



BRECKLAND SCHOOL

Spiritual, Moral, Social and Cultural Development of Students Policy

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1 Introduction

Breckland School aims to provide an education that focuses on developing our students in all aspects of their lives, as citizens of multicultural Britain. Breckland School firmly believes that it plays an important part in developing our young people so that they may live in harmony with each other as well as society. We also recognise that the personal development of students; spiritually, morally, socially and culturally plays a significant part in their ability to learn, achieve and develop their skills so as to be able to make an active contribution to both the community and world at large.

2 Rationale

The school is a close-knit community where students will find acceptance for themselves as unique individuals. However, students will, within this small environment, gain cultural awareness, respect and tolerance of those of other beliefs and backgrounds. Students will be encouraged to explore and develop their own values, spiritual awareness, along with high standards of personal behaviour.

Breckland School places a strong emphasis on building positive, caring attitudes towards others, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for students and their families. The school community will be a place where students will learn to differentiate between right and wrong in as far as how their actions affect other people or society at large.

Students should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate students' work and achievements.

3 Aims

The general aims of Breckland School, with regards to the SMSC development of students, are to:

- Ensure that Social, Moral, Spiritual and Cultural issues are embedded throughout the school curriculum in a consistent way.
- Give each student a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experiences.
- Enable students to develop an understanding of their individual and group identity.
- Provide students with the opportunity to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- Give each student the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility, while making provisions for the SMSC development of students is the responsibility of the entire school community.

4 Spiritual Development

At Breckland School, we want to ensure that students are aware of what it means to be spiritual and support them in their spiritual development. Spirituality is about what it is to be human, to grow as a person, to become self-aware and to develop relationships with others. At Breckland School, we aim to provide opportunities that will enable students to think, reflect and respond to the spiritual dimensions of life for themselves.

Our main aims are to:

- Give students the opportunity to explore values and beliefs and the way in which they affect people's lives including respect for different people's faiths.
- Provide students with the opportunity for self-reflection about their own beliefs (religious or otherwise).

- Give students the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful.
- Encourage students to relate their learning to a wider frame of reference - for example, asking 'why?', 'how?' and 'where?' as well as 'what?'.
- Help students on their path of achieving wide spiritual literacy.
- Spark creativity and imagination in their education.

5 Moral Development

Moral development is considered as personal development relating to human behaviour, especially the distinction between good and bad or right and wrong. In order to develop a student's moral awareness at Breckland School we aim to:

- Provide a clear moral code as a basis for behaviour, which is promoted consistently through all aspects of the school.
- Promote measures to prevent discrimination on the basis of race, religion, age and other criteria.
- Encourage students to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour.
- Increase students' awareness of legal boundaries developing a respect of civil and criminal law.
- Increase understanding of moral and ethical issues and demonstrate empathy towards the viewpoints of others.

6 Social Development

Personal development in this respect is concerned with living in a community rather than alone. In order to develop a student's social awareness at, Breckland School we aim to:

- Foster a sense of community, with common, inclusive values, which ensure that everyone, irrespective of ethnicity, nationality, gender, ability, sexual orientation and religion can flourish.
- Help students develop personal qualities, which are valued in society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect.
- Provide a conceptual and linguistic framework within which to understand and debate social issues.
- Work together co-operatively.
- Provide opportunities whereby students can volunteer within our school and wider-community.
- Demonstrate how students can engage with fundamental British values.

7 Cultural Development

Cultural development is concerned with the myriad of inherited ideas, beliefs, values and knowledge which provide a solid foundation for social acceptance. Breckland School aims to provide our students with the opportunity to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Develop an understanding of Britain's Local, National, European, Commonwealth and Global Dimensions.
- Provide opportunities for students to explore their own cultural assumptions and values.
- Present accounts of the attitudes, values and traditions of diverse cultures.
- Extend students' knowledge and use of cultural imagery and language.
- Recognising and nurturing particular gifts and talents where possible.
- Provide opportunities for students to participate in literature, art and other cultural events, encouraging students to reflect on their significance.

8 SMSC in the Curriculum

All curriculum areas make a contribution towards a student's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. Below are some examples of how SMSC development has been integrated into the curriculum.

English makes a major contribution to students' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity;
- Enabling students to understand and engage with the feelings and values embodied in poetry, fiction, drama, film and television;
- Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film;
- Helping students to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language;
- Through written and discussion work on points of view and arguments students will reflect on a number of social and moral issues.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.

Mathematics can provide a contribution to students' SMSC by:

- Supporting whole school policy on issues such as discipline and behaviour.
- Students to explore the connections between their numeracy skills and every-day life.
- Students are always encouraged to explain concepts to each other and support each other in their learning.
- Various approaches to mathematics from around the world are used for example, Pythagoras' Theorem from Greece.

