# Social, Moral, Spiritual and Cultural Policy

**Dibden Park**

SCHOOL

# Document History

| Version | Comments/amendments | Name | Date |
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| 1.0 | 2023 Issue | Matthew Robinson | July 2023 |
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This policy builds upon Dibden Park School's mission statement `*To deliver the best education for every child'*. It gives guidance to staff on Spiritual, Moral, Social and Cultural (SMSC) education and should be read alongside the PSHE and humanities based policies and other policies that are pertinent to teaching and learning.

**This policy relates to the whole life of the school and its role in promoting spiritual, moral, social and cultural development (SMSC) by the example set by adults in the school and the quality of relationships they espouse.**

Dibden Park School strives to provide a caring, structured learning environment in which all pupils can develop academically, socially, emotionally and morally to their full potential and in which pupils and staff feel safe, secure and valued. The school regards the spiritual, moral, social and cultural aspect of education as a core entitlement for all students. It is provided in all formal and informal settings and permeates every aspect of the school's work. Although there are many ways of interpreting the terms Spiritual, Moral, Social and Cultural (SMSC) development, this policy supports the DfE document 'Promoting Fundamental British Values as part of SMSC in schools.' (Nov 2014)

# DIBDEN PARK SCHOOL AND SMSC

## 1. Introduction

At Dibden Park School we work with vulnerable students who experience social, emotional, communication difficulties, and their associated challenging behaviours. Many of our student's exhibit and display behaviours that act as barriers to learning and inclusion. An integral part of the holistic strategies we employ, are to overcome these barriers. We aim to provide a consistent and well supervised environment where students feel safe and secure and reach their potential through forming positive relationships. Furthermore, we aim to promote positive social, emotional and behavioural change in our students through a supportive and consistent approach across education and care based on the individual needs of each student.

## 2. Purpose

Leadership and staff take very seriously the duty to cultivate and promote the Spiritual, Moral, Social and Cultural (SMSC) aspects of our students' development. We recognise that a pupil's personal development spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve.

**Outstanding SMSC can be seen where SMSC development underpins all the school's curriculum and teaching. Our aim is therefore to show how SMSCs impact is evident in and beyond all classrooms and within students' attitudes.**

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# 3. Policy Aims

- To ensure everyone connected to Dibden Park School is aware of our values and principles.
- To set out clearly how our principles and values can be translated into effective everyday actions
- To support and assist students to show respect, tolerance, empathy and understanding and to demonstrate through their daily actions, a clear understanding of what is right and wrong
- To help students to work with the knowledge of their rights, and be encouraged to recognise and respond to their responsibilities
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility

## Principles and Values that Underpin this Policy

Social, Moral, Spiritual, Cultural (SMSC) Education and the values it encapsulates is inextricably linked to all that we do at the school; it is at the very core of what we want to achieve for our young people; specifically to enable them to move with careful guidance and support from a position of vulnerability and/ or crisis to one of hope and a positive outlook for the future.

Our students will see the need to care for themselves and equip themselves for life as they plan to be responsible contributors to their communities. They will appreciate the value of independence and interdependence. Pupils will work within an environment where academic, emotional and social progression are equally valued and celebrated; where individuals and groups daily engage in activities designed to achieve this progression. All will appreciate the need for flexibility and adaptability to cope with life's uncertainties, but they will work within a framework of stability.

Dibden Park School strives to build a community which encourages all its members to develop a healthy respect for each other. In addition, we provide a happy, stimulating and caring environment where there are opportunities, encouragement and stimuli to develop each student to his or her full potential. The education, care, and support we give to our students provides them with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring and respectful attitude towards other people, an understanding of their social and cultural

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traditions and an appreciation of the diversity and richness of the cultures, particularly British culture. All learners 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:**

We believe that each learner 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 supports our aims:

- To recognise and value the qualities, abilities and dignities of each individual;
- To provide a high quality and appropriate environment in which learners are encouraged to develop to their full potential;
- To recognise that our learners 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 learner;

The philosophy and ethos of the school reflects acceptance and respect for all students irrespective of their age, religion, disability, ethnicity, sexual orientation, gender identity and gender re-assignment or immigration status and includes a clear set of values that are seen to be important within the school and wider community, they are as follows:-

- To value each other and our community

- The promotion of mutual respect, acceptance, trust and honesty

- To listen to each other and ask for help when we need it

- To develop and encourage self-confidence, self-worth, self-discipline and ultimately independence

- To implement holistic, integrative and consistent approaches which promote positive behaviour, develop children and young people's understanding and manage behaviour fairly, effectively and encourage young people to achieve their potential

In addition, this policy also sets out four key areas within which the DfE has defined British values, and the ways in which Dibden Park School pupils learn and develop understanding of these areas, both through the curriculum, extracurricular and other opportunities.

