently in accordance with their own principles.
- An ability to think through the consequences of their own and others' actions.
- A willingness to express their views on ethical issues and personal values.
- An ability to make responsible and reasoned judgements.
- A commitment to personal values.
- A considerate style of life.
- A respect for others' needs, interests and feelings, as well as their own.

- A desire to explore their own and others' views.
- An understanding of the need to review and reassess their values, codes and principles in the light of experience.

11. The school encourages students' moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.
- Promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria.
- Providing students with opportunities across the KLAS curriculum to explore and develop moral concepts and values. For example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.
- Developing an open and safe learning environment in which students can express their views and practice moral decision-making.
- Rewarding positive behaviour.
- Modelling, through the quality of relationships and interactions, the principles which they wish to promote, for example, fairness, integrity, respect for people, students' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts.
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.
- Encouraging students to take responsibility for their actions. For example, respect for property, care of the environment, and developing codes of behaviour.
- Providing models of moral virtue.
- Reinforcing the school's values through images, posters, classroom displays, screensavers and exhibitions.
- Monitoring the success of what is provided at Allerton Grange School.

12. Opportunities for moral development:

- The KLAS curriculum as a whole
- The Religious Studies curriculum
- The English Curriculum
- Assemblies
- External visitors
- The School Motto – Aspire, Grow, Succeed
- The implementation of the new Behaviour Policy
- The peer mentoring programme
- School rules
- Positive Discipline
- Positive role models
- The Camps International Initiative

13. Social development - students can:

- Adjust to a range of social contexts by appropriate and sensitive behaviour.
- Relate well to other people's social skills and personal qualities.

- Work, successfully, as a member of a group or team.
- Challenge, when necessary and in appropriate ways, the values of a group or wider community.
- Share views and opinions with others, and work towards a shared goal.
- Reflect on their contribution to society and to the world of work.
- Show respect for people, living things, property and the environment.
- Appreciate the rights and responsibilities of individuals within the wider social setting.
- Understand how societies function and are organised in structures such as the family, the school and local and wider communities.
- Participate in activities relevant to the community.

14. The school encourages students' 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 students to work co-operatively.
- Providing positive experiences – for example, through assemblies, team activities, residential experiences, school productions.
- Helping students develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect.
- Helping students to challenge, when necessary and in appropriate ways, the values of a group or wider community.
- Providing opportunities for engaging in the democratic process and participating in community life.
- Providing opportunities for students to exercise leadership and responsibility.
- Providing positive and effective links with the world of work and the wider community.
- Monitoring the success of what is provided at Allerton Grange School.

15. Opportunities for social development:

- The KLAS curriculum as a whole
- Educational visits
- Modern Foreign Language exchange visits
- The School Motto – Aspire, Grow, Succeed
- Positive role models
- School Council
- School Leaders
- The Camps International initiative
- Paired and group work
- Community ambassadors
- Gifted and Talented programme

16. Cultural development – students can:

- Recognise and understand their cultural assumptions and values.
- Understand the influences which have shaped their own cultural heritage.
- Understand the dynamic, evolutionary nature of cultures.
- Appreciate cultural diversity and accord dignity and respect to other people's values and beliefs.
- Be open to new ideas and a willingness to modify cultural values in the light of experience.
- Participate in, and respond to, artistic and cultural opportunities.
- Appreciate a sense of personal enrichment through encounter with cultural media and traditions from a range of cultures.
- Appreciate the diversity and interdependence of cultures.

17. The School encourages students' cultural development by:

- Providing opportunities for students to explore their own cultural assumptions and values within the KLAS curriculum.
- Addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality.
- Extending students' knowledge and use of cultural imagery and language.
- Providing opportunities for students to participate in literature, drama, music, art, crafts and other cultural events and encouraging students to reflect on their significance.
- Developing partnerships with outside agencies and individuals to extend students' cultural awareness. For example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges.
- Reinforcing the school's cultural values through displays, posters, exhibitions, etc.
- Auditing the quality and nature of opportunities for students to extend their cultural development across the curriculum.
- Monitoring in simple, pragmatic ways, the success of what is provided.

18. Opportunities for cultural development:

- The KLAS curriculum as a whole
- The Religious Studies curriculum
- The History Curriculum
- The English Curriculum
- Assemblies
- Physical, Social and Health Education (PSHE) and Citizen curriculum
- External speakers/visitors
- Extracurricular activities
- School productions
- School Displays
- Open days and open evenings
- The Camps International initiative
- Community Ambassadors

19. Collective worship

The majority of all non-faith schools call collective worship 'assembly'. Collective Worship acknowledges that a school is a collection of different individuals and beliefs, and implies inclusivity and no commitment to any particular faith where people are invited to engage and express, to a greater or lesser degree, values and beliefs. It is supposed to be educational, intended to give students the opportunity to worship, or an experience of worship.

20. Collective worship can contribute to students' spiritual development by:

- focusing on significant experiences;
- providing insights into the values, practices and beliefs of others;
- developing a sense of awe and wonder;
- developing a sense of the mysteries of life;
- developing a sense of the meaning and purpose of worship.

21. Collective worship can contribute to moral development by:

- promoting a sense of shared standards and values;
- exploring moral issues;
- exploring how religions and other belief systems promote moral ideas;
- developing awareness of the needs, concerns and opinion of others;
- fostering a high regard for ideas such as truth, honesty, fairness and justice.

22. Collective worship can contribute to social development by:

- providing shared experiences;
- fostering a sense of community;
- fostering good social behaviour;
- fostering a sense of the value of the community and the individuals within it;
- encouraging tolerance and respect for the beliefs, practices and values of other people.

23. Collective worship can contribute to cultural development by:

- exploring a variety of cultural traditions and practices;
- promoting an appreciation of cultural diversity;
- fostering an appreciation of the worth of cultural achievements;
- including elements from a variety of cultures and backgrounds;
- valuing and affirming the students' own cultural interests.

24. Allerton Grange School ensures that collective worship:

- is given status and value;
- is inclusive in response to the needs of all students;
- reinforces the sense of community and belonging in the school;
- is organised to enable the sharing of whole school values;
- reflects and contributes to the ethos of the school;

- is inclusive of all religions and ways of thinking;
- has breadth and balance;
- is planned and coordinated appropriately.

25. Tracking of SMSC across the school

SMSC will be tracked through student voice, enrichment and extracurricular activities

26. Role of Senior Leaders and Key Staff

- To encourage staff and students to be involved in enrichment activities which are spiritually, morally, socially and culturally engaging both inside and outside the classroom.
- To promote and facilitate enrichment events in school.
- To organise themes for the weekly focus in tutor group time linked to an assembly programme.
- To promote student "voice" opportunities and the related teams in order to maximise student participation.
- To compile and update a portfolio (photographs and programmes) to record the school's support for S.M.S.C.
- To oversee a database of student involvement both inside and outside of school

27. Expectations of stakeholders

All stakeholders expected to support and be engaged in the implementation of this policy through every engagement that they have with each other; in tutor time, assemblies and in the course of daily interactions (with each other) in their classes and outside