

Spiritual, Moral, Social and Cultural Policy

Introduction

This policy replaces any previous policy and follows any relevant DfE regulations. All members of staff are affected by and expected to adhere to this policy.

In line with the college's Equal Opportunities and Special Educational Needs policies, we aim to give all students equal opportunities to take part in all aspects of college life, as far as is appropriate, practicable and compatible with giving regard to health and safety and the efficient education of other students.

This policy takes account of the Government's aim for children to have the support they need under Every Child Matters:

- to be healthy
- to stay safe
- to enjoy and achieve
- to make a positive contribution
- to achieve economic well-being

The policy will follow the five principles of the Children's Plan:

- to support parents and families
- to allow children to reach their full potential
- to enable children to enjoy their childhood whilst preparing for adult life
- to provide services in response to children and family needs
- to use preventative measures to help students avoid the possibility of failure

This policy is founded in the College's commitment to the development and maintenance of good behaviour and a positive and inclusive ethos for all members of the College community. It reflects the College's commitment to encourage and reflect diversity in all aspects of college life.

At Rooks Heath we recognise that for students to benefit from their time with us, we must ensure they have the best possible teaching and pastoral care and students must ensure that they try to meet the expectations placed on them in work, conduct and attitude. We believe that the College should actively promote all students' spiritual, moral, social and cultural development by "providing positive experiences through planned and coherent opportunities in the curriculum and through interactions with teachers, other adults and the local community" (Ofsted 2012). The aim of this Policy is to link and strengthen our whole College approach in order that the values inherent in our "we CARE" ethos becomes a reality for the students.

Foreword

Rooks Heath College is a mixed 11 to 18 multicultural comprehensive in the London Borough of Harrow. This policy is formulated by the Headteacher in consultation with staff and is monitored by other members of the College's Leadership and Management Group. The policy is subject to review every 3 years by the College's Leadership and Management Group and is subject to approval by the governors of the college. The policy will be reviewed regularly through the work of the CID Group.

Scope including statutory requirements

- This policy was developed in response to National guidance – OFSTED Promoting and evaluating students' spiritual, moral, social and cultural development 2004, the Education Reform Act 1988, the Education (Schools) Act 1992 and the School Inspections Act 1996.
- It also refers specifically to the most recent guidance from the Ofsted Framework, January 2012.
- It should be read in conjunction with other College policies on Equal Opportunities, SEND, Safeguarding and Child Protection, Collective Worship, Religious Education, Curriculum, Teaching and Learning and the PSHE and Citizenship schemes of work.
- The statutory requirement that schools should encourage students' SMSC development was first included in the Education Reform Act 1988.
'The curriculum (must be) a balanced and broadly based curriculum which —
(a) promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society; and
(b) prepares such students for the opportunities, responsibilities and experiences of adult life.'

This was followed by the Education (Schools) Act 1992 which stated that:

'The Chief Inspector for England shall have the general duty of keeping the Secretary of State informed about- the spiritual, moral, social and cultural development of students at those schools.'

All of the above guidance emphasises the need to establish the values schools should impart to students. It was clearly recognised that there is more to life than achieving high standards in academic subjects. The task was described as: '...the training of good human beings, purposeful and wise, themselves with a vision of what it is to be human and the kind of society that makes that possible'.

Rooks Heath College aspires to be a school where students are encouraged to strive for academic excellence with a spirit of open and shared enquiry, whilst developing their

individual potential and qualities of character so they can make a positive contribution to the world.

For full definitions of “Spiritual”, “Moral”, “Social” and “Cultural” as they might apply to our delivery please refer to Appendix 1 for the definitions provided by Ofsted.

