



# **Lincoln Christ's Hospital School**

## **Spiritual, Moral, Social and Cultural (SMSC) Policy**

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## **1 Introduction**

At Lincoln Christ's Hospital school we recognise that the personal development of students, spiritually, morally, socially and culturally, plays a significant role in their ability to learn and achieve. We not only recognise that this is our educational responsibility, but that it is our duty to create well-rounded young adults who will grow to be responsible and knowledgeable future citizens. We therefore aim to provide an education that provides students with opportunities to explore and develop their own beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions, an appreciation of the diversity and richness of different cultures and a positive attitude towards traditional British values such as democracy, respect, tolerance, individual freedom and the rule of law. We aim to ensure that we nurture students who can participate fully and positively in a democratic, modern Britain.

### **1.1 How this Policy was Created**

This policy was prepared and consulted on during term 6 2015. This policy was informed by section 78 of the Education Act 2002, Ofsted's School Inspection Handbook, January 2015, DFE supplementary information - Improving the spiritual, moral, social and cultural (SMSC) development of pupils, November 2014 and DFE – Promoting fundamental British values as part of SMSC in schools, November 2014. It was written by the Director of SMSC following consultation with the Headteacher and full Governing Body.

### **1.2 Description of Lincoln Christ's Hospital School Academy**

*Lincoln Christ's Hospital School Academy is a voluntary-aided 11-18 comprehensive School with approximately 1400 on roll at the start of term 1 2015. The School is genuinely comprehensive with a tremendous range of abilities and backgrounds, including 9.3% of students with English as an additional language, 26% of students eligible for free school meals and a school deprivation indicator of 0.25. Approximately 12.1% of students have SEN and are supported with School Action Plus. The school has approximately 15 feeder primary schools.*

### **1.3 Aims of our SMSC Policy**

This policy is a working document, owned and used by those to whom it applies. SMSC development helps prepare students for the opportunities, responsibilities and experiences of adult life. SMSC activities contribute to personal development within students and to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe healthy and fulfilling lives
- responsible citizens who make a positive contribution to society

SMSC, therefore, underpins all that we do as a school. It pertains to the personal development of the whole-child. As such, every member of staff is involved. This policy, therefore, provides direction and guidance for the facilitation of SMSC so that:

- a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school
- pupils have a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience
- pupils have the opportunity to develop an understanding of their individual and group identity
- pupils can develop an understanding of their social and cultural environment, and an
- appreciation of the many cultures that enrich our society each pupil has the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

#### **1.4 Terms and definitions**

According to Ofsted 2015, Pupils' **spiritual development** is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Pupils' **moral development** is shown by their:

- ability to recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

Pupils' **social development** is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils 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 democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Pupils' **cultural development** 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

## **2 Teaching and Organisation**

2.1 All curriculum areas have a contribution to make to a student's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. SMSC will take place within assemblies, tutor sessions and lesson activities that encourage students to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

2.1 A variety of opportunities will be made available during tutor sessions and subjects for students to practise the skills and attitudes that enable them to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc.

2.2 Tutor sessions and subject lessons will provide opportunities for students to:

- listen and talk to each other
- learn an awareness of treating all as equals, and accepting people who are physically, mentally, culturally and spiritually different
- agree and disagree
- take turns and share equipment.
- work co-operatively and collaboratively.

2.3 Discussions will give students opportunities to:

- Talk about personal experiences and feelings
- Express and clarify their own ideas and beliefs
- Speak about difficult events, e.g. bullying, death etc
- Share thoughts and feelings with other people
- Explore relationships with friends/family/others
- Consider the needs and behaviour of others
- Show empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging

2.4 Tutor sessions will include circle time activities. This gives pupils the opportunity to develop skills such as listening and empathising; it can promote respect for others and self-esteem. It can also be used to react to a particular problem. For example, if a particular group of youngsters is involved in bullying behaviour this could be openly discussed in the circle. Another example might be if a pupil is being socially excluded because of a perceived difference. A circle time discussion could be initiated which focused on an individual's right to be different. This could be done in such a way that it did not draw attention to the excluded individual but promoted reflection about the underlying causes of the isolation.

### **3. Monitoring and Evaluation**

3.1 Monitoring and evaluation of SMSC will reflect its multi-faceted nature. As such, an eclectic approach will be adopted when recording, monitoring and evaluating provision. Methods include:

- A wide-ranging and consistent use of SMSC GridMaker
- Pupil self-assessment
- One to one pupil interviews
- Focused learning walks around school
- Monitoring of teaching and learning and work scrutiny by SLT
- Department SOW
- School website
- Tutor session 'drop in'

3.2 The Director of SMSC is responsible for the monitoring and evaluation of SMSC.

## **4 Review**

This policy will be reviewed in accordance with the policy review schedule. This will take place annually by the Director of SMSC, under the guidance of the Headteacher and the SMSC Link member of the Governing Body.