



WILLIAM FARR

C of E Comprehensive School

Spiritual, Moral, Social and Cultural Development Policy

Vision Statement

William Farr Church of England Comprehensive School's vision is to provide all members of the school community with the opportunities to engage with 'life in all its fullness' (John 10:10) through the highest quality of education, encouragement and endeavour. We are committed to striving for excellence and ensuring that all students are known, valued and can achieve.

Our core values are:

Compassion **Friendship** **Perseverance** **Respect** **Responsibility** **Wisdom**

This policy relates to the whole life of the school and its role in promoting spiritual, moral, social and cultural development (SMSC) by the example set by adults and students in the school and the quality of relationships they espouse.

1 Introduction

William Farr Church of England Comprehensive School recognises that the spiritual, moral, social and cultural element of students' education is crucial to their development as an individual, allowing them to take their rightful place in their community as a local, national and global citizen. SMSC is about the fundamental British values students are encouraged to hold and their attitude towards learning, knowledge and society. SMSC is fundamental in preparing young people to take their place in modern Britain and at our school. Students are helped to develop positive attitudes and beliefs by being given opportunities to:

- Develop spiritual values and reasoned personal and moral values;
- Consider the pluralistic nature of society, developing their understanding and respect for those with different religions, beliefs and ways of life;
- Value everyone equally;
- Develop personal relationships based on trust, self-esteem, mutual respect and tolerance;
- Become active, responsible citizens in a democratic society, developing their understanding of English civil and criminal law, liberty and the democratic process;
- Develop an appreciation of human achievements and aspirations;
- Develop an understanding of the world in which they live and the interdependence of individuals, groups, nations and the environment;
- Promote British values; and,
- Prepare students for the modern society.

At our school SMSC permeates the life and work of the school. Through SMSC we seek to develop attitudes and values which will enable students to become responsible and caring members of society. We give students the opportunity for spiritual reflection and encourage them to explore the fundamental questions of life, including their own personal existence, journey and purpose. We provide students with a curriculum that contributes to a student's SMSC development not only in their ability to learn and achieve but in their ability to relate to and have the ability to access the world they live in. This will enable them to develop a knowledge and understanding of diverse cultures, particularly those within their own society. This can be evidenced through many curriculum subjects such as geography, history and MFL. We seek to foster an attitude of tolerance and value towards those from a culture and background different from their own. They are encouraged to develop an understanding of the world, society and the community; to 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 students to develop questioning, enquiring minds and learn how to express their ideas appropriately.

Aims

- Students should have the ability to recognise the difference between right and wrong and readily apply this understanding to their own lives by making considered choices;
- Students should be able to recognise legal boundaries and respect the civil and criminal law of England;
- Show respect for the environment both in and out of school;
- Students should understand the consequences of their behaviour and actions;
- Students should be interested in investigating and offering reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others;
- Helping others in the school and wider community.
- Students should be able to use a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds;
- Students should be willing to participate in a variety of communities and social settings, including volunteering, cooperating well with others and being able to resolve conflicts effectively;
- Students should accept and engage 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;
- Students should develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain;
- Develop an understanding of citizenship and experience being part of a caring community;
- Develop resilience towards tackling challenges.

2 Spiritual Development

Aims

- Students should have the ability to be reflective about their own values and beliefs, religious or otherwise;
- These beliefs should inform their perspective on life and their interest in and respect for different people's faiths, feelings and values;

- Students should possess a sense of enjoyment and fascination in learning about themselves, others and the world around them;
- Students should use imagination and creativity in their learning;
- Students should have a willingness to reflect on their experiences.

In practice

At William Farr, spiritual development is delivered through a range of mediums including:

