Social, Moral, Spiritual & Cultural Education Statement

Spiritual, Moral, Social and Cultural Education (SMSCE) aims to develop attributes and values in all pupils. It underpins the preparation that is put in place for pupils to become responsible, find opportunities and face experiences that they may experience in adult life. SMSCE is a tool for both pupils and staff, and should be viewed as the heart of education, helping pupils to grow and develop as individuals.

The spiritual, moral, social and cultural elements of pupils' development are interrelated and should be demonstrated across the curriculum, promoting all cross curricular opportunities.

Spiritual Development:

Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupils' 'spirit'. Some may call it the development of a pupils 'soul'; others as the development of 'personality' or 'character'

Lessons may demonstrate this through:

- Opportunities to explore values and beliefs; including religious beliefs and the way in which they affect people's lives;
- Support and development of already founded beliefs in ways which are personal and relevant;
- Exploration and development of an understanding of what animates individuals and others;
- Reflection and learning from reflection;
- Opportunities to understand human feelings and emotions and the way they affect people and how an understanding of them can be helpful;
- Giving pupils the chance to grow and flourish, respect others and be respected;
- Promoting teaching styles which:
  - Value pupils' questions and give them space for their own thoughts, ideas and concerns;
  - Enable pupils to make connections between aspects of their learning;
  - Encourage pupils to relate their learning to a wider frame of reference focusing on asking 'why?', 'how?', 'where?' and 'what?';
  - Monitoring the success of what is provided.

Moral Development:

Moral development aims to support pupils in building their moral values which contributes to their personal behaviour. It forms part of the social contract within society so is therefore fundamental for pupils to understand and appreciate it. It enables pupils to have awareness and understanding of the values shared by society, both personal and shared but demonstrates that there can be disagreements and the ways in which these can be resolved. The foundations of moral development are based on pupils understanding that values in society do change and the ways in which we can deal with them. Pupils should be aware of a range of views and how these may vary according to influences like culture, tradition and situation. The overall benefit of moral development is that pupils should develop an opinion in response to the different views, coherently expressing their own values and ideas.

Lessons may demonstrate this through:

- Encouraging pupils to recognise how they should conduct themselves in lessons and the impact their positive behaviour can have on their learning;
- Promoting positive attitudes towards different groups on society, reflecting on the positive contribution's different races, religions, genders and ages can have on a flourishing society;
- Identifying cross-curricular activities that explore and develop moral values and ideas. For example, it could focus on ideas such as justice, right and wrong or rights and responsibilities;
- Making sure the learning environment is a safe place where they feel they are able to share their own thoughts and ideas, practising how to form a personal opinion that they can use when making a personal decision;
- Rewarding good examples of behaviour and achievement where moral insights have been demonstrated;
- Encouraging all pupils to take responsibility for their own actions at school and the wider community;
- Providing examples of good moral values that show how people can be moral within everything they do;
- Reinforcing the school's values through displays in classrooms and corridors, showing how every subject can contribute to moral development;
- Modelling good examples of relationships and interactions, showing how ideas demand respect even when there is a disagreement;
- Monitoring the success of what is provided in a simple, practical way.

Social Development:

Social development is concerned with encouraging pupils to work together, communicating their ideas effectively even when they do not share the same opinion. This can give them the tools to participate successfully in a community as a whole. Social development needs to focus on pupils being part of a multi-cultural, multi-racial society that should work together. This should involve a focus on interpersonal skills that are necessary to build successful relationships as well as focusing on an understanding of the structure of society, for example, understanding rights and responsibilities as well as different structures and characteristics that form a society.

Lessons may demonstrate this through:

- Adopting a sense of community within lessons that encourage all pupils to participate and succeed regardless of ethnic origin, nationality, ability, religion or sexual orientation;
- Encouraging pupils to work together in groups to reach a common goal;
- Encouraging pupils to respect social similarities and differences and the benefits these may have for them;
- Providing pupils with an opportunity to develop their own personal qualities which are valued in society. For example, respect, honesty, independence, self-respect, integrity;
- Identifying occasions when pupils should challenge the values of a group or wider community and how to do this in the correct way;
- Providing careers links that are positive and reassuring, giving pupils the confidence and guidance, they need;
- Using the literacy framework to give pupils the tools to understand and debate social issues.

Cultural Development:

Cultural development is about pupils understanding their own culture as well as other cultures that they may come into contact with, as well as those present in the wider community. Pupils need to feel comfortable and understand the variety of cultures, and how they can fit into these cultures with their own. Pupils need to be able to operate in this world where everyday things like television, radio, internet and travel are embedded in the different cultures. An appreciation for changing cultures and how these changes can be dealt with is important and needs to be understood.

Lessons may demonstrate this through:

- Encouraging pupils to explore their own cultural assumptions and values;
- Presenting the accurate accounts of attitudes, values and tradition of diverse cultures;
- Questioning and tackling all discrimination by promoting equality for all.
- Identifying pupils who are talented and gifted, and giving them opportunity to build on it;
- Displaying the whole school view on cultural values through classroom and corridor displays;
- Recognising the cross-curricular links that enable pupils to see how cultural values underpin their development as citizens.

At Oakwood High School every person is highly valued and expected to achieve their potential. This does not just mean through academic challenge, sporting endeavours or technological innovation, but who they are as an individual too. Oakwood's mission is to inspire a love of learning and achievement that is founded on the virtues of integrity, respect and a desire to succeed. By developing a pupils' spiritual, moral, social, cultural education, we are enabling them to achieve their potential as an individual at Oakwood High School.

Oakwood
High School
'Inspired to Achieve'

<u>Evaluation and Review</u>

The provision of SMSCE will be reviewed and amended annually as part of the Trust self-evaluation processes, and reported within the Governor Strategic Monitoring Report.

In assessing the impact of this strategy, the trust will take account of outcome measures such as extra-curricular numbers, pupil voice and destination rates of learners.