IMBERHORNE SCHOOL
Policy Document

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Compassion
Achievement
Respect
Endeavour

The Cornerstones of our
Learning Community

Spiritual, Moral, Social and Cultural (SMSC) Policy

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Prepared by:	Kitty Marlborough
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At Imberhorne our School motto of Compassion, Achievement, Respect and Endeavour exemplifies our commitment to the spiritual, moral, social and cultural development of our students. We aim to provide an education that creates opportunities for students to explore and develop their own values, beliefs and spiritual awareness. Furthermore, we encourage high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures in the United Kingdom and the wider world. Promoting children and young people's SMSC development is important because it opens the door for every student to make contact with who they are and others in the world.

General Aims
- To ensure that everyone connected with the school is aware of our aims, values and ethos
- To ensure a consistent approach to the development of SMSC understanding throughout the curriculum and the general life of the school
- To ensure that a student's education is set within a context that is meaningful and appropriate to their age, aptitude and background
- To give each student a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience
- To enable students to develop an understanding of their individual and group identity
- To enable students to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that enrich our society
- To give each student the opportunity to explore social and moral issues, to develop a sense of social and moral responsibility and to develop self-esteem and respect for others
- To give each student the opportunity to develop skills and attitudes such as empathy, respect, open-mindedness, sensitivity and critical awareness

All curriculum areas provide opportunities to:
- Listen and talk to each other
- Develop an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties
- Agree and disagree
- Experience good role models
- Take turns and share ideas, equipment and give peers the opportunity to contribute
- Work co-operatively and collaboratively

All curriculum areas are encouraged to plan & provide opportunities to cultivate:

Spiritual Development

As a school, we aim to provide learning opportunities that will enable students to:
- Sustain their self-esteem in their learning experience
- Develop their capacity for critical and independent thought
- Develop their emotional literacy and enable them to express their feelings
- Experience moments of stillness and reflection
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life

Moral Development
As a school, we aim to provide learning opportunities that will enable students to:
- Recognise the unique value of each individual
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong
- Show respect for the environment
- Make informed and independent judgments

Social Development
As a school, we aim to promote opportunities that will enable students to:
- Develop an understanding of their individual and group identity
- Learn about service in the school and wider community
- Begin to understand social justice and a concern for the disadvantaged
- Understand their responsibility to the communities to which they belong
- Develop their economic wellbeing to enable them to take a responsible role in society
- Enable them to become lifelong learners

Cultural Development
As a school, we aim to promote opportunities that will enable students to:
- Recognise the value and richness of cultural diversity in Britain
- Recognise Christianity as the primary faith of our country and its place in a world-wide faith
- Recognise other world-wide faiths and their contribution to our society
- Develop an understanding of their social and cultural environment
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions

How the curriculum contributes to SMSC:

The Contribution of Art
Art contributes to our students' SMSC development through:
- Developing students' aesthetic appreciation
- In turn, Art evokes feelings of 'awe' and 'wonder'
- Giving students the chance to reflect on nature, their environment and surroundings
- Studying artists with a spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War paintings

The contribution of Business and Economics:
Business and Economics contribute to our students' SMSC through:
- Spiritual development –developing the students capacity for critical and independent thought through discussion in lessons using current topics and independent tasks to build on this. Particularly in economics we discuss the students and the rest of the world's beliefs, values and responses to personal experiences and relate them to the topic we are studying.

- Moral development- regularly in lessons, we listen and respond appropriately to the views of others in particularly in debates that are had. Students gain confidence to cope with setbacks and learn from mistakes through a positive working environment. Students use current topics and exam specifications to make informed and independent judgements.

- Social development – ensuring that in lessons we help students to understand social justice and have a concern for the disadvantaged, looking at inequality and issues created by this. Students develop their economic wellbeing to enable them to take a responsible role in society by looking at each role every economic actor has to play in a society.

- Cultural development –developing an understanding of their social and cultural environment by looking at development in economics and looking at other societies in the world. Students also develop an understanding of Britain's local, national, European, Commonwealth and global dimensions by looking at international trade, trading blocs and globalisation.

The Contribution of Computing
Computing contributes to our students' SMSC development through:
- Preparing the students for the challenges of living and learning in a technologically enriched, increasingly interconnected world.