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# 4. Defining Spiritual, Moral, Social, and Cultural Development

For a brief understanding of SMSC, the current Ofsted Inspection framework description is included below:

## The Ofsted inspection framework says:

Spiritual, moral, social and cultural development

211. Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities, but draws together many of the areas covered by the personal development judgement.

212. Provision for the spiritual development of pupils includes developing their:

■ ability to be reflective about their own beliefs (religious or otherwise), and perspective on life

■ knowledge of, and respect for, different people's faiths, feelings and values

■ sense of enjoyment and fascination in learning about themselves, others and the world around them

■ use of imagination and creativity in their learning

■ willingness to reflect on their experiences.

213. Provision for the moral development of pupils includes developing their:

■ ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England

■ understanding of the consequences of their behaviour and actions

■ interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

214. Provision for the social development of pupils includes developing their:

■ use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds

■ 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

■ acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in

and contribute positively to life in modern Britain.

215. Provision for the cultural development of pupils includes developing their:

■ understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others

■ understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain

■ ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities

■ knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain

■ willingness to participate in and respond positively to artistic, musical, 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, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

216. The DfE has published 'The independent school standards: guidance for independent schools'.65 This includes previously published non-statutory advice to help schools understand their obligations relating to a school's provision for pupils' spiritual, moral, social and cultural development.'

**[**Non-association independent school inspection handbook October 2019, No. 190020 56]

Association of School and College Leaders

**The Association of School and College Leaders (ASCL) suggests OFSTED will evaluate the school's promotion of Spiritual, Moral, Social and Cultural development by providing 'planned and coherent' opportunities in the curriculum and through interactions with staff to develop pupils':**

- ability to reflect on their school experiences, use imagination, creativity and develop curiosity in their learning

- ability to apply an understanding of right and wrong in their school life (and, one would hope, beyond school)

- willingness to take part in activities requiring social skills

- understanding of options and challenges as they move through school and on to the next stage in their education/training

- willingness to overcome any barriers to their learning

- ability to respond positively to a range of artistic, cultural and sporting opportunities provided by the school

- skills and attitudes to participate fully and positively in democratic, modern Britain

- understanding of and respect for the range of different cultures within school and beyond as an essential part of their preparation for life.

## 5. Evidencing SMSC
## Evidence can be found in many different forms. It could include:

- Positive attitudes and values

- Lesson observation of teachers' promotion of SMSC opportunities

- Curriculum contribution to SMSC of different subject areas

- The range and uptake of opportunities provided by the school outside the formal curriculum

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- Assemblies and form time

- PSHE & Citizenship programmes

- Religious & Cultural Education programmes,

- Analysis of behaviour/ racist/ discrimination incidents

- Evaluation of students' attitudes and changes over time

- Classroom climate for learning: students' attitudes and response from lesson observations and learning walks

- School ethos (from student/parent surveys, external evaluation, learning walks, visitor feedback)

- Relationships developed by the school with the wider community

# 6. Desired Outcomes

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 other cultures.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this should be planned in each area of the curriculum. Staff should model and promote expected behaviour, treating all people equally as unique and valuable individuals and showing concern and respect for pupils and their families. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong. They should be aware that their actions affect other people. They will be encouraged to value themselves and others. Pupils will be encouraged to understand the need for rules and the need to abide by rules for the good of everyone. School and classroom responsibilities reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate students' work and achievements.

## Spiritual Development

The aim of spiritual education is to promote opportunities for learners to reflect   of their lives and the human condition through, for example, literature, theatre, music, art, science, religious education. Through spiritual education, learners will acquire beliefs and values to learn the basis for personal and social behaviours. Not only will learners be given

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opportunities for spiritual development through the curriculum on offer, but also through the ethos and climate of the team.

Dibden Park School will seek to allow and encourage the spiritual development of all pupils, of whatever religious tradition or none. Dibden Park School aims to help them become aware of the spiritual dimension within them, having time to reflect and to know that there is something deeper and more enduring than the outward and material world that surrounds them. Spiritual development is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. The school's ethos and values, as well as the explicit teaching and learning within the school, aim to provide learners with the knowledge to develop, explore and respect the spiritual dimension of their lives and the lives of others, which might include those learners with specific religious beliefs.

Outcomes of spiritual development will be demonstrated in such qualities as:

- **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 development

Moral development enables pupils to value and improve their relationships and is central to the smooth running of our school and wider community.

As a school we aim to provide learning opportunities that will enable pupils to:
- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements

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## Social Development

Social development is the foundation for education in PSHE and extra-curricular activities at Dibden Park School.

As a school we aim to promote opportunities that will enable pupils to:
- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Contribute confidently to the well-being of friendship groups and the wider community
- Learn to work with others for the common good

There is a planned programme of PSHE and citizenship which aims to develop pupil awareness or moral issues as well as fostering a sense of responsibility and community values.

Codes of conduct and expected standards of behaviour are discussed with pupils by all staff members, and if necessary, other senior staff.

Effective communications are maintained between the school and parents to ensure pupils maximise their potential. In many aspects of the curriculum, external speakers are used to expose the pupils to a variety of viewpoints and opinions. The emphasis is to allow pupils to take responsibility for their own actions and provide them with a solid base of information on which to build the kind of self-confidence and self-control expected from our pupils

## Cultural Development

Through cultural development students gain an understanding of those beliefs, values, customs, knowledge and skills that bond together to form cultures. Cultural development is intrinsically linked to certain aspects of the Spiritual, Moral and Social development strands. The cultural influences of home, community and religion are explored in order to extend the pupils' awareness and breadth of understanding. This is achieved through the formal curriculum, through extra-curricular activities and the value placed overtly on the pupils' own cultural interests and achievements and the way in which they enrich their experiences of all aspects of culture. Such provision and encouragement enables pupils to appreciate that creativity and imagination is stronger because of the communities and society to which they belong.

The school reinforces the values and customs of society as a whole and celebrates diversity and multiculturalism, promoting opportunities that will enable pupils to:
- Recognise the value and richness of cultural diversity in Britain, and how this has influenced individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions in avoidance of cultural bias

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## 7. Promoting SMSC

We aim to promote and deliver SMSC education through all aspects of school life: our curriculum (see section 8) as well as personalised provision programmes, our pastoral system, enrichment and extra-curricular activities, tutor time and weekly "Big Questions", assemblies, and specific events including termly "Cultural Weeks". The support of parents and the wider community is essential in promoting SMSC values, so we strive to engage and work closely with these key stakeholders at all times.

- Tutor Time- every morning between 08:30 and 09:00, pupils arrive and join their form groups for structured activities or Thrive

## 8. How the Curriculum Contributes to SMSC

At Dibden Park School we aim to provide our pupils with a broad and balanced curriculum that fulfils many of the requirements of the academic National Curriculum whilst addressing a pupil's growth of social, moral, spiritual and cultural understanding by providing an SMSC framework for their development

# SMSC in English

**Spiritual** development in English involves pupils acquiring insights into their own personal existence through literacy appreciation and analysis. Through reflection on literary works pupils consider the attribution of meaning to experience. Through careful selection of novels and plays, pupils consider the belief that one's inner resources provide the ability to rise above everyday experiences. Through empathy with characters, pupils develop a growing understanding of how ideology contributes to personal identity. Pupils will be provided with opportunities to extract meaning beyond the literal, consider alternative interpretation and hidden meanings while engaging with ideas in fiction, non-fiction, poetry and drama. They explore how choice of language and style affects implied and explicit meaning. Pupils are provided with opportunities to reflect on their own life and lives of others using diaries, journals, letters, biographies and autobiographies. Pupils experience a rich variety of quality language use, and learn how to use language in imaginative and original ways, drawing on their reading, and considering how words, usage and meaning change over time.

