



Clifton High School

co-educational nursery pre-school to sixth form

Policy applies from EYFS to Sixth Form	Spiritual, Moral, Social and Cultural
Date policy updated	26.03.2019
Date policy to be reviewed	26.02.2020
Author	Mrs L Brackenbury
A shaded area denotes a regulation to which all Schools must comply	

Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors and volunteers to share this commitment.

Related Policies

Behaviour
British Values
Child Protection and Safeguarding
Curriculum
Educational Visits
Enhanced Learning
Personal, Social and Health Education (PSHE)
Teaching and Learning

Clifton High School's core values, identified by staff, governors and pupils form the heart of the School's approach to spiritual, moral, social and cultural development (SMSC). These values are expressed in the school's aims and in a more user-friendly version for the pupils.

All aspects of school life should contribute to the pupil's spiritual, moral, social and cultural development. The school must strive to be a place where pupils find acceptance for themselves as unique individuals and all adults model and promote the highest standards of behaviour, treating all as valuable individuals and showing respect for all pupils and their families. All curriculum areas should seek to contribute to each pupil's spiritual, moral, social and cultural development and use illustrations and examples drawn from as wide a range of cultural contexts as possible.

Clifton High School is a happy, secure and stimulating school, which actively promotes a pupil's spiritual, moral, cultural and social development through a wide range of experiences across the whole curriculum.

Definitions

Spiritual Development is to do with the search for meaning and purpose in life and for values by which to live. Spiritual education is concerned with a pupil's ability to experience the world beyond empirical study and to become conscious of their own feelings, creativity and imagination. It is also about the development of a sense of identity, self-worth, personal insight, meaning and purpose

Moral Development concerns the building, by pupils, of a framework of moral values which regulates their personal behaviour. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change and developing, and understanding, a range of views and the reasons for these views.

Social Development is the acquisition of skills and qualities needed to play a full and active part in multi-racial, multicultural society. It requires pupils to be aware of their identity, accept responsibility for their behaviour, show initiative and understand how they can contribute positively to those living and working in the locality in which the school is situated as well as to the wider society. This includes 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.

Cultural Development is principally concerned with the pupil's understanding and appreciation of their own culture and other cultures in their town, region, the country 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 music, art, drama, literature, religion, science and technology of the society in which they live. Being a multicultural society, it also includes that of other ethnic groups within the society.

Process and Practice

In order to realise the definitions at Clifton High School, the following take place

- Provide a comprehensive assembly and Personal, Social and Health Education (PSHE) programme which enables all four aspects to be delivered at different and appropriate times
- Afford opportunities in enrichment activities – those with responsibility for running clubs, societies, trips and other event will develop their awareness of SMSC opportunities their activities have
- House and other fundraising events and select charities to benefit
- At department level, Heads of Department will regularly audit, with their teams, the opportunities for covering relevant SMSC criteria in their Schemes of Work
- The marketing department and those liaising with other schools and organisations should consider the SMSC aspects of their public relations – these should be reported at appropriate occasions
- At pastoral level, the Assistant to Deputy Heads 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 pupils and parents, and to other interested parties
- The Head of School, Deputy Heads and Leadership Team members will ensure that individual and whole staff SMSC needs are met in the Continued Professional Development plan
- All members of staff should be aware of the importance of SMSC and the enhancement it brings to the school life. They should feel free to voice related concerns and interests in appropriate meetings
- Actively promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs through discussions, assemblies, workshops and lessons
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage respect for other people

Relevant documents

- Assembly calendar
- Contract of Behaviour Code and School Rules

Monitoring and Evaluation

This policy will be reviewed regularly. Information and data will be collected at regular points throughout the year relating to its delivery and practice.