



# Spiritual, Moral, Social and Cultural Development Policy

Adopted: Autumn 2013

Signed: .....

Reviewed: May 2017

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## **Mission Statement**

Chatsworth High School & Community College is a caring, happy and progressive learning community in which each person is valued equally and respected unconditionally. Our school community promotes high expectations for each person and supports every member of our school community in achieving their potential as life-long learners. At Chatsworth High School every person matters.

## **Ten Core Beliefs**

1. We believe the health and safety of our students is paramount
2. We believe in the right of all people to be emotionally healthy, financially secure and learning fulfilled
3. We believe we should all belong and feel we all belong
4. We believe in continuously improving our school through honest, collaborative teamwork
5. We believe our curriculum should be relevant, purposeful, accessible and constantly evolving
6. We believe teaching and learning should be enjoyable, exciting and consistently inclusive
7. We believe teaching and learning should be founded on established best practice and an openness to innovative approaches
8. We believe in working hard and doing our best
9. We believe we should help one another in our learning and support one another in our lives
10. We believe we are providing a foundation for our students' adult lives

## **Introduction & rationale**

The Governors believe that our students' Spiritual, Moral, Social & Cultural development (SMSC) is of paramount importance to their school careers and to their lives. It resonates with our drive for lifelong learning, self-fulfillment and social inclusion. This value system permeates every element of our Mission Statement and our Core Beliefs. Similarly, it is our intention that SMSC underpins all learning and interactions as a school community. Despite the amorphous nature of this multi-faceted area of provision, we have a profound belief that all learners must have access to appropriate SMSC learning opportunities, across the curriculum, throughout their daily lives at Chatsworth. The purpose of this policy is to clarify, as much as is possible, what we consider SMSC to be and how we ensure it is planned for considerately, monitored carefully and evaluated thoroughly.

## **Objectives for SMSC at Chatsworth**

**Spiritual** development can be seen as the development of the non-material element of being human which animates and sustains individuals and, depending on their point of view, either ends or continues in some form when they die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a 'spirit.' Some people call it the development of a person's 'soul'; others as the development of 'personality' or 'character. At Chatsworth, spiritual development may be achieved through:

- Developing personal values and beliefs
- Experiencing fascination, awe and wonder
- Exploring the values and beliefs of others
- Understanding human feelings and emotions
- Using imagination and creativity in learning

**Moral** development is about pupils building a framework of moral values which regulates their personal behaviour; developing an understanding of society's shared and agreed values; understanding that there are issues where there is disagreement and that society's values change; developing knowledge of a range of views on moral and ethical issues, the reasons for the range and their own response to the different views. At Chatsworth, moral development may be achieved through:

- Developing and expressing personal views or values
- Moral codes and models of moral virtue
- Recognising right and wrong and applying it
- Understanding the consequences of actions

Pupils who are **socially aware** adjust appropriately and sensitively to a range of social contexts. They relate well to others and work successfully as a member of a team. Wherever possible, pupils share their views and opinions and work towards trying to reach solutions to problems. They show respect for people, living things, property and the environment. At Chatsworth, social development may be achieved through:

- Developing personal qualities and using social skills
- Participating, cooperating and resolving conflicts
- Understanding how communities and societies function

**Cultural** development is about pupils understanding their own background and culture and other cultures in their locality and in the country as a whole; understanding cultures represented in Europe and elsewhere in the world; understanding and feeling comfortable in a variety of cultures; and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are

always changing and coping with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism. At Chatsworth, cultural development may be achieved through:

- Exploring, understanding and respecting diversity
- Participating and responding to cultural activities
- Understanding and appreciating personal influences

### **SMSC and the curriculum**

SMSC is woven into every area of the school curriculum; in some curriculum areas, such as the Creative arts, Humanities and RE, this may be more obviously apparent. However, the teaching team at Chatsworth is committed to the provision of SMSC development opportunities in all areas of learning, working both proactively and responsively to ensure that we make the very most of every available opportunity.