**Moral** development in English involves pupils exploring and analysing appropriate texts which furnishes them with the knowledge and ability to question and reason, which will enable them to develop their own value system and to make reasonable decisions on matters of personal integrity. Pupils develop an awareness that life throws up situations where what is right or wrong is not universally agreed. Novels and plays are selected that extend pupils' ideas and their moral and emotional understanding. Through reflection on a writer's presentation of ideas and the motivation and behaviour of characters, pupils express informed personal opinions. Pupils learn to articulate their own attitudes and values through being provided with opportunities to discuss matters of personal concern, related to books and plays read in class. They should be given opportunities to talk for a range of purposes including exploration and hypothesis, consideration of ideas, argument, debate and persuasion. In discussion they should be encouraged to take different views into account and construct persuasive arguments

**Social** development in English involves pupils reading novels and short stories that offer perspectives on society and the community and their impact on the lives of individuals. Pupils are provided with opportunities to read texts that portray issues and events relating to contemporary life or past experience in ways that are interesting and challenging. In taking different roles in group discussions pupils are introduced to ways of negotiating consensus or agreeing to differ. Pupils are provided with opportunities to consider the coinage of new words and the origins of existing words, explore current influences on spoken and written language, examine attitudes to language use, and consider the vocabulary and grammar of Standard English and dialect variations.

**Cultural** development in English involves short stories and plays being selected which encourage pupils to empathise with the feelings and experiences of others in order to develop their understanding of other people's attitudes, ideas and behaviour. Pupils develop sensitive awareness of, and the ability to respond constructively to, the backgrounds, experiences, concerns, feelings and commitments of others through poetry, imagery, drama, role play, myth and historical narrative.

Examples of Spiritual, Moral, Social and Cultural Education in **English** include:

- Pupils being given the opportunity to compare their own culture and community with that which is different

- Pupils becoming aware of how different societies function and different social structures

- Pupils addressing issues of discrimination (race/gender/age) within texts

- Pupils being given the opportunity to develop empathy for characters and understand the feelings and emotions of characters in the text

- Pupils being encouraged to make reasoned judgements on moral dilemmas that occur in texts

- Pupils covering intangible concepts such as love, beauty and nature in poetry

- Pupils thinking through the consequences of actions – e.g. advertising, charitable campaigns or sensationalism in the media.

# SMSC in Maths

**Spiritual** education involves the awe and wonder of mathematics that is shown to children. Mathematics can be used to explain the world and the mathematical patterns that occur in nature such as the symmetry of snowflake patterns. There is a sense of wonder in the exactness of mathematics as well as a sense of personal achievement in solving problems.

**Moral** education concerns the use and interpretation of data that is becoming more prevalent in society. Pupils are given the opportunity to be aware of the use and misuse of data in all issues including those supporting moral argument.

**Social** education in Maths concerns pupils being given the opportunity to work together. Experimental and investigative work provides an ideal opportunity for pupils to work collaboratively. Mathematics also allows children to apply their own intuitive feelings and check these against what they have learnt in order to make more sense of the world.

**Cultural** education concerns the wealth of mathematics in all cultures and the opportunities pupils are given to explore aspects of personal culture and identity through mathematics. Recognition is given to symmetry patterns, number systems and mathematical thinking from other cultures.

Examples of Spiritual, Moral, Social and Cultural Education in **Maths** include:

- Pupils conducting an opinion survey on a moral issue such as bullying

- Pupils investigating different number sequences and where they occur in the real world

- Pupils considering the development of pattern in different cultures including work on tessellations

- Allowing discussion and debate on the use and abuse of statistics in the media

- Allowing discussion on the cultural and historical roots of mathematics

- Pupils discussing the use of mathematics in cultural symbols and patterns

# SMSC in Science

**Spiritual** education in Science involves the search for meaning and purpose in natural and physical phenomena. It is the wonder about what is special about life, an awe at the scale of living things from the smallest micro organism to the largest tree and the interdependence of all living things and materials of the Earth. It concerns the emotional drive to know more and to wonder about the world and aesthetically appreciate its wonders including for example the enormity of space and the beauty of natural objects or phenomenon, plants, animals, crystals, rainbows, the Earth from space etc.

**Moral**  education in Science encourages pupils to become increasingly curious, to develop open mindedness to the suggestions of others and to make judgements on evidence not prejudice. Students realise that moral dilemmas are often involved in scientific developments. When considering the environment the use of further natural resources and its effect on future generations is an important moral consideration.

**Social** education involves group practical work which provides opportunities for pupils to develop team working skills and to take responsibility. Pupils must take responsibility for their own and other people's safety when undertaking practical work. Science has a major effect on the quality of our lives. Pupils are encouraged to consider the benefits and drawbacks of scientific and technological developments and the social responsibility involved.

**Cultural** education in Science involves thinking of scientific discoveries as as much of a part of our culture as great music and films. Credit is given to scientific discoveries of other cultures. Science is also seen as a contemporary activity and developments are made all over the modern world. It is therefore an activity undertaken by a wide range of men and women in many different cultures both now and in the past. The interdependence of the world in environmental issues is central to science

Examples of Spiritual, Moral, Social and Cultural Education in **Science** include:

- Pupils gaining an insight into the chemical nature of natural changes in the lithosphere, hydrosphere, atmosphere and biosphere
- Pupils debating the ethical issues surrounding current issues such as stem cell cloning to cure diseases
- Learning about the future implications of the use of finite resources and landscape changes
- Learning about theories concerning the creation of the universe and evolution of life with consideration of religious beliefs
- Looking into the future options for the production of electricity, alternative fuels, and methods to reduce pollution with discussion of how these can improve people's lives and the environment in general
- Pupils investigating the historical impact of scientists from around the world in numerous famous discoveries
- Pupils considering how scientific perceptions can alter across the planet; from the phases of the moon, the safety of food additives and the local importance of recycling

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# SMSC in Art, Design and Technology

**Spiritual** education involves giving pupils the opportunity to react to, reflect on, and wonder at the contribution of past generations to the simplicity and complexity of the made world and the variety of resources available to them.

**Moral** education involves understanding that decisions to make things can have both positive and negative effects on environments.

**Social** education in Technology enhances pupils' ability to co-operate together through activities such as designing and making. It also gives new and different goals in order to make something unique and helps pupils to assess objects in terms of usefulness, beauty and cost effectiveness. This creates awareness that simple solutions can be used to solve complex problems. It can enhance their ability to respect ownership and to resist destructive behaviour.

**Cultural** education in Technology allows pupils the opportunity to value artefacts from their own culture and from other cultures and compare similarities and differences between how things were made in the past compared with how they are made today.

Examples of Spiritual, Moral, Social and Cultural Education in **Art, Design and Technology** include:

- Pupils develop their aesthetic appreciation in Art and Design Technology lessons

- International artists are looked at across all of Art & Design; culture is discussed heavily in textiles and food from why and how cultures adopt a certain style of dress to the ingredients that some cultures will and will not use

*In Design and Technology:*

- Pupils having the opportunity to reflect and wonder how technology controls aspects of the made world. Pupils are given the opportunity to make an electronic model for which they are then able to control its movement light and noise by the use of a computer

- Wondering at the contribution of past generations to modern manufacturing techniques.

- Pupils dissembling a range of manufactured products and discussing problems concerning the recycling of materials that have fulfilled their use

- Discussing the constraints of materials and relevant inventions to the design process and discussing the number and range of countries which produce for markets all over the world today

*In Food Technology/ Catering*

- Pupils produce a wide range of food dishes from various cultures and encouraging them to discuss the historical, cultural and geographical contexts that have created this diversity
- Reflecting on the social issues around food such as price and income.

- Acknowledging government guidelines for health and dietary requirements.
- Reflecting on the moral issues concerning food production in third world countries.

### *In Art:*

- Pupils have opportunities to explore artists from around the world and from different historical periods. This enables comparison, discussion and interpretation on many levels.
- Pupils are encouraged to see the world around them as a source of inspiration; visually, conceptually, politically, spiritually and culturally.
- Pupils bring their own experiences to lessons and incorporate these into the development of their ideas and outcomes. Personal opinion and justification are vital skills in being able to progress in the creative process. As pupils progress through the Key Stages they are taught to view their own and other's work critically through oral and written discussion.

# SMSC in Citizenship

**Spiritual** education in Citizenship inspires curiosity into how our identities are complex, can change over time and are informed by different understandings of what it means to be a citizen in the UK. It also enables pupils to explore creative approaches to taking action on problems and issues to achieve intended purposes

**Moral** education in Citizenship provides opportunity to weigh up what is fair and unfair in different situations, understanding that justice is fundamental to a democratic society and explore the role of law in maintaining order and resolving conflict. It also questions pupils to reflect on different ideas, opinions, assumptions, beliefs and values when exploring topical and controversial issues and problems.

**Social** education in in Citizenship helps pupils to consider how democracy, justice, diversity, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society. It creates understanding that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected.

