

# Spiritual, Moral, Social and Cultural (SMSC) Policy



<b>Approved by:</b>	Local Governing Body	<b>Date:</b>
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ISP School's curriculum fulfils our statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development, and prepare children for the opportunities, responsibilities and experiences of life as set out in Section 78 of the Education Act 2002. This includes daily reflection of the core ISP values: Kindness, Commitment and Resilience.

ISP School has embedded SMSC in all aspects of school life, from individual lessons to extra-curricular activities, visits, visitors and assemblies. We put SMSC at the heart of our whole school curriculum and daily life. ISP school deliver RE and themed days throughout the academic year. These days provide an opportunity for our pupils to engage in a variety of enriching activities to broaden both academic and emotional understanding and growth. These days allow our pupils to reflect and evaluate their experiences and as part of this our children are encouraged to have a voice.

The many opportunities for spiritual, moral, cultural and social education and learning reinforce ISP School's vision of helping pupils reach their full potential and believe they can ACHIEVE, BE KIND, MAKE POSITIVE RELATIONSHIPS, COMMUNICATE WELL and GROW as individuals. All staff work together to create a happy, challenging, stimulating and caring environment in which pupils can enjoy their time at school and celebrate their achievement.

The 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 pupil to their full potential. This policy relates to the whole life of the school and its role in promoting spiritual, moral, social and cultural development (SMSC) and providing many opportunities for cultural capital.

We actively promote 'Fundamental British Values' of:

- democracy
- the rule of law
- individual liberty
- tolerance and respect

In addition, we exploit all opportunities for cultural capital.

## **Spiritual Development**

We believe that it is important for pupils to have the opportunity to explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world and to use imagination and creativity to reflect on experiences.

At ISP School the pupils will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

- Develop their self-esteem, self-knowledge and belief in themselves;
- Allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs;
- Explore the spiritual values of others through stories, music, art and whole school religious educational events to name just a few;
- Allow them to express themselves in a variety of ways and give them time to reflect on their own experiences;
- Allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others;

**In Practice** this is delivered through:

- A whole school bespoke and cross curricular PSHE, personal development and careers programme;
- **Community time and debates (maybe using Votesforschools)**
- A pupil support structure that is focused on learning;
- Educational enrichment trips and visiting speakers provide pupils with a range of experiences, which may promote a sense of awe and wonder about the world;
- A reflective approach to learning through formative assessment techniques – pupils having ownership and understanding of where they are, where they need to get to and how they are to do it;
- A rewards system developing pupil self-esteem through certificates, Class Dojo points and other awards;
- Making British Values displays;
- Displays of pupil work and photos capturing pupil experiences and successes bring a sense of pride in the work pupils produce and therefore a sense of expressing the talents of the individual;
- Encouraging pupils to think for themselves in order to develop their spirituality throughout the curriculum;
- Class community meetings;
- School RE days;
- Visits to our local church;
- The use of school council to involve pupils in the life of the school.

## **Moral Development**

This is giving pupils the opportunity to learn what is right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.

ISP School's core values are building positive relationships with kindness, commitment and resilience built on mutual trust and respect for all. These are evident throughout school life, displayed around the school and celebrated each week at assembly.

**In practice** – this is delivered through:

- Clear models of good behaviour from staff and reinforcement of school values both inside and outside of lessons – especially related to homophobia, racism and bullying.
- A focus on conflict resolution and restorative justice.
- Community and Tutor time and discussions based on moral issues, where appropriate, across the school community from the start of the day in tutor time and across all lessons.
- A whole school bespoke and cross curricular PSHE and citizenship programme
- Celebration Assemblies themed on moral issues, developed and reinforced during tutor time.
- Fund raising activities for nominated charities, in addition to national charity events which give rise to discussion around morality.

- Supervised and filtered access to the Internet together with regular assemblies and e-safety lessons focused on the dangers of the internet and related issues.
- Local, national and global incidents which give an opportunity for teaching about morality and behaviour;
- Subscription to Picture News and Votes for Schools and stimulus for community discussions and tasks around local, national and international issues.
- Ensure staff receives relevant training e.g. CEOP and supporting children in becoming responsible digital citizens, Mind-ED for supporting vulnerable groups.

## Social Development

This requires the opportunity to use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.

Pupils will be encouraged to:

- Maintain and develop relationships within the school working successfully with other pupils and adults in the school community;
- Respond to the opportunities being offered, to show initiative and to take responsibility for their own learning in the school community;
- Gain an understanding of the wider society through their family and foster parents, the school, local and wider communities;
- Actively participate in the school community and beyond into the wider community outside of school.

**In Practice** we provide opportunities for pupils to:

- Interact with all staff in school and with external partners of the school in an appropriate and polite manner
- Use their school council representative to feedback views, ideas and concerns to their tutor groups and to the senior leadership team.
- Experience the development of skills in speaking, listening and key reflective work where pupils have the ability to learn both with teacher interaction and support, but increasingly independently.
- Participate in a whole school bespoke and cross curricular PSHE and citizenship programme (including appropriate RSE and E-Safety modules)
- Engage with the POL-ED Programme
- Experience excellent information and guidance in school through pastoral and career advice in which all staff are involved throughout the year. Subject specific advice is given at certain milestones of a pupil's life at the school and a dedicated careers advisor has a permanent office in school to offer support on career/further or higher education planning.
- Participate in the wider community through work experience in year 10 and volunteer support work in the local community. This is tracked through school on a database of pupil activity both in school and in the wider community and relies initially on the tutor and then other staff.
- Extra curricular enrichment opportunities e.g. Young Voices and Associate Schools programme
- Community and Tutor time and discussions based on moral issues, where appropriate, across the school community from the start of the day in tutor time and across all lessons.
- Weekly speaking and listening and debate lessons.
- Specific Social interventions and mentoring where need is identified.

## Cultural Development

Requires the opportunity to explore and appreciate cultural influences; understand the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.

The pupils will be encouraged to:

- Appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills;
- Recognise that similarities and differences may exist between different societies and groups;
- Experience a range of cultural activities in terms of literature, music, technology, art and design, sport and other media;
- Broaden, develop and enrich their interests and insights through interacting with opportunities the school and the wider community provides.

**In Practice** we encourage:

- Educational visits to experience other cultures and ways of life.
- Visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments – schools, colleges and universities – in order to better understand other cultures and ways of life.
- Visits to the theatre for each year group, and engaging with the RSC Associate School's programme supported by Marlowe theatre.
- Access to whole school bespoke and cross curricular PSHE programme
- A themed approach to assemblies that give rise to many opportunities to explore SMSC and cultural diversity. Other events are also celebrated such as Remembrance and celebrations of Easter and other religious festivals: Diwali, Hannukah, with RE days linked to festivals
- Topic work across the school which explores "culture" in all its various forms in relation to specific subject areas.
- Through the MFL curriculum;
- Access to the Internet in order to explore cultures and activities as extension learning

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