### **SMSC & British Values**

#### *Our Values Statement:*

At Chatsworth we promote 'British Values' through our SMSC provision, which is embedded across all curriculum areas, and through our Citizenship Curriculum.

We firmly believe that the development of British Values, as with all aspects of SMSC, is most successful when those values and attitudes are promoted and demonstrated by all members of staff, providing a model of behavior for our pupils.

The curriculum at Key Stages 3, 4 and 5 offers broad and balanced opportunities for all students.

'British Values' have been identified as:

### *Democracy*

The ability to understand and communicate are vastly important areas of learning. It is our mission to ensure children have a 'voice' to communicate, which may be achieved by a range of means such as using words, objects, photographs, pictures, symbols, objects of reference, eye pointing and body language.

Students are empowered by opportunities to make choices about the things they believe to be important to them. By valuing each voice, and by listening and responding to each voice, we demonstrate our commitment to democracy and liberty.

We have an active School Council at Chatsworth.

### *Rule of Law*

We involve students in setting codes of behaviour for the whole school community and some classes may also decide on a set of class rules for themselves. As students mature and develop awareness of the world around them their attention is drawn, wherever possible, to the role of the police and the law of the land through the delivery of the Citizenship Curriculum.

Students are supported to learn to manage their own behaviour and take responsibility for their actions. Wherever possible, students are supported to identify links between actions and consequences through a process of reflection and reparation. As a result, a safe and secure environment is created in which learning can best take place.

### *Individual Liberty*

Students are encouraged to become active, responsible and valued citizens.

Student independence is, therefore, a key learning objective across the curriculum. We endeavour to meaningfully demonstrate that everyone has rights and responsibilities and students are encouraged to undertake meaningful roles in the day to day running of the school through various tasks and jobs. We support others by supporting a range of charitable events and organisations.

### *Mutual Respect*

We promote meaningful inclusion across the spectrum of our school's organisation and events. Within school, students work with a range of people and interactions with others are always positively promoted. This includes working with students from other schools, artists, visitors and theatre groups etc. the curriculum for our students includes, as much as each individual is capable, moving to a range of places in the school and wider communities to engage with different situations and people, and with their learning. Examples of this, beyond standard curriculum provision, may include sports events, community events, visits to local places of interest and national or international residential visits.

### *Tolerance of different Faiths and Beliefs*

We strive to make our school and local community a place where each and every person is truly valued equally, without regard to ability, gender, faith, heritage or race.

Cultural development and appreciation forms a part of our curriculum. We place great emphasis on encouraging participation in various events and celebrations to broaden every student's experiences and awareness of others.

## **Practice**

### *Curriculum Planning*

Teachers plan for SMSC opportunities in all lessons and, similarly, when producing **Schemes of Learning** (SoL) running over the course of a term. SMSC

opportunities are varied, diverse and bespoke to the needs of class groups and individual pupils. **Lesson plans** and SoL contain discrete objectives for the students' SMSC development.

#### *Individual SMSC targets and profiles*

In cases where a concern about a student's development, learning, safety and/or emotional well-being is raised, an intervention may be put into action through the use of focused and individualised SMSC target setting. Targets can be devised using the **SMSC profile** (see appendix 1) as an indicator of the student's areas of need. For such a student, the SMSC profile would be completed by their pastoral tutor and team. Where students may move on to a new class in the next academic year, the pastoral tutor passes on their profile to inform any further SMSC development planning for the forthcoming academic year. Pastoral tutors are responsible for:

- The completion of SMSC profiles as and when this is decided to be appropriate, for example in response to a Pupil Progress Meeting
- The identification and evaluation of termly SMSC targets for the relevant student(s)
- Reporting students' development in the area of SMSC to the SMSC coordinator, Matt Lawrenson
- Passing on any SMSC profiles to a new pastoral tutor

#### *Super Learning Days*

Once a term, the school hosts a three-day *Super Learning* event. During these events, planned learning from SoLs is suspended and is, instead, based on a theme generated by the staff team in response to perceived areas of interest and need. Recent examples have included *The Olympics*, *Spain*, *The 1940s*, and *Australia*. The event is planned and prepared for by a team of around five or six teaching staff and a rota produced by the SMSC coordinator ensures that all



teachers are included in this process over the course of an academic year. A typical model for the planning and layout of a *Super Learning* event may be found in appendix 2.