**Cultural** education in in Citizenship looks at different kinds of rights and obligations and how these affect both individuals and communities. It also explores the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them. It enables pupils to evaluate critically different ideas and viewpoints of cultures, including those with which they do not necessarily agree. It encourages reflection and evaluation on what they have learnt from the intended and unintended consequences of their own action, and how that affects others in their communities

Examples of Spiritual, Moral, Social and Cultural Education in **Citizenship** include:

- Pupils learning about their rights, for instance, what are political, legal and human rights?
- Pupils understanding why there is diversity in the UK and the impact of migration and integration on identities and communities
- Pupils discussing how the media informs and influences the public, including how information from pressure and interest groups is used
- Pupils becoming aware of the role of the voluntary sector in supporting communities
- Pupils learning about the law and justice system and how it affects them as individuals and the communities they live in
- Pupils understanding what they can do to tackle global warming and climate change
- Pupils understanding the UK's role in the world and the challenges facing the global community.

# SMSC in Geography

**Spiritual** education in Geography inspires awe and wonder at the natural world: both at the physical and human features. It also inspires wonder of the natural environment such as rivers, mountains, hills, volcanoes and the effect of weather and climate. It also includes the effect that the environment continues to have on settlement and peoples' daily lives.

**Moral** education in Geography provides opportunities for pupils to recognise that development takes place within a global context and that local decisions affect and are affected by decisions and processes in other countries for example river pollution. Issues of justice, fairness and democracy are central and can be debated in terms of pupils' own experiences as well as using geographical issues as contexts.

**Social** education in Geography involves the study of real people in different societies. In looking at their own locality and others in the world, pupils' sense of identity and community can be strengthened.

**Cultural** education involves the study of real people in real places in the present. It provides opportunities for multi-cultural education through recognising commonalities and differences. It also encourages pupils to reflect on their own personal reality of sense of space.

Examples of Spiritual, Moral, Social and Cultural Education in **Geography** include:

- Pupils learning the power of the Earth's forces, for instance the effects of earthquakes and their impact on people

- Understanding the threats to the planet now and in the future, including global warming

- Pupils understanding and debating the conflicting values of tourism and spirituality

- Pupils discussing the consequences of globalisation and its impacts on workers and their possible exploitation.

- Pupils discussing the changing urban environments as well as discussing people in the decision making process

- Pupils becoming aware of the social problems of rural decline

- Understanding the social consequences of a tropical revolving storm

# SMSC in History

**Spiritual** education in History involves the mystery of how and why events in the past happened and their many causes, and helping pupils to a realisation that events did not have to happen that way, they could have taken other directions. It also involves realising the incredible significance that some individuals have had in the past, the distortions that can take place through time and the multitude of different interpretations that can be made about one single event. History allows pupils to see the similarities between people now and in the past and sometimes through sources and artefacts we feel that we can almost reach and touch them. Artefacts, for example, can bring us closer to people through touching what they felt, feeling their shoes, clothes etc.

**Moral** education in History involves pupils being encouraged to comment on moral questions and dilemmas. History is a story of right and wrong and pupils develop the ability to empathise with the decisions which ordinary people made at the time, based on their historical situation.

**Social** education in History encourages pupils to think about what past societies have contributed to our culture today. Pupils own social development is encouraged through working together and problem solving. History also has a role to play in helping people to express themselves clearly and communicate better.

**Cultural** education involves pupils developing a better understanding of our multicultural society through studying links between local, British, European and world history.

Examples of Spiritual, Moral, Social and Cultural Education in **History** include:

- Pupils being given the opportunity to explore the beliefs and values from past societies and from a range of different countries. They are then able to use this information to compare and contrast with their own values and beliefs and also those of modern Britain

- Pupils questioning the moral codes of different societies

- Pupils exploring the nature of slavery and the slave trade in the 18th and 19th centuries. They compare the values with their own beliefs about rights and slavery

- Students exploring why men joined the army in 1914 and the issues of right and wrong in fighting for your country

- Pupils exploring the treatment and persecution of minorities in Hitler's Germany

# SMSC in ICT

**Spiritual** education in ICT provides opportunities for reflection of awe and wonder about the achievements in ICT today and the possibilities for the future. ICT lets pupils have the opportunity to reflect on, for example, how computers can sometimes perform better in certain activities than people. To promote pupils' spiritual development, their sense of self and their will to achieve, the ICT department continually takes the opportunity to praise students for their contribution in lessons.

