

Status: Statutory	Member of staff responsible: Principal/Headteacher	Implementation date: September 2017
Issue No: 1A	Approved by: BCAT	Next Review Date: June 2018

Bedford College Academies Trust

SOCIAL, MORAL, SPIRITUAL AND CULTURAL POLICY

Our Vision

“The BCAT vision is to support students to achieve their absolute best whatever their ability or background. We aim to:

1. Work collaboratively to deliver an inclusive and outstanding education to all students, thereby driving up local standards.
2. Maximise social mobility and life chances, through the highest expectations of and aspirations for all students.
3. Encourage and support a range of high performing and distinctive educational establishments for local communities.”

Our Values

Student focus - We will seek to achieve a high quality learning experience for every student

High performance - We will strive for consistently high levels of performance in all aspects of our work.

Respect, openness and honesty - We will treat everyone with respect, encourage openness and honesty, and recognise each other’s contribution and achievements.

Policy Statement

Parents, teachers, government, inspectors and children all agree that school is about far more than learning the curriculum. Spiritual, Moral, Social and Cultural development is the term used to embrace this broader dimension. It ranges from teaching in RE and citizenship through to sex and relationship education and a wide range of extra-curricular and out-of-school activities. Importantly these vital dimensions of life and growth should be present across the entire curriculum.

At BCAT Schools we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We

therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, 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 their cultures.

SMSC plays a significant part in a child's ability to learn and to achieve. All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development.

Christian values, principles and spirituality will be explored throughout the curriculum. The integrity and spirituality of other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Children should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Children should understand the need for rules and the need to abide by rules for the good of everyone. All adults will reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupil's work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teacher's planning and learning resources.

1. Aims of S.M.S.C.

To ensure that everyone connected with the school is aware of our values and principles.

To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.

To ensure that a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.

To ensure that children know what is expected of them and why.

To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.

To enable children to develop an understanding of their individual and group identity.

To enable children to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.

To give each child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

2. Learning and Teaching

Spiritual Development – BCAT schools aim is to provide learning opportunities that will enable children to:

Sustain their self-esteem in their learning experience.
Develop their capacity for critical and independent thought.
Foster their emotional life and 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 – BCAT schools aim to provide learning opportunities that will enable children 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 judgements.

Social Development –BCAT schools aim to promote opportunities that will enable pupils to:

Develop an understanding of their individual and group identity.
Learn about service in the school and wider community.
Begin to understand the need for social justice and a concern for the disadvantaged.

Cultural Development – BCAT schools aim to promote opportunities that will enable pupils to:

Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
Develop an understanding of their social and cultural environment.
Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to Religious Education, Personal, Social, Health & Citizenship Education.
Within all curricular activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Through classroom discussions we will give the children 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.

Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

Many curriculum areas provide opportunities to:

Listen and talk to each other.

Learn 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 equipment.

Work co-operatively and collaboratively

Practical activities to develop SMSC will include: Working together in different groupings and situations.

Encouraging children to behave appropriately at meal times.

Taking responsibility e.g. school councillors, sports ambassadors, delivering messages and looking after younger children.

Encouraging teamwork in PE and games.

Appreciation of and respect for the work and performance of other children regardless of ability.

Hearing music from different composers, cultures and genres e.g. in music for reflection time.

Meeting people from different cultures and countries.

Participating in a variety of different educational visits.

Participation in live performances.

Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days and global events.

Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.

Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.

Opportunities to make and evaluate food from other countries.

Opportunities in music to learn songs from different cultures and play a range of instruments.

Studying the contributions to society that certain famous people have made.

3. Links with the wider community

Visitors are welcomed into our school.

Visits to a variety of religious places of worship to develop an understanding of the faiths of the wider community.

The school supports the work of a variety of charities.

The development of strong home-school links is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.

Children will be taught to appreciate and take responsibility for their local environment.

4. Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by: Monitoring of teaching and learning and work scrutiny by subject and Key stage Co-ordinators/ Headteacher/Governors. Regular discussions at staff and governors' meetings. RE/PSHE/SMSC development and, when relevant, inclusion in the School Development plan. Sharing of classroom work and practice (school and classroom displays).

5. Inclusion

The aims of BCAT schools are for each child reach their full potential and reflect our ethos of valuing individuality. We are committed to equality of opportunity regardless of race, cultural background, ability or any physical or sensory disability. We believe that all pupils have a right to experience a real environment in which they can learn that people are not all the same.

6. Implementation of Policy

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff.