

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

### **Introduction**

My Online Schooling recognises that the spiritual, moral, social and cultural (SMSC) elements of a pupil's education is fundamental to their development as an individual, allowing them to find their place in their community as a local, national and global citizen. SMSC advocates for the values pupils are encouraged to hold, their attitudes towards learning, knowledge and society as a whole. SMSC is crucial for the child and young pupil who attend My Online Schooling in preparing them for further study, life and work in the 21st Century. At My Online Schooling, pupils develop positive attitudes and beliefs by experiencing opportunities to:

- Develop spiritual values and reasoned personal and moral values
- Consider the pluralistic nature of society; developing their intercultural understanding and respect for others
- Value everyone equally
- Develop personal relationships based on trust, self-esteem, self-confidence and mutual respect
- Become active, responsible citizens in a democratic society
- Develop and appreciation of human achievements and aspirations
- Develop an understanding of the world, the interdependence of individuals, groups, nations and the environment

At My Online Schooling, SMSC is ubiquitous and permeates through the life and work of the school. With SMSC embedded in the curriculum, we seek to develop attitudes and values that will enable pupils to become responsible, caring and global citizens. Pupils are provided with opportunities for spiritual reflection and encourage them to explore the fundamental questions of life, including their own personal existence, journey and purpose.

We provide pupils with a curriculum that will enable them to develop a knowledge and understanding of diverse cultures, particularly those within their own society. We seek to foster an attitude of tolerance and value towards those from a culture and background different from their own. Pupils are encouraged to develop an understanding of the world, society and the community and accept responsibility as a citizen as well as the capacity to tackle moral and spiritual dilemmas and to try to reach independent judgements which reflect universal human principles. Through perception and sensitivity, tolerance and respect for others as individuals and in groups we would also expect pupils to develop questioning, enquiring minds and learn how to express their ideas appropriately.

As a school we are aware of our collective responsibilities towards spiritual, moral, social and cultural education and we:

- Ensure that all members of the teaching team are responsible for assisting in the development of pupils' morals
- Develop interpersonal skills, self-esteem, self-confidence and prepare pupils for the opportunities, responsibilities and experiences of adult life
- Ensure we celebrate pupils achievement, foster a sense of community, explore relevant SMSC issues and involve pupils as active participants where possible. This is demonstrated through the use of house points and celebrations in assemblies and house meetings
- Ensure pupils have information about all extra-curricular and enrichment activities
- Ensure house meetings are used for opportunities to discuss and reflect on the themes covered in assemblies
- Ensure our class pages and resources reflect and respect cultural variety
- Provide opportunities for pupils to discuss issues and to take on responsibility within lessons, extra-curricular activities, residential visits and additional enrichment days
- Foster links with pupils in other countries, which is particularly powerful in developing the pupils' sense of being part of a global community

Members of the teaching team are expected to provide a role model based on courtesy, mutual respect, positive intent and be prepared to listen to pupils' views and encourage them to listen to each other. They are also aware of the opportunities presented every day through curricular and extracurricular activities to develop pupils' skills, attitudes and understanding.

### **Examples of Embedding SMSC into the Curriculum**

The following is not designed to be exhaustive, but provides a list of different actions that schools can take, such as:

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries
- ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school student council whose members are voted for by the pupils
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view

- use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values

## **Overview of Spiritual, Moral, Cultural and Social Development**

### **a. Spiritual Development**

Pupils' spiritual development is shown by their ability to be reflective about their own beliefs that inform their perspective on life and their interest in and respect for different people's faiths, feeling and values, a 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. Spiritual development is concerned with how a pupil develops:

- Personal values and beliefs
- A willingness to reflect on their experiences
- An ability to communicate these beliefs in discussion and behaviour
- An understanding of the value and role of faith and religion in societies
- Tolerance of other people

Spiritual development is personal and unique to each individual. It is about the meaning in life, truth and ultimate values. It includes imagination, inspiration and creativity. It also includes an awareness of self-identity and self-worth. My Online Schooling promotes spiritual development as part of pupil personal development through:

- The school motto: 'Respect. Empower. Thrive.'
- School rules, policies and celebrations of success
- SMSC embedded in subjects of the curriculum
- Assemblies
- House meetings
- Form time
- Friendly Faces sessions (Juniors)
- The ethos of the school - values, attitudes and expectations
- Opportunities for pupils to develop their understanding of spiritual issues
- Opportunities to reflect on aspects of their own life
- Explore and investigate wonders of the natural world and human achievement through class subjects

## **b. Moral Development**

Moral development is concerned with pupils' knowledge, understanding, intentions, attitudes and behaviour in relation to right and wrong within the accepted 'norms' of society. Their knowledge and awareness of values and attitudes of individuals and society as a whole, and socially acceptable codes of behaviour is important. The quality of relationships that pupils experience, the standards of behaviour in the school as well as the values promoted by the school's policies will form the basis of any judgement on moral development as well as the extent to which pupils show:

- An understanding of the difference between right and wrong and readily apply this understanding in their own lives and, in so doing, respect the rule of civil and criminal law as it is set out in England
- An ability to respect people, truth and property
- Concern for and understanding of the consequences of their behaviour and actions, and how this impacts others
- Interest in investigating and offering reasoned views about moral and ethical issues and being able to appreciate the viewpoints of others on these issues
- Consciousness of their personal behaviour through principles rather than through fear of punitive measures
- Knowledge of standards of morality

My Online Schooling is a social organisation and its functioning depends on the broad acceptance of school rules, policies and procedures which are based on a clear set of moral principles. The school has a clear set of aims, values and expectations which are shared with members of the My Online Schooling community, including:

- Being open, honest and transparent
- Respecting the right, views and opinions of others
- Being considerate towards others
- Taking responsibility for one's own actions
- Showing self-discipline
- Respecting the beliefs and practices of others in a multicultural society

The essence of moral behaviour is to build a framework of values which regulate personal behaviour through principles rather than fear of punishment or reward. These values provide the framework for pupils to develop their attitudes and understanding on morality and develop the self-confidence to hold to this code of values against a variety of pressures. Moral development is about understanding the principles and social values behind actions and decisions. At My Online Schooling we reject:

- Bullying
- Cheating
- Dishonesty
- Inequality
- Intolerance including racism, homophobia and other forms of xenophobia

At My Online Schooling, we promote moral development through a range of activities and opportunities both in and outwith classes, such as:

- Pupil relationships with teachers and house leaders
- Assemblies
- House meetings
- Form time
- Friendly Faces sessions (Juniors)
- Rewards and conduct (i.e. house points and warnings)
- Health and wellbeing guidance
- Fostering links between pupils in different countries

### **c. Social Development**

Social development is concerned with the skills and personal qualities necessary for pupils to live and function effectively in society. Social development is based on the acceptance of group rules and the ability to see oneself in a wider context. The quality of relationships in school is crucial in forming pupils' attitudes to good social behaviour and self-discipline, so that they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in the 21st century (Britain and other countries where pupils are present). Spiritual development is therefore concerned with how a pupil develops their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds
- Willingness to participate in a variety of settings, including by volunteering to participate, 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 school helps prepare pupils to live in society by providing knowledge and understanding of society, its institutions, structures, and characteristics, political, non-political and economic organisations. The school systematically plans for

social development of pupils through a range of teaching and learning activities including:

- Class organisation and management
- Pupil grouping and opportunities for group work
- Socials
- School rules and policies
- Residential trips
- School-industry links and partnerships
- Extra-curricular activities
- Fostering links between pupils in different countries

#### **d. Cultural Development**

A pupil's cultural development refers to an increasing understanding of those values, beliefs, customs, knowledge and skills which link groups together and give people a sense of identity. At My Online Schooling, we seek to develop pupils':

- 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 the 21st century
- Knowledge of Britain's democratic system and its central role in shaping the country's history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic 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 socioeconomic groups in local, national and global communities

In subjects subscribed to, the school curriculum provides experiences of all aspects of culture for pupils including: languages, aesthetic, mathematical, literacy, technological, scientific, political, economic and religious education. All members of the teaching team have a role in supporting the teaching and learning for pupils about cultural diversity through the curriculum and international links with pupils in different countries.

**Version 3 - August 2022**

**- END OF POLICY -**