**Links with other school policies:**

- Behaviour Support Policy
- Anti-Bullying Policy
- Parent/carer Liaison Policy
- Respect Charter
- Safeguarding Policy
- E-safety Policy
- Anti-Racism Policy
- RE Curriculum

**Conclusion**

Our students' SMSC and British Values development are deeply embedded in our practice here at Chatsworth. It is a strong feature of our provision that all members of the community should feel ownership of. It pervades every element of our practice and our school ethos. By working together to develop and monitor our provision using appropriate tools and resources, we are able to maintain breadth as well as depth; build further on areas of strength; and focus learning and development in those areas of greatest need for individual students.

## Appendix 1 – SMSC Profile

### Pupil SMSC Profile

Name:

DoB:

DoA:

Tutor Group:

**Rating scale:** (Please base ratings on the past twelve months)

**1 = Needs action    2 = keep under review    3 = adequate    4 = good    5 = outstanding**

<b>1. Enjoyment and Achievement</b>	<b>Rating</b>	<b>3 Keeping healthy (cont'd)</b>	<b>Rating</b>
1.1 Participates in activities with support.		3.7 Is aware of the risks of smoking, and drinking.	
1.2 Participates in activities independently.		3.8 Presents as mentally and emotionally secure in school	
1.3 Co-operates with adults		<b>TOTAL</b>	
1.4 Enjoys being with other students		<b>4. Makes a positive contribution</b>	
1.5 Works well in a group.		4.1 Understand that it is okay to say how they feel.	
1.6 Smiles when receives praise.		4.2 . <b>Understands that they have choices.</b>	
1.7 Engages with adult interaction		4.3 Confident to say “no” when appropriate.	
1.8 Enjoys learning, showing this by laughing, smiling and participating		4.4 Able to engage in personal target-setting	
1.9 Attempts an activity they find challenging		4.4 Will partake with in class discussions	
1.10 Enters classroom with willingness to participate in lesson.		4.6 Talks to school visitors	
1.11 Engages in own learning and target-setting		4.7 Will communicate their opinions and choices to others	
1.12 Feels comfortable to express themselves.		4.8 Participate in school council	
1.13 Initiates interaction with adults		<b>4.9 Understands simple rules/boundaries/routines and responds to these.</b>	
1.14 Making good progress towards the next P level (numeracy)			
1.15 Making good progress towards the next P level (literacy)		4.10 Cares for own possessions.	
1.16 Making good progress towards the next P level (PSHE)		4.11 Shows concern/helps others.	
1.17 Making good progress towards the next P level in all other subjects		4.12 Works well in group situations.	
1.18 can distinguish right from wrong and, where appropriate, respects civil and criminal law		4.13 Has high self-knowledge, self-esteem and self-confidence	
1.19 accepts responsibility for behaviour, shows initiative, and understands how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely			
<b>TOTAL</b>		<b>TOTAL</b>	
<b>2. Keeps safe</b>		<b>5. Economic well-being</b>	
2.1 Has an awareness of road safety.		5.1 Is working within National Curriculum level 1 or above in literacy	
2.2 Has an awareness of the dangers of strangers		5.2 Is working within National curriculum level 1 or above in Numeracy	
2.2 Is able to travel independently on public transport		5.3 Independent in use of ICT	
2.4 Has an awareness of dangers in the environment (scissors, knives, hot objects,		5.4 Able to work with independence	

breakable objects etc).			
2.5 Feels pain/injury (has an average pain threshold).		5.5 Takes personal responsibility for belongings and equipment for work and school	
2.6 Does not need special medical intervention (BM, VR, Gastro, Trachy)		5.6 Organises self with competence	
2.7 Does not become violent towards self or others.		5.7 Independent problem-solver (eg – if lost and without money-would know what to do)	
<b>TOTAL</b>		5.8 Contributes to group problem-solving	
<b>3. Keeping healthy</b>		5.9 Has participated in work experience	
3.1 Participates in physical activity with support		5.10 Has good self-esteem	
3.2 Partakes in physical activity independently		5.11 Has experienced/participated in activities outside of the school environment including shopping, using a bank etc.	
3.3 Enjoys physical activity and chooses to participate.		5.12 Has a broad general knowledge of public institutions and services in England	
3.4 Eats healthy food for snack.			
3.5 When given a choice chooses healthy food..			
3.6 Shows an understanding of what a healthy lifestyle is.			

