



Colchester High School SMSC Policy

Introduction

Spiritual, moral, social and cultural education (SMSC) helps children develop personal qualities, which are valued in any civilised society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. At Colchester High School we seek to teach these qualities across the curriculum and throughout school life. It is linked closely to our school ethos and aims.

We also ensure that we provide effective preparation of pupils for the opportunities, responsibilities and experiences of life in British Society. To this end, every opportunity is taken to actively promote Fundamental British Values in the school.

Definitions

We use the following definitions of Spiritual, Moral, Social and Cultural:

SPIRITUAL

Beliefs, religious or otherwise, which inform pupils' perspective on life and their interest in, and respect of, different people's feelings and values. A 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 and willingness to reflect on their experiences.

MORAL

Ability to recognise the difference between right and wrong and pupils' 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

Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds. Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Interest in, and understanding of, the way communities and societies function at a variety of levels.

CULTURAL

Understanding and having an appreciation of the wide range of cultural influences that have shaped their own heritage. Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. Interest in exploring, understanding of, and respect for, cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

Aims of SMSC:

At Colchester High School, we share, support and strive to achieve the quality of SMSC provision described by the 'Excellent' Grade descriptors used by ISI:

"The pupils have extremely well-developed personalities for their age. They show a keen sense of fair play and appreciate the circumstances of those less fortunate than themselves. They are reflective and self-critical and many show a clear awareness of their own strengths and weaknesses. They are sensitive to the non-material aspects of life and show well-developed aesthetic and spiritual awareness. They are able to give convincing reasons for the values which they espouse and enjoy responding with enthusiastic arguments in debates, whether in lessons, extra-curricular activities or the school council. They relish the responsibilities which they have and in many cases have taken strong initiatives in organising fund-raising activities. They have developed an easy approach to pupils of different nationalities and show conspicuous understanding of cultures other than their own. They have a thoughtful and perceptive awareness of fundamental British values, such as those related to the democratic process, public institutions and services. Able, gifted and talented pupils and those with SEND or EAL benefit from the same opportunities for personal development as other pupils, since staff generally and particularly those in the learning support department are highly effective in handling any difficulties that might be encountered."

How the curriculum contributes to SMSC:

The Contribution of English

English contributes to our pupils' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.

The Contribution of Mathematics

Mathematics contributes to our pupils' SMSC development through:

- Spiritual development: through helping pupils obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.
- Moral development: helping pupils recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.
- Social development: through helping pupils work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.
- Cultural development: through helping pupils appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.

The Contribution of Science

Science contributes to our pupils' SMSC development through:

- Encouraging pupils to reflect on the wonder of the natural world.

- Awareness of the ways that Science and Technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many.

The Contribution of Information Communication Technology

ICT contributes to our pupils' SMSC development through:

- Preparing the pupils for the challenges of living and learning in a technologically enriched, increasingly interconnected world.
- Making clear the guidelines about the ethical use of the internet.
- Acknowledging advances in technology and appreciation for human achievement.

The Contribution of History

History contributes to our pupils' SMSC development through:

- Looking at the creation and evolution of British society.
- Enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism.
- Showing an awareness of the moral implications of the actions of historical figures.

The Contribution of Geography

Geography contributes to our pupils' SMSC development through:

- Opportunities for reflection on the creation of earth and its' origins, future and diversity.
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change.
- A study of people and physical geography gives our pupils the chance to reflect on the social and cultural characteristics of society.

The Contribution of Modern Foreign Languages

Modern Foreign Languages contributes to our pupils' SMSC development through:

- Gaining insights into the way of life, cultural traditions, moral and social developments of other people.
- Social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.

The Contribution of Religious Education

RE makes a distinctive and substantial contribution to the delivery of SMSC:

- Pupils learn about beliefs, values and the concept of spirituality.
- RE reflects on the significance of religious teaching in their own lives.
- Develops respect for the right of others to hold beliefs different from their own.
- Shows an understanding of the influence of religion on society.
- Fosters appreciation and understanding of different cultures, religions and traditions.

The Contribution of Art

Art contributes to our pupils' SMSC development through:

- Art lessons develop pupils' aesthetic appreciation.
- In turn, Art evokes feelings of 'awe' and 'wonder'.
- Giving pupils the chance to reflect on nature, their environment and surroundings.
- Studying artists with a spiritual or religious theme, issues raised by artists

which concerns ethical issues, such as War paintings.

The Contribution of Design and Technology

Design and Technology makes a contribution to pupils' SMSC development through:

- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.
- Awareness of the moral dilemmas created by technological advances.
- How different cultures have contributed to technology.
- Opportunities to work as a team, recognising others strengths, sharing equipment.
- Giving the opportunity to examine cultural differences in food and diet.
- 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.

The Contribution of Music

Music contributes to our pupils' SMSC development through:

- Teaching that encourages pupils to be open to the music of other cultures.
- Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances).
- Lead pupils to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience.
- Looking at the way music can change moods and behaviour.
- Offer a range of high quality off-timetable music enrichment activities, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers.

The Contribution of Physical Education

Pupils' SMSC development is actively promoted through PE by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

The contribution of PSHE/Citizenship

Pupils' SMSC development is actively promoted in PSHE and Citizenship by:

- Exploring questions about democracy, justice, inequality, how we are governed and organised.
- Learning to work together to create solutions that try to address challenges facing neighbourhoods and wider communities.
- Developing knowledge and skills to make a positive contribution to society as informed and responsible citizens.
- Appreciating diversity, understanding different viewpoints, collaboration for change

Beyond the Curriculum

We deliver SMSC through a variety of ways beyond the curriculum:

- Links with the local church.
- Pupil Leadership.
- Sports Leadership Programme.
- Peer Mentor Programme.
- Form assemblies have a Spiritual, Moral, Social or Cultural theme.
- Our extensive Extra-Curricular Programme.
- School productions.
- Duke of Edinburgh
- School Council
- Young Leader Award (Youth trust)
- English Speaking Board.

MONITORING AND IMPLEMENTATION OF THE POLICY

- Provision for SMSC is monitored and reviewed by the SLT, teachers and pupils.
- Regular discussions are held at staff meetings.
- Staff share classroom work and practice.
- The implementation of this policy is the responsibility of all staff.