



SMSC POLICY

Date of Last Review: September 2017

Date of Next Review: August 2018

Responsibility: Miss E. Campbell

Advisory Body Signature:



Introduction

The Ravensbourne School recognises that the spiritual, moral, social and cultural element of students' education is crucial to their development as an individual, allowing them to take their rightful place in their community as a local, national and global citizen. SMSC is about the values students are encouraged to hold and their attitude towards learning, knowledge and society. SMSC is fundamental in preparing young people for their future role in society. At our school, students are encouraged to develop positive attitudes and beliefs by exploring opportunities that:

- Develop reasoned personal and moral values
- Consider the pluralistic nature of modern society; developing their understanding and respect for those with different religions, beliefs and ways of life
- Value everyone equally
- Develop personal relationships, based on trust, self-esteem and mutual respect
- Make personal relationships, based on trust, self-esteem and mutual respect
- Become active, responsible citizens in a democratic society
- Develop an appreciation of human achievements and aspirations
- Develop an understanding of the world in which they live and the interdependence of individuals, groups, nations and the environment

At The Ravensbourne School, SMSC permeates the life and work of the school. Through SMSC, we seek to develop attitudes and values that will enable students to become responsible and caring members of society. We give students the opportunity for spiritual reflection and encourage them to explore the fundamental questions of life, including their own personal existence, journey and purpose. We provide students with a curriculum that will enable them to develop a knowledge and understanding of diverse cultures, particularly those within their own society. We seek to foster an attitude of tolerance and value towards those from a culture and background different from their own. They are encouraged to develop an understanding of the world, society and the community and accept responsibility as a citizen as well as the capacity to tackle moral and spiritual dilemmas and to try to reach independent judgements, which reflect universal human principles. Through perception and sensitivity, tolerance and respect for others as individuals and in groups we would also expect students to develop questioning, enquiring minds and learn how to express their ideas appropriately.

As a school, we are aware of our collective responsibilities towards spiritual, moral, social and moral education and we:

- Ensure that all staff are aware of their role in developing students' morals interpersonal skills, self-esteem and in preparing pupils for the opportunities, responsibilities and experiences of adult life
- Ensure we celebrate student achievement, foster a sense of community, explore relevant SMSC issues and involve pupils as active participants as much as possible. This is demonstrated through a wide range of events such as the annual Celebration of Achievement evening in the Summer Term when a variety of prizes are awarded to students throughout the school. There are also termly Celebration of Achievement assemblies for all year groups to recognise effort

and participation in the life of the school and activities outside the school. The Achievement rewards system encourages a culture of success and achievement for all. Students are also encouraged to contribute to the school by developing their leadership roles as prefects, peer mentors, form monitors and reception monitors.

- Ensure students have information about all extra-curricular and enrichment activities
- Ensure that the Personal Development and Tutorial programme provides opportunities for discussion and reflection on the Assembly themes
- Build community and business links into the curriculum wherever possible
- Ensure displays reflect and respect cultural variety
- Provide opportunities for all students to discuss issues and to take on responsibility within lessons, extra-curricular activities, trips, visits and enrichment days.

The design, implementation and evaluation of our broad and balanced curriculum, aims to prepare students positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Fundamental British Values (and other values) are taught specifically in PSHE and Philosophy but also occur across the curriculum.

Our enhanced provision and support for the teaching of languages provides a rich variety of additional opportunities for students in terms of developing aspects of SMSC.

Staff are expected to provide a role model based on courtesy, mutual respect, positive intent and be prepared to listen to students' views and encourage them to listen to each other. They are also aware of the opportunities presented every day through curricular and extra-curricular activities to develop students' skills, attitudes and understanding.

Spiritual, Moral, Social & Cultural Development

Spiritual Development.

Spiritual development is concerned with how a student develops:

- Personal values and beliefs
- A willingness to reflect on their experiences and about their own beliefs, religious or otherwise, that inform their perspective on life
- An ability to communicate these beliefs in discussion and behaviour
- An understanding of the value and role of faith and religion in societies
- Tolerance of other people and respect for different people's faiths, feelings and values
- A sense of enjoyment and fascination in learning about themselves, others and the world around them
- Their use of imagination and creativity in their learning

Spiritual development is personal and unique to each individual. It is about the meaning in life, truth and ultimate values. It includes imagination, inspiration and creativity. It also includes an awareness of self-identify and self-worth.

We promote spiritual development as part of student personal development through:

- Behaviour for Learning Policy
- School Rules – the Positive Achievement points system
- The PSHE programme
- All subjects of the curriculum
- Assemblies
- The ethos of the school – values, attitudes and expectations which encourage imagination, inspiration and contemplation
- Opportunities to develop their understanding of spiritual issues
- Opportunities for reflection on aspects of their lives
- Wonder at the natural world and human achievement

Moral Development

Moral development is concerned with students' knowledge, understanding, intentions, attitudes and behaviour in relation to right and wrong within the accepted codes of practices of society. Their knowledge and awareness of values and attitudes of individuals and society as a whole and socially acceptable code of behaviour is important. The quality of relationships that students experience, the standards of behaviour in the school as well as the values promoted by the school's code of conduct will form basis of any judgment on moral development as well as the extent to which students show:

- An understanding of the difference between right and wrong, and a respect for the laws of our country.
- Respect people, truth and property
- A concern for how their actions may affect others
- The ability to make responsible judgements on moral issues
- Personal conduct that they take responsibility for their own actions
- Personal behaviour through principles rather than fear of punishment
- An interest in reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

The essence of moral behaviour is to build a framework of values, which regulate personal behaviour, through principles rather than fear of punishment or reward. These values provide the framework for students to develop their attitudes and understanding on morality and develop the self-confidence. Moral development is about understanding the principles and social values behind actions and decisions.

At our School, we reject:

- Bullying
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty
- Obscenity

- Intolerance including sexism, racism, homophobia, transphobia and disablist discrimination

At Our School, we promote moral development through a range of activities and opportunities both within and outside the classroom such as:

- Working with teachers and form tutors
- Student Leadership
- The Personal, Social Health Education Programme
- Assemblies
- Rewards and sanctions
- Welfare and guidance
- Core curriculum

Social Development

Social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society. Social development is based on the acceptance of group rules and the ability to see oneself in a wider context. The quality of relationships in school is crucial in forming students' attitudes to good social behaviour and self-discipline. The school helps prepare students to live in society by providing knowledge and understanding of society, its institutions, structures, and characteristics, political, non-political and economic organisations.

The social development of students is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance and engagement with the fundamental British values of tolerance of those with different faiths and beliefs; the students develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The school systematically plans for social development of students through a range of teaching and learning activities including:

- Classroom organisation and management
- Student grouping and opportunities for group work
- Behaviour policy
- School productions
- Residential trips
- The Personal, Social Health Education Programme
- Extra-curricular activities
- Student Leadership opportunities which support students in the school community

Cultural Development

A student's cultural development refers to an increasing understanding of those values, beliefs, customs, knowledge and skills, which link groups together and give people a sense of identity. At our School we seek to develop in students an understanding and awareness of their culture within a multi-cultural society and encourage personal values and self-esteem.

The cultural development of students is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio- economic groups in the local, national and global communities.

Our curriculum provides experiences of all aspects of culture for students including languages, aesthetic, mathematical, literacy, and technological, scientific, musical, political, economic and religious education. The teaching of modern foreign languages has a specific role in supporting the teaching and learning for pupils about cultural diversity through the curriculum and international links with partner schools. There are also opportunities for cultural visits and exchanges including:

- Creative and performing arts for all students
- Cultural visits abroad
- Visits to centres of cultural interest
- Extra-curricular activities

Roles and Responsibilities

Every teacher and adult in the school has a part to play within the SMSC agenda. The Deputy Headteacher will monitor the progress of The Ravensbourne School's SMSC agenda through the feedback received from the Assistant Headteacher: Pastoral (KS3) The Assistant Headteacher: Pastoral (KS3) leads the school's response to the SMSC Agenda supported by the Strategy Leaders for SMSC in providing a range of opportunities and experiences that allow students to achieve in all strands. The Assistant Headteacher: Pastoral (KS3) and the Strategy Leaders for SMSC take responsibility for organising and chair meetings of staff involved in delivering aspects of SMC; producing a Development Plan for SMSC ensuring that it is reviewed and evaluated on an annual basis, and oversees professional development of staff in relation to SMSC.

