



Respect and **Courtesy Always**

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

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Introduction

At Newbridge High School we aim to provide an education that focuses on developing our pupils in all aspects of their lives.

We recognise that the personal development of pupils spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve and develops their skills so as to be able to make an active contribution to both the local community and the world at large.

School ethos

Pupils at Newbridge are encouraged to explore and develop their own values and beliefs, spiritual awareness, along with high standards of personal behaviour.

At Newbridge, we place a strong emphasis on building positive, caring attitudes towards others, and understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

All members of staff are expected to model and promote good behaviour, treating all people as valuable individuals and showing respect for pupils and their families.

The Newbridge community is a place where pupils will learn to differentiate between right and wrong in as far as how their actions can affect other people.

Pupils should understand the need for rules and the need to follow them for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward good behaviour and provide opportunities to celebrate pupils' work and achievements.

Aims

The aims of Newbridge are to:

- Ensure that spiritual, moral, social and cultural issues are embedded throughout the school curriculum in a consistent way
- Give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experiences
- Provide pupils 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 pupil the opportunity to explore social and moral issues and develop a sense of social and moral responsibility

Spiritual Development

At Newbridge, we aim to provide opportunities that will enable pupils to think, reflect and respond to the spiritual dimensions of life for themselves.

We aim to:

- Give pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect people's lives
- Provide pupils with the opportunity for self-reflection
- Give pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful
- Encourage pupils to use their imagination and creativity in their learning and promote a sense of enjoyment and fascination in learning about themselves
- Foster high self-esteem by encouraging pupils to take risks or face challenges in their learning within a secure and positive environment

Moral Development

Moral development is considered as personal development relating to human behaviour, especially the distinction between good and bad or right and wrong.

At Newbridge, in order to develop a pupil's moral awareness 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, gender, sexual orientation, age and any other criteria
- Encourage pupils to take responsibility for their actions, for example, respect for property, care of the environment and their own behaviour
- Provide models of moral virtue through literature, humanities, sciences, arts, sports and visitors to the school

Social Development

Social development involves our pupils working effectively with each other and participating successfully in the community as a whole.

At Newbridge, in order to develop a pupil's social awareness we aim to:

- Foster a sense of community, with common, inclusive values, which ensure that everyone can flourish
- Help pupils develop personal qualities which are valued in society, eg. Thoughtfulness, honesty, respect for difference, moral principles, independence and self-respect
- Work together cooperatively

Cultural Development

Cultural development allows pupils to recognise and appreciate the wide range of cultural influences that have shaped our society.

At Newbridge, we aim to provide our pupils 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 pupils to explore their own and others' cultural assumptions and values
- Provide opportunities for pupils to participate in literature, drama, sport and other cultural events, encouraging pupils to reflect on their significance

The aims of Spiritual, Moral, Social and Cultural development

At Newbridge, we share, support and strive to achieve the OFSTED pupil aims for SMSC.

Our lesson planning and observations show that our pupils:

1. are reflective about beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning
2. develop and apply an understanding of right and wrong in their school life and life outside school
3. take part in a range of activities requiring social skills
4. develop an awareness of, and respect towards, diversity in relation to gender, race, religion and belief, culture, sexual orientation and disability
5. gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education
6. develop an appreciation of theatre, music, art and literature
7. develop the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain
8. respond positively to a range of artistic, sporting and other cultural opportunities
9. understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life

SMSC in the curriculum

All curriculum areas make a contribution towards a pupil's spiritual, moral, social and cultural development and opportunities for this will be planned in each department's lesson plans and schemes of work.

Here are some examples of how SMSC has been integrated into the curriculum:

English

- 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 poetry, fiction, drama, film and television
- developing pupil's 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
- through written and discussion work on points of view and arguments, pupils will reflect on a number of social and moral issues
- studying literature and art from different cultures and participating in workshops

Maths

- enabling pupils to acknowledge the important contribution made to mathematics by non-western cultures
- numeracy challenges
- team games and cipher lessons

Science

- encouraging pupils to reflect on the wonders 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
- cooperation in practical activity
- raising awareness that scientific developments are the product of many different cultures

Computing

- making clear the guidelines about the ethical use of the internet and other forms of communications technology
- preparing the pupils for the challenges of living and learning in a technologically enriched, increasingly inter-connected world
- acknowledging advances in technology and appreciation for human achievement
- People of the world research project for year 9 pupils

Geography

- Opportunities for reflection on the earth's origins, future and diversity are given
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change
- Studies of people and places give pupils the chance to reflect on the social and cultural characteristics of society

History

- Reflecting on the establishment of a multi-cultural Britain
- Enabling pupils to reflect on ethical issues such as slavery and the holocaust
- Showing an awareness of the moral implications of the actions of historical figures

MFL

- Pupils gain insights into the way of life, cultural traditions, moral and social developments of other people in lesson time and through trips to France
- Pupil's social skills are developed through group activities and communication exercises
- Listening skills are improved through oral 'aural work'
- Interaction via email with our link schools boost knowledge and understanding of other cultures and enables pupils to make comparisons with their own lives

Art

- Giving pupils the chance to reflect on nature, their environment and surroundings
- Opportunities to study artists with a spiritual or religious theme and evoke feelings of awe and wonder
- Examining pieces of art based on ethical / moral concerns raised by artists ie. War, racism or violence
- Giving pupils the opportunity to reflect on thought provoking questions

Design and Technology

- 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

Music

- Explore values and beliefs, for example through collective singing
- Discuss/reflect upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances)
- Offer a range of high quality extra-curricular music enrichment activities

PE

- Individual activities that provide the opportunity for self-reflection, awareness and challenge, ie. Dance, movement
- Activities involving cooperation, teamwork, competition, rules, self-discipline and fair play
- Games and tournaments against other schools to allow pupils to develop a healthy sense of competition
- Providing a range of sports and activities to allow pupils to explore their likes and dislikes as well as their own boundaries. Being accepting of other's strengths and limitations
- Exploring the sports and traditions of a variety of other cultures

Beyond the curriculum

At Newbridge, we aim to develop SMSC through a variety of ways beyond the curriculum:

- Through assemblies and briefings and time for reflection
- Thought for the day in pupil planners
- Life skills and PSHE programme taught by tutors
- Activities Week
- School productions
- An extensive extra-curricular Music and PE programme
- Trip to
- France
- Theme days

Links with the wider community

In order to develop pupil's 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 pupils to actively engage with other people in the community.

At Newbridge we:

- Welcome visitors from all aspects of life, eg. Sportsmen and women, local authors and artists, musicians
- Arrange visits to places of worship of other faiths to support the understanding of different cultures
- Encourage the development of a strong home-school relationship, enabling parents and teachers to work in an effective partnership to support pupils
- Teach pupils to appreciate and take responsibility for their local environment
- Raise awareness for, and support local organisations eg. Food bank charity

Monitoring and evaluation

Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

- Monitoring of teaching and learning, through observations, lesson plans and schemes of work
- Review of PSHE and pastoral programmes
- Assembly and briefing topics
- Curriculum them days – rolling 3 year programme
- Staff meeting discussions
- Evaluating the success / impact of different activities through pupil / staff/ parent voice
- Reaccreditation of the International School Award (every 3 years)

Useful references:

- Behaviour policy

- Equal opportunities policy
- Teaching and learning policy