Process and Practice

In order to realise the above aims we will do the following:

- Provide a coherent assembly and PSE programme which enables all four aspects to be delivered at different and appropriate times. See appropriate policies for more details.
- Provide opportunities for daily Acts of Collective Worship.
- Opportunities will also take place in enrichment activities. Those staff who run clubs, societies, OSAs and other events will develop their awareness of SMSC opportunities their activities have and maximise the benefits they bring.
- Hold fundraising events and select charities to benefit.
- At departmental level, Heads of Department will regularly audit with their teams the opportunities for covering relevant SMSC criteria in their Schemes of Work.
- Those with responsibility for publicising the College or liaising with other schools and organisations should consider the SMSC aspects of their public relations. In addition to being representatives of the School, they should report SMSC matters arising from their links to the School at appropriate occasions.
- At pastoral level, the Pastoral Team and groups of tutors will regularly discuss SMSC issues and appropriate thought will be given about how aspects of these issues may be best communicated to members of staff, to students and parents, and to other interested individuals.
- The CPD Co-ordinator will, with the Deputy Head teacher i/c curriculum, ensure that individual and whole staff SMSC needs are met in the CPD Development Plan.
- All Members of Staff (including associate staff) should be aware of the importance of SMSC development and the enhancement it brings to the life of the School. They should feel free to voice related concerns and interests within the normal pattern of departmental, tutorial and staff meetings.

Appendix 1 - Definitions

Spiritual Development

Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view; either ends or continues in some form when we 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 student’s ‘spirit’. Some people may call it the development of a student’s ‘soul’; others as the development of ‘personality’ or ‘character’.

As children develop physically they do so emotionally and psychologically. In studying at College to gain knowledge and skills their personal beliefs and identities are shaped. To help students in their positive spiritual development and to try to understand the meaning of life Rooks Heath aims to:

- a. Promote the range of beliefs, religious or, otherwise, which informs students’ perspective on life and their interest in, reflection of and respect for different people’s feelings and values.
- b. Promote students’ self-esteem by valuing and commending their achievements.
- c. Engage students’ imaginations and feelings by fostering creativity in their learning.

- d. Assist students to question, explore and embed a willingness for students to reflect on their experiences.
- e. Provide opportunities for students to discuss and exchange views and insights
- f. Encourage students to have a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- g. Support those who seek faith or wish to strengthen it.

Moral Development

Moral development is about the building, by students, of a framework of moral values which regulates their personal behaviour. It is also about the development of students' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views. Children enter secondary school with degrees of moral understanding defined by their families and friends and by their previous schooling. They should be encouraged to take personal responsibility for their words and actions. They should be expected to reject any form of bullying, discrimination or cruelty. They should be helped to deal with any moral dilemmas they may face. To help them develop a clear and positive moral code at School and in the wider world, Rooks Heath aims to ensure that students should be led to respect:

- a. The importance of truth and honesty.
- b. An understanding of the consequences of their actions
- c. The importance of observing rules and undertaking responsibilities and the ability to recognise the difference between right and wrong and a readiness to apply this understanding to their own lives and situations.
- d. The importance of compassion and of tact.
- e. The positive beliefs and feelings, and the property and rights, of others.
- f. Their environments – both at school and in the wider world.
- g. An interest in investigating, and offering reasoned views about, moral, and ethical issues.

Social Development

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multicultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the inter-personal skills necessary for successful relationships.

As members of the community at Rooks Heath students learn social skills and values that will determine their future lives as responsible citizens. To help this growth the following should have positive reinforcement:

- a. Security and confidence in learning and support in facing difficulties
- b. A willingness to co-operate with other students by balancing individual and collective needs.
- c. A readiness to celebrate others' achievements.

- d. An appreciation of the benefits that can result from supporting the School and its community- a willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- e. Embedding a range of social skills in different contexts, including working with students from different religious, ethnic and socio-economic backgrounds.
- f. A sense of how their lives and that of the School relate to the wider community it serves and an understanding of, the way communities and societies function at a variety of levels.
- g. Participation in community service and charitable activities.

Cultural Development

Cultural development is about students' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about 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 students' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

At Rooks Heath students discover and develop their aesthetic, creative, intellectual and physical skills. Students should develop an awareness of their own cultural roots.

They should also be able to appreciate the diversity and evolution of cultural traditions that society has, how conflicts between them occur, and how they can be reconciled. To help meet the needs of individuals and of the School the following should occur:

- a. An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- b. A willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- c. An interest in exploring, gain an understanding of, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.