**Moral** education in ICT helps pupils to explore aspects of real and imaginary situations and enables them to reflect on the possible consequences of different actions and situations. It can raise issues such as whether it is morally right to have computer games whose aim is killing and violence, and whether it is fair that some people in this country and in other countries cannot use the internet. Through real life case studies, students also consider issues surrounding the misuse and access rights to personal data. Other moral issues surrounding the topics of e-waste and the digital divide are also explored. The use of case studies in ICT encourages students to draw conclusions through evidence rather than their preconceptions whilst allowing the students the time to reflect on the origins of their own personal perceptions of a topic.

**Social** education in ICT involves collaborative work which encourages social development. ICT can also help all pupils to express themselves clearly and to communicate. Students are encouraged to work collaboratively to find appropriate solutions to issues that may affect particular groups within society

**Cultural** education in ICT involves the breaking through of linguistic and cultural barriers. It is possible to e-mail or chat across the world and to word process in the mother tongue. ICT creates new opportunities to communicate such as social networks. Whilst studying various aspects of ICT students are asked to reflect on how different cultures are portrayed on the internet and why or who is portraying them in this way. Students are also challenged to think about how differing cultures access and use the internet and what implications this has on the individual and the culture.

Examples of Spiritual, Moral, Social and Cultural Education in **Information Communication Technology** include:

- Using the internet to ensure that every pupil makes use of e-mail facilities to work with pupils from other societies

- Pupils being able to understand and access other value systems through electronic communications of all kinds

- Pupils exploring moral issues relating to access when considering the use of large information systems e.g. who should know about criminal records

- Pupils gaining access to information and resources through CD ROM and the Internet, and learning that people throughout history left evidence of spiritual concerns related to religion

- Understanding the use of and limitation of automatic foreign language translators in the understanding of other cultures

- Through the use of 3-D modelling or virtual reality systems, considering the relations of persons and the world
- Considering the potential use of identity cards and similar systems, to balance up people's rights and responsibilities.

# SMSC in PE

**Spiritual** education involves pupils developing a variety of skills, e.g. performing a sequence in gymnastics, which allows the pupils to express their feelings and emotions as well as be amazed by what their bodies can achieve.

**Moral** education in PE concerns pupils having the opportunity to understand how PE can influence their healthy living and lifestyle. PE highlights the advantages of health and lifestyle through team sports and health related fitness. Pupils are also able to understand the rules of activities and the reasons why they need to abide by them and understand what fair play is.

**Social** education involves pupils having the opportunity to work as a team, as well as reflect on feelings of determination and enjoyment. Pupils are given the role of a coach or leader to develop their social skills in co-operation, communication, commitment, loyalty and team work.

**Cultural** education in PE means pupils are given the opportunity to learn games and dances from different traditions, including their own as well being able to appreciate the differences between male and female roles within sport.

Examples of Spiritual, Moral, Social and Cultural Education in **PE** include:

- Pupils reflecting on values surrounding competition which includes 'winning at all costs' as well as sportsmanship and fair play

- Pupils learning to handle success and defeat with dignity

- Giving time for focus group discussions on lesson objectives and outcomes as well as listening to other people's opinions and giving feedback

- Pupils being introduced to tactics and strategies in sport

- Developing a leadership style in Sports Leader programmes/opportunities In many Units of Work – for instance Sport Ed / OAA - pupils have to take decisions democratically and be able to compromise or comply with the view of the majority. They also need to take on different roles and to work effectively in a team.
- Teaching pupils about the origins and heritage of particular sports or activities and how they have influenced our nation or communities.
- In certain units of work - for instance dance, pupils explore different cultures and religions around the world. For instance New Zealand Haka. Such activities also allow pupils to experience some of the emotions and needs of others.
- Opportunities to develop and lead independent learning tasks through OAA
- Ensure that pupils are made aware of the etiquette and ritual expected in particular sports The PE department have strong club links and continually provide information and ways for pupils to get involved in community activities and local clubs.

- Willingness to participate in a variety of social settings, co-operating well with others - being able to resolve conflicts effectively. In PE this could include giving pupils the opportunity to work with different pupils outside of their circle of friends

- Pupils developing their moral stance through developing a sense of fair play and positive sporting behaviour as well as reflecting on the need for rules

- Pupils discovering the role of sport and dance in society and the arts as well as learning dances from different traditions

- Pupils becoming aware of different cultural attitudes towards aspects of physical activity

# SMSC in Performing Arts

**Spiritual** education in Performing Arts is encouraged through the experience and emotion of response to the creative process. Through a sensual approach to feeling, seeing and hearing pupils respond creatively themselves. We aim to nurture feelings, enhance moods and enable pupils to reflect on the beauty and wonder of artistic expression in art, music and drama.

