



Redborne Upper School

Spiritual, Moral & Cultural Development Policy

This policy will be evaluated and reviewed every three years by Assistant Headteacher Pastoral: Aspiration (Kirsty Wheeler)

This policy is available on the website and, on request, to parents and carers, the LA and Ofsted through the Headteacher.

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School acknowledgement

SMSC makes a unique and substantial contribution towards the School's aims in its core belief that the personal development of young people is essential to their health, safety and achievements as individuals within society.

This policy was developed in response to national guidance from OFSTED, taking into account the critical role SMSC has to play in ensuring young people know how to be safe.

We aim to incorporate the four core themes; Spiritual, Moral, Social and Cultural by focussing on three areas of development that run through our tutor programme:

- Safety and Respect
- Social Values
- Self Improvement

SMSC development is also undertaken through our RSE education programme, delivered in dedicated lessons to years 10-11, and through the year 9 enrichment programme (new in September 2023).

Spiritual, Moral and Cultural Development Policy

1. Aims

Our aims are to enable students:

- To form and manage supportive and stable relationships
- To develop awareness of themselves as learners and managers of change
- To anticipate the demands and challenges of adult life, including the world of work and leisure opportunities
- To demonstrate their creativity enterprise and economic wellbeing
- To make informed choices on their lifestyle.
- To be aware of the need for good health and physical well being
- To value themselves as an individual and promote their self esteem
- To promote a spirit of inquiry
- To have the confidence and skills to make learning a lifelong process
- To communicate appropriately, effectively and safely using all forms of communication and social media
- To develop healthy coping strategies to deal with demands and challenges

2. Guidelines

2.1 To provide an environment that is friendly, stimulating, disciplined, supportive and positive and which promotes an attitude of co-operation and self-discipline.

2.2 To provide equality of opportunity for all to enjoy learning, experience success, receive recognition and thus achieve respect, dignity and self-confidence.

2.3 To provide a broad, balanced, coherent and appropriate educational experience for each individual.

2.4 To develop both individual and group skills, powers of clear, creative, critical and reflective thinking and the capacity to make informed and responsible decisions.

2.5 To develop a reasoned set of attitudes, values and beliefs, combined with an open-minded and sensitive attitude towards the ideas and views of others.

2.6 To encourage an awareness and understanding of the variety of the world's beliefs and cultures and of the interdependence of people.

2.7 To develop an understanding of the physical world and the necessity to live harmoniously with the natural environment.

2.8 To promote a sense of responsibility towards others and a wish to contribute positively and actively to the local community and the wider society.

2.9 To develop an appreciation of the value of education as a life-long process and

the motivation and skills for further learning.

2.10 To foster an adaptability which can help individuals cope with changes in the future pattern of life and work.

2.11 To celebrate and share together common goals and values.

2.12 To challenge prejudice in all its forms.

3. Intended Outcomes

3.1 Students display a capacity for reflection and an ability to discuss beliefs.

3.2 Students feel free to express and explore their views openly and honestly through discussion. Students are willing to listen to the opinions of others when there is a difference of opinion.

3.3 Students acquire knowledge and skills which enable them to develop their understanding of spiritual, moral, cultural and social issues.

3.4 Students develop their own personal values and appreciate the beliefs and practices of others.

3.5 Students are able to work successfully in groups and participate cooperatively and productively both in the school and in the local community.

3.6 Students are able to demonstrate a degree of responsibility and initiative.

3.7 Students are able to approach problems rationally.

3.8 Students develop wider interests, social skills and community awareness.

3.9 Students participate in extra-curricular activities both within school and in the community.

3.10 Displays around the school reflect a diverse community and a recognition and celebration of diversity.

3.11 Displays reflect on issues and experiences and challenge prejudices.

3.12 Displays reflect a breadth of educational experiences beyond classroom learning and celebrate successes.

3.13 Displays promote and celebrate the work of Redborne within its community.

3.14 Charity weeks and fundraising focus on local, national and international communities, raising awareness of the needs and values of others.

4. Implementation

4.1 To deliver an interesting, enjoyable and thought provoking programme, through tutorial times for some activities as well as assemblies with outside speakers.

4.2 To identify opportunities through the wider curriculum and to organise activities for students to participate in through school and community based projects.

4.3 To collapse timetables for whole year group activities, where appropriate, to enhance PSHCE/ SMCS understanding.

4.4 Overall these objectives will provide a full and comprehensive programme of PSHE and Citizenship which with a coherent assembly programme will offer a holistic and inspiring experience enabling our young people to be responsible, reflective and active citizens.