<b>6. Cultural Development</b>		6.14 Has sung in the school choir	
6.1 Regularly takes part in different cultural activities, such as reading books and story-telling, arts and crafts, making short animations, singing, music-making and dance		6.15 If appropriate, has had chance to create, to design, to devise, to compose and to choreograph their own work in collaboration with their classmates	
6.2 Has visited age appropriate events and venues, such as a theatre, cinema, concert hall, museum, gallery, library or heritage site.		6.16 Receives the support necessary to take an interest or passion further	
6.3 Has access to Cultural Education subjects		6.17 Is aware of the other activities and resources available to them in their local area	
6.4 Has taken part in the making (writing, acting, shooting, editing) of a short film		6.18 Has joined a lunchtime or after school club to continue their interests	
6.5 Has experience of creating work by themselves, such as writing a story, poem or play text.		6.19 Has been exposed to different forms of each cultural area (for example: literature includes poetry, play texts, short stories and novels; music genres include classical, pop, hip hop, rock, jazz, folk, musical theatre and world)	
6.6 Has Presented, displayed or performed to an audience		6.20 Has had the chance to learn a musical instrument	
6.7 Regularly takes part in singing		6.21 Has attended professional concerts and plays	
6.8 Has been encouraged to use digital technology as a means of accessing and gaining a deeper understanding of great culture		6.22 Has Watched/learned about films from outside of the mainstream 'Hollywood blockbusters', with a specific emphasis on British film	
6.9 Has been encouraged to be adventurous in their choices about cultural activities, by learning about literature, films, visual arts, crafts, heritage, music and dance that is beyond the scope of their normal everyday		6.23 Has read a broad range of books both by living authors and by authors who may no longer be alive, but whose books are regarded as literary classics. Some of these books might be about subjects that are	

engagement		directly relevant to the readers' lives today, but young people should also be reading books that expand horizons and show them the possibilities in the world beyond their own direct experiences.	
6.10 Has taken part in dramatic performances		6.24 Is a regular user of a library	
6.11 Has taken part in workshops with professional artists, craftsmen, architects, musicians, archivists, curators, dancers, filmmakers, poets, authors or actors		6.25 Has had the opportunity to achieve their Arts Award Gold, supporting progression to further and higher education and employment.	
6.12 Has had their artistic and creative work celebrated in school and in their wider local community through publication, exhibitions, performance and screenings		6.26 Has had a chance to learn about careers in the Creative and Cultural Industries and been supported to find work experience in these areas, should they wish to pursue it	
6.13 reads books for pleasure, rather than only as part of their schoolwork		6.27 Has had the chance to lead or shape activity in school by helping with a club, acting as an 'arts mentor' or helping in the school library	

**Overall profile (in regard to aspect totals and severity of need)**

Aspect	Severe range of need	Moderate range of need	Satisfactory to good range of progress	Good to outstanding range of progress	Pupil's totals and levels of need
1. Enjoy & achieve	19-33	34 - 50	51 - 67	68 - 95	
2. Keeping safe	7 - 13	14 - 20	21 - 27	28 - 35	
3. Keeping healthy	8 - 15	16 - 23	24 - 31	32 - 40	
4. Positive contribution	13 - 23	24 - 35	36 - 47	48 - 65	
5. Economic well-being	12 - 21	22 - 32	33 - 43	44 - 60	
6. Cultural Development	27 - 35	36 - 70	71 - 105	106 - 135	

## Appendix 2: Typical model for planning and layout of a *Super Learning* event