**Moral** education in Performing Arts involves pupils expressing their own response to moral dilemmas and emotions. They can appreciate the work of practitioners in expressing unfairness, injustice and in celebrating the victory of good over evil. Encouraging critical discussion in response to challenging drama and music will be an integral process in learning and development.

**Social** education in Performing Arts provides an individual and collective experience that contributes to a pupils' social development. Through group collaboration, pupils develop social skills as they realise the necessity of pooling ideas, then selecting and developing them with a large degree of co-operation and mutual agreement. Similarly, a performer requires the ability to accept their appropriate place in the group, whether it is the solo or a supportive role. They should also be aware that they have a responsibility to the rest of the group and must not let them down. All creative and performing arts provide the opportunity to explore and express ideas and feelings. Throughout this process, pupils will develop their ability to identify, listen to, understand and respect the views and values of others in discussion.

**Cultural** education in Performing Arts involves students developing an aesthetic appreciation of the arts drawn from a wide variety of traditions with a diversity of genres, forms and purposes. Pupils have an opportunity to explore aspects of their own culture and begin to recognise, and appreciate, differences in music, drama and art from different times and places. They can also begin to make connections between different cultures.

Examples of Spiritual, Moral, Social and Cultural Education in **Performing Arts** include:

- Pupils develop skills in performance and production, building confidence and sense of personal achievement
- Pupils speaking about difficult events, e.g. bullying, death etc.
- Pupils being given the opportunity to meet people from different cultures and countries
- Pupils participating in a variety of different educational visits and or workshops e.g. theatre/concert/art trips
- Pupils listening and responding appropriately to the views of others.
- Pupils learning an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties
- Pupils discussing their beliefs, feelings, values and responses to personal experiences.

# SMSC in RE (Religious Education)

**Spiritual** education in RE involves the experience and search for meaning, the purpose in life and the values by which we live. In learning about different religions and why people believe, pupils should have the opportunity to learn from their experiences, to reflect on and interpret spirituality and their own lives and discuss and reflect on ultimate questions.

**Moral** education in RE allows pupils to learn about shared and differing moral values. RE allows pupils to debate moral dilemmas about right and wrong, good and bad, peace etc. RE allows pupils to discuss issues such as people's responsibility towards the world and future generations. Through RS pupils have the opportunity to make a personal response to right and wrong and to consider other peoples' responses to moral issues.

**Social** education in RE involves exploring similarities and differences in religions and cultures through which pupils should begin to link religion to personal action in everyday life. This is reflected in their relations with others in the classroom and their ability to work together co-operatively.

**Cultural** education in RE involves learning about other religions, giving pupils an opportunity to learn what it means to belong, to develop confidence in themselves and be able to respond positively to similarities and differences in our multi-faith and changing society.

Examples of Spiritual, Moral, Social and Cultural Education in **Religious Education** include:

- Pupils being given the opportunity to explore the beliefs and values from a range of different religions and cultures and learning about shared and differing views and beliefs

- Pupils exploring beliefs and values on key moral and ethical issues from different perspectives e.g. euthanasia, abortion, life after death, why we are here and science vs religion

- Pupils exploring and examining a range of different religions and cultures, giving them opportunity to develop an understanding of multiculturalism, diversity and respect for others

- Examining a unit on multi-culturalism and multi-faith society and how this links into the nature of freedom, liberty and democracy

- Students being given the opportunity to explore different artistic images and literature sources from religious and cultural perspectives

- Students examining aspects of religious architecture, religious paintings and religious symbols and their meanings

9. **Pupils SMSC Progress, Attainment and Assessment**

At Dibden Park School we aim to provide our pupils with a broad and balanced curriculum that fulfils many of the requirements of the academic National Curriculum whilst addressing a pupil's growth of social, moral, spiritual and cultural understanding by providing an SMSC framework for their development. Dibden Park School uses SOLAR (Student Online Learning Academic Record) to monitor and track student progress within SMSC. This SMSC framework fulfils its purpose across the broad curriculum and ensures students are progressing in SMSC within all subjects, activities, events and times of play/leisure. As documented in the planning and delivery sections of this policy – SMSC is promoted accordingly with a whole school approach. Naturally all Religious & Cultural learning and attainment is specifically tracked against this SMSC framework as both of these subjects are pivotal parts in the wider SMSC curriculum as a whole.