The Contribution of Dance
- Dance is a form of art, with opportunities to know and appreciate the cultural understanding of the meaning of dance form (e.g. Capoeira) to religion and culture
- Dance allows students to understand equality as a group member when developing themes or performing with others. It also provides opportunities to empathise with issues while expressing them through dance.
- Dance builds self-esteem and confidence when mastering a new dance vocabulary and performing to others. Dance helps students to develop mental well-being, to aim high and feel good about themselves.
- Dance lends itself to constant giving and receiving of feedback – analysis, class discussion and pair work.

The Contribution of Design and Technology
Design and Technology makes a contribution to students' SMSC development through:
- 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

The Contribution of Drama
Drama contributes to our students' SMSC development through:
- Students putting themselves into others' situations and developing an empathetic response via creating drama.
- Activities involving co-operation, teamwork and self-discipline
- Personal development of students, developing confidence when presenting in front of others and sharing ideas and opinions.

- Discussing and reflecting upon a range of personal experiences (in terms of group work and performance pieces) and observed experiences (trips, professional and peer performances).

The Contribution of English
English contributes to our students' SMSC development through:
- Developing confidence and expertise in language, which is an important aspect of individual and social identity
- Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television
- Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film
- Helping students to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language

The Contribution of Food Technology
Food Technology contributes to our students' SMSC development through:
- Giving the opportunity to examine cultural differences in food and diet.
- Reflecting on the social issues around food such as price and income.
- Acknowledging government guidelines for health and dietary requirements.
- Reflecting on the moral issues concerning food production in poorer countries.
- Making clear the guidelines about the ethical use of the internet
- Acknowledging advances in technology and appreciation for human achievement

The Contribution of Geography
Geography contributes to our students' SMSC development through:
- Opportunities for reflection on the creation of earth and its origins, future and diversity
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change
- A study of people and physical geography gives our students the chance to reflect on the social and cultural characteristics of society

The Contribution of Health and Social Care
Health and Social Care contributes to our students' SMSC development through:
- Developing confidence and expertise in language and research skills, which is an important aspect of individual and social identity
- Enabling students to understand and engage with the feelings and values embodied in considering different case studies which look at individuals who access different care services and the issues they face
- Encouraging students to use a wide range to sources in addition to the internet especially news reports to be aware of topical issues such as funding and staff issues that can affect the vulnerability of those accessing care services
- Developing students' awareness of moral and social issues in fiction and non-fiction sources. Looking at cases where safeguarding and safety have been negatively affected by different factors such as poor communication and quality of care (Legislation to protect and safeguard)
- Helping students to understand to be aware and tolerant of others and the day-to-day issues they face. Being aware of being non-judgemental and developing a sense of empathy towards others and what they are facing both in and out of the classroom.
- By developing an awareness of the personal qualities needed to provide good care, students often build self-awareness and reflect on their own personality

The Contribution of History

History contributes to our students' SMSC development through:

- Looking at the creation and evolution of British society
- Enabling students to reflect on issues such as slavery, the holocaust and Imperialism
- Showing an awareness of the moral implications of the actions of historical figures

The Contribution of Mathematics

Mathematics contributes to our students' SMSC development through:

- Spiritual development: through helping students obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns
- Moral development: helping students recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth
- Social development: through helping students work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately
- Cultural development: through helping students appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics

The Contribution of Media

Media contributes to our students' SMSC development through:

- Developing a critical understanding of the world around us. Making students more aware of the political and social views of society and how different Media institutions can construct their own ideologies
- Supporting students to develop analytical approaches to different sources and text. Focusing on set representations and ideas presented by a range of theorists. Avoiding textual determinism
- Raising awareness as to how the media is regulated, using real examples
- Supporting students in creative tasks, allowing them to express their thoughts and understanding through their own Media productions
- Encouraging independence through extended projects

The Contribution of Modern Foreign Languages

Modern Foreign Languages contributes to our students' SMSC development through:

- Gaining insights into the way of life, cultural traditions, moral and social developments of other people
- Social skills are developed through group activities and communication exercises
- Listening skills are improved through oral/aural work

The Contribution of Music

Music contributes to our students' SMSC development through:

- Teaching that encourages students to be open to the music of other cultures
- Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances)
- Lead students to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience
- Looking at the way music can change moods and behaviour
- Offer a range of high quality off-timetable music enrichment activities, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers

The Contribution of Personal Development (PD)

PD makes a distinctive and substantial contribution to the delivery of SMSC:

- Students' education is concerned with the qualities and attitudes, knowledge and understanding and abilities and skills in relation to oneself and others
- Students will develop a sense of social responsibility and morality as well as the ability to evaluate the social, moral, economic and religious considerations in ethical debates
- Students will be educated about the physical and emotional changes that occur throughout their lives. They will develop an understanding of how different factors may affect their physical and emotional wellbeing
- They will develop a deep-rooted understanding on how to care for themselves and others as they mature to adulthood
- Students will be taught to be considerate and enterprising in the present while preparing them for an informed and active involvement in family, social, economic and civic life.
- The curriculum will ensure that every child is healthy and safe, provides for their future economic wellbeing and can enjoy and achieve

The Contribution of Physical Education
Students' SMSC development is actively promoted though PE by:
- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play
- Exploring the sports and traditions of a variety of cultures, such as handball and baseball
- Providing individual activities that provide the opportunity for self-reflection, awareness and challenge
- Students learning to be supportive of each other in a range of situations; as team-mates, winners, losers etc

The Contribution of Politics and Sociology
Politics and Sociology contribute to our students' SMSC development through:
- Looking at what it means to be British, and exploring how British culture has become enriched in the encounters between the UK and the rest of the world
- Developing students' awareness of homophobia, sexism, racism and other forms of prejudice in society, and helping them come to a rational understanding as to their causes and solutions to these social evils
- Enabling students to become aware the rise of far-right nationalism and its causes and impacts on minority groups
- Helping students develop their critical thinking skills so that they are better able to reflect on information and research it, and thus come to informed conclusions

The Contribution of Religious Education
RE makes a distinctive and substantial contribution to the delivery of SMSC development through:
- Spiritual: the experience and search for meaning, the purpose in life and the values by which we live. In learning about different religions and why people believe, students have the opportunity to learn from their experiences, to reflect on, interpret spirituality and their own lives, discuss, and reflect on ultimate questions
- Moral: students to learn about shared and differing moral values. RE allows students to debate moral dilemmas about right and wrong, good and bad, peace etc. RE allows students to discuss issues such as people's responsibility towards the world and future generations. Through RE students have the opportunity to make a personal response to right and wrong and to consider other peoples' responses to moral issues.
- Social: exploring similarities and differences in religions and cultures through which students should begin to link religion to personal action in everyday life. This is reflected in their relations with others in the classroom and their ability to work together co-operatively.
- Cultural: learning about other religions, giving students an opportunity to learn what it means to belong, to develop confidence in themselves and be able to respond positively to similarities and differences in our multi-faith and changing society.

The Contribution of Science

Science contributes to our students' SMSC development through:

- Encouraging students to reflect on the wonder 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
- Co-operation in practical activities
- Raising awareness that scientific developments are the product of many people's thoughts, contributions, reasons and research

Beyond the Curriculum

We deliver SMSC through a variety of ways beyond the curriculum:

- Student Leadership, including the student council and leading students
- Sports Leadership Programme
- Peer Mentor Programmes
- Assemblies have a Spiritual, Moral, Social or Cultural theme
- Through our global links with Tanzania, Sweden, Germany and Spain
- Eco Schools and Fair Trade
- Our extensive Extra-Curricular Programme
- School productions – Drama performances, The School Musical, iDance, Music concerts and Musician of the year
- Duke of Edinburgh Award Scheme (Bronze, Silver and Gold)
- Work Experience for Year 10
- Rewards events, recognising how students have contributed towards the school and wider community
- Educational enrichment trips – Residential and non residential
- Holocaust Memorial Day

Appendix 1: Character Education Key Principles

KEY PRINCIPLES FOR CHARACTER EDUCATION

• Character is important: it contributes to human and societal flourishing

• A school culture that enables students to satisfy their needs for positive relationships, competence, and self-determination facilitates the acquisition of good character

• Character should be taught: direct teaching of character provides the rationale, language and tools to use in developing character elsewhere in and out of school

• Character should be developed in partnership with parents, employers and other community organisations

Critical Thinking
Communication
Resilience
Empathy
Creativity
Collaboration

CHARACTER EDUCATION