

# Ellesmere Port Catholic High School

## Spiritual, Moral, Social and Cultural Education (SMSC)

### Status

Recommended

### Purpose

Spiritual, moral, social and cultural development helps our pupils nurture the personal qualities and values which we hold in high esteem within our school and in the community. As a Catholic school preparing pupils for life in the wider world, we have noted community, hope, courage, reconciliation, justice, faith, love and service as values to aspire to. At EPCHS we seek to teach these qualities across the curriculum and throughout school life. It is linked closely to our ethos as a Catholic school:

We treat each other with respect.

We work hard at all times.

We take pride in our school community.

We are a community which encourages confidence, empathy, spiritual awareness and integrity in every person.

We want students to explore the whole range of their talents and to aspire to and achieve success intellectually, physically, socially and emotionally.

We believe that SMSC development can be gained through the curriculum and in extra-curricular activities and that all of our staff, governors and pupils have an important role to play in supporting this key element of our school's mission.

For our definition of SMSC development, taken from Ofsted's School inspection handbook (*Handbook for inspecting schools in England under section 5 of the Education Act 2005 (as amended by the Education Act 2011)*), see Appendix 1.

For notes on SMSC development in curriculum provision, see Appendix 2.

For notes on SMSC development in extra-curricular provision, see Appendix 3.

### Who was consulted?

The programme has been developed in line with national curriculum guidance and areas covered are appended.

### Relationship to other policies and documents

The policy relates to the Child Protection, Drugs, Careers, Assessment and Reporting, Work Experience and Sex and Relationships Education Policies.

The Equality Act of 2010

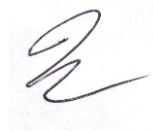
### Roles and responsibilities

The implementation of this policy is the responsibility of all staff, governors and students.

### **Arrangements for monitoring and evaluation**

- Provision for SMSC is monitored and reviewed by the SLT, teachers, students and members of the governing body.
- Regular discussions are held at staff meetings.
- Staff share classroom work and practice.

**Signed on behalf of the Governing Body**



**(Chair)**

**Date:**

**October 2018**

**Date for Review:**

**July 2019**

**Lead for Review:**

**Mrs J Jones**

**Governor Committee:**

**School Community Committee**

## Spiritual, Moral, Social and Cultural Development Policy – Appendix 1

EPCHS uses the following definitions of Spiritual, Moral, Social and Cultural (SMSC) development:

Pupils' **spiritual development** is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- 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.

Pupils' **moral development** is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

The **social development** of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, 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 pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The **cultural development** of pupils is shown by their:

- 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 modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting 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 socio-economic groups in the local, national and global communities.

## **Spiritual, Moral, Social and Cultural Education Policy – Appendix 2**

How the curriculum contributes to SMSC:

### **The Contribution of English**

English contributes to our students' SMSC development through:

- Developing confidence and expertise in the use and understanding of language, as an important aspect of individual and social identity.
- Enabling students to understand and engage with the emotions and values embodied in high poetry, fiction, drama, film and television.
- Developing students' awareness of moral and social issues in fiction and non-fiction alike.
- 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 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 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 within science.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many people working together.

### **The Contribution of Information Communication Technology**

ICT contributes to our students' SMSC development through:

- Preparing the students for the challenges of living and learning in a technologically enriched, increasingly interconnected world.
- Making clear the guidelines and advice on safe and appropriate use of the internet.
- Acknowledging advances in technology and appreciation for human achievement.

### **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 the changing role of women in society.
- Showing an awareness of the moral implications of the actions of historical figures.

### **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 different societies.

### **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 Religious Education**

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

- Students learn about beliefs, values and the concept of spirituality.
- RE reflects on the significance of religious teaching in their own lives.
- Develops respect for the right of others to hold beliefs different from their own.
- Shows an understanding of the influence of religion on society.
- Fosters appreciation and understanding of different cultures, religions and traditions.

### **The Contribution of Art**

Art contributes to our students' SMSC development through:

- Art lessons develop students' aesthetic appreciation and expression.
- Giving students the chance to reflect on nature, their environment and surroundings.
- Studying artists with a spiritual or cultural theme and creating pieces in the light of such works.
- Working on community projects alongside other schools and residents.

### **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 e.g. for people with disabilities.
- Awareness of the moral dilemmas created by technological advances and their environmental impact.
- Opportunities to work as a team, recognising others strengths, sharing equipment.

### **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 developing countries.

### **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 (peer performances).
- 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 lessons with specialist peripatetic teachers.

### **The Contribution of Physical Education**

Students SMSC development is actively promoted through PE by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

### **The Contribution of Drama**

Students SMSC development is actively promoted through Drama by:

- Exploring dramatic pieces from a variety of socio-cultural backgrounds.
- Visiting amateur and professional theatres to provide opportunities for further exploration.
- Having older students offer extra-curricular drama clubs to younger students to develop a passion for drama throughout the school.

### **The Contribution of Textiles**

Students SMSC development is actively promoted through Textiles by:

- Researching and investigating different cultures/needs in advance of producing work reflecting them.
- Considering the needs of individuals and communities in designing and producing items of clothing.

### **The Contribution of PSHE**

Students SMSC development is actively promoted through PSHE by:

- Exploring the consequences of their actions, and those of others, in making a variety of life choices in relationships.
- Inviting guest speakers/producers to educate and engage students on a range of health/social topics.
- Flexibility within curriculum provision to respond speedily to emerging themes in a changing world.

## Spiritual, Moral, Social and Cultural Education Policy – Appendix 3

### Beyond the Curriculum

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

- Fully elected school council and regular pupil voice activities.
- Weekly assemblies and form time prayers have a Spiritual, Moral, Social or Cultural theme.
- Chaplaincy team offering space for prayer and personal reflection.
- Extensive library with over 10,000 fiction and non-fiction books from a broad range of authors.
- Annual World Book Day celebration for staff and pupils.
- Sixth Form Mentor Programme in support of Year 7 pupils.
- Annual reward trips recognising positive behaviour and engagement of pupils.
- Through community projects, for example our teddy bear collection for refugees, foodbank collections and work with local primary schools.
- Fundraising and charitable events held throughout the year.
- Guest speakers from a range of backgrounds.
- Opportunities for students to visit other European countries to broaden understanding of different cultures
- School productions such as annual shows, carol services etc.
- Opportunities for all pupils to meet vocational and business leaders, from diverse backgrounds, races and cultures, in a comprehensive, annual Careers' event; catering for pupils' future needs and wellbeing.