Science provides opportunities for students' SMSC development through:

- 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 different cultures.

ICT can contribute to SMSC development by:

- Making clear the guidelines about the ethical use of the internet and other forms of communications technology.
- Raising students' awareness through the use of ICT for example how to stay safe online.
- Students consider the effects of social networking and the consequences of cyber bullying.
- Students consider the moral aspects of developments in technology.
- Students explore how developments in technology have changed our culture, particularly the rise in social networking sites.
- Computing empowers students to apply their ICT and computing skills and to gain knowledge of how programming links between subjects for instance maths.

History makes a contribution to SMSC by:

- Looking at the establishment of multi-cultural Britain.
- Enabling students to reflect on ethical issues such as slavery and Imperialism.
- Showing an awareness of the moral implications of the actions of historical figures.
- Taking students on relevant trips develop moral and social consciousness and empathy skills.

Geography contributes to SMSC where:

- Opportunities for reflection on the earth's origins, future and diversity are given. Reflection on the fair distribution of the earth's resources.
- Studies of people and places give students the chance to reflect on the social and cultural characteristics of society.
- The study of population and globalisation also allows students to reflect their own beliefs and others, and the impacts a global world has on these.
- Many geographical topics have a moral element to them. For example when considering physical topics such as rivers, flooding and coasts, consideration is given to how much these issues that arise are man-made and is because of exploitation.

Modern Foreign Languages (French) contributes to SMSC through:

- Cultural awareness are fundamental in language learning
- Students gaining insights into the way of life, cultural traditions, moral and social developments of other people in lesson time
- Cultural development through relevant trips (exchanges where possible).
- Students are encouraged to experiment with language and learn from their mistakes.
- Using students as Language Ambassadors.

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

- Learn about beliefs, values, and the concept of spirituality.
- Develop respect for the right of others to hold beliefs different from their own.
- Show an understanding of the influence of religion on society.
- Appreciation and understanding of different cultures, religions and traditions

Art may contribute to SMSC by:

- Giving students the chance to reflect on nature, their environment and surroundings.
- Opportunities to study artists with a spiritual or religious theme.
- Examining pieces of art based on ethical/moral concerns raised by artists i.e.: War/ racism/violence.
- Students work is celebrated throughout the school and is to be displayed in many areas.
- Students discuss and research a range of artists and art work, encouraging and developing communication skills.
- Students will develop their knowledge and understanding of artist's ideas and concepts identifying how meanings are conveyed.
- Students will be exposed to a wide variety of cultures, beliefs and religions with opportunities to study artists with a spiritual or religious theme.

Physical Education – Students' SMSC development is actively promoted through PE by:

- Individual activities that provide the opportunity for self-reflection, awareness and challenge.
- Students should be consistently encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their own and others experiences.
- PE in general teaches students about code of conduct, etiquette, handshake before and after matches, applauding the opposition, fair play, unwritten rules and sportsmanship.
- Students should abide by the rules and regulations to understand the consequences of their actions.
- Students study deviance issues in sport such as the use of performance enhancing drugs and match fixing in GCSE examination courses.
- Using students as sports leaders/ambassadors.

9 Collective Moral Reflection Time

Breckland School is a non-denominational school, and as such, the promotion of all, and indeed, no particular faith is promoted. In shared assemblies and Mentor time students will be given the opportunity to:

- Reflect on values of a broadly Christian nature and on students' own beliefs
- Think about the needs of others
- Explore and share beliefs
- Develop understanding of local, national and global communities.

In order to develop students' SMSC we believe that it is extremely important to have close links with the local and global communities. We play an important role in promoting shared values and encouraging our students to actively engage with other people in the community to understand what common ground there is.

In order to help all our students grow in SMSC and build close relationships with the community we:

- Welcome visitors to Breckland School; local business owners, artists, sportsmen and women.
- Encourage the development of a strong home-school relationship which is regarded as very important, enabling parents and teachers to work in an effective partnership to support students.
- Teach students to appreciate and take responsibility for their local environment.
- Liaise with local organisations and schools with regards to the curriculum e.g. community projects, sports, arts workshops, foreign language and history trips and creative arts.

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of teaching and learning and work scrutiny by senior and middle leaders.
- PSHE topic plans.
- Where possible finding ways to link in SMSC directly into schemes of work and on lesson plans but also into extra-curricular provisions.
- Discussions at staff and parents' meetings
- Getting student feedback about their interests and evaluate the success of different activities.

It is important to note that other policies directly influence, support and promote SMSC for example our School Behaviour and Equal opportunities Policies and these form an integral part of daily classroom practice.