- The ethos, vision and values of the school grounded in a clear firmly rooted Christian narrative allowing all students to flourish;
- The school's Code of Conduct and Behaviour Policy;
- All subjects of the curriculum (students will use their imagination in problem solving, developing empathy, spirit of enquiry, open-mindedness and respect);
- PSHE curriculum, which develops a spirit of enquiry and respect for the integrity of each person and their differences;
- A Religious Education study programme which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values;
- A collective worship programme to address the spiritual aspect of quiet and reflection, in particular using past and present role models from the world and encouraging community participation;
- A student support structure that is focused on learning and providing appropriate care and guidance for students as well as opportunities to explore pathways of development to support spiritual growth in every aspect of our school life through our vision;
- Educational enrichment trips, creative partnerships and visiting speakers provide students with a range of experiences, which may promote a sense of awe and wonder about the world;
- A reflective approach to learning encouraging resilience through formative assessment techniques – students having ownership and understanding of where they are, where they need to get to and how they are to do it;
- A rewards' system developing student self-esteem through certificates, merits and awards in all Key Stages;
- Displays of student work bring a sense of pride in the work students produce and therefore a sense of expressing the talents of the individual;
- Close involvement of the local church and participation in Year Group carol services, Founder's Day and Remembrance Day;
- Treat all pupils, staff and visitors with respect;
- Encourage, debate and challenge injustice and inequality;
- Provision of the Lawres room for reflection and prayer;
- The use of the School Council to involve students in the life of the school which help contribute to spiritual growth.

3 Moral development

In practice

At William Farr, moral development is delivered through a range of mediums including;

- Clear models of good behaviour from staff and senior students, and reinforcement of school and classroom rules both inside and outside lessons (e.g. tell the truth, respect property, take responsibility for our actions, have high expectations, develop positive attitudes and conform to others);

- A Behaviour Policy based on rewards and sanctions, forgiveness, reconciliation and second chances where appropriate;
- A Care and Guidance system, endorsed by all staff, that is focused on conflict resolution and restorative justice where appropriate;
- Themed tutor time and discussions based on moral issues, where appropriate, across the school community from the start of the day in tutor time and across all lessons;
- PSHE programme for Years 7-13;
- Collective worship on moral issues, developed and reinforced by tutors during tutor time;
- The celebration of positive achievements during collective worship;
- Fund-raising activities for nominated charities, in addition to national charity events which give rise to discussion around morality;
- Supervised and filtered access to the Internet together with regular assemblies focused on the dangers of the internet and related issues; Taking responsibility e.g. School Council, House Captain, Prefect;
- The school values telling the truth, respecting the rights and property of others, being considerate, taking responsibility for one's own actions, self-discipline and respecting the beliefs and practices of others in a multicultural society;
- The rejection of bullying, intolerance (including all forms of discrimination), cheating, deceit, cruelty, irresponsibility, dishonesty and obscenity;
- Discussion on moral questions in a range of curriculum areas
- Pupils will reflect upon and develop personal views on ethical questions raised in science, RE etc.
- An understanding of the difference between right and wrong;
- Respect for people, truth and property;
- A concern for how their actions may affect others;
- The ability to make responsible judgements on moral issues;
- Personal conduct that takes responsibility for their own actions;
- Personal behaviour through principles, rather than fear of punishment; and a knowledge of standards of morality.

4 Social Development

Aims

- Students should be able to use a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds;
- Students should be willing to participate in a variety of communities and social settings, including volunteering, cooperating well with others and being able to resolve conflicts effectively;
- Students should accept and engage 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;
- Students should develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain;
- Develop an understanding of citizenship and experience being part of a caring community;
- Develop resilience towards tackling challenges.

In practice

At William Farr, social development is delivered through a range of mediums including:

- Classroom organisation and management, where speaking and listening skills are developed along with the ability to reflect;
- The school code of conduct;
- The School Council, where form and year representatives feed back views, ideas and concerns to the Senior Leadership Team;
- School productions;
- Residential trips;
- Social and rewards trips and activities;
- The PSHE programme, with specific lessons focusing on British values, democracy and the law;
- School-industry links including a careers fair;
- A wide variety of extra-curricular activities.
- The House system;
- Student leadership opportunities which support students in the school community;
- Visits to different places of worship;
- Visits to Parliament and local councils;
- Student voice activities; and,
- Student led assemblies;
- The quality of relationships between pupils and staff in school is crucial in forming students' attitudes to good social behaviour and self-discipline;
- Preparing students to live in society by providing knowledge and understanding of society, its institutions, structures, and characteristics, political, non-political and economic organisations in a variety of curriculum areas;
- Prepare students for life in modern Britain;
- Careers Education programme.

5 Cultural Development

Aims

- Students should understand and appreciate the wide range of cultural influences that have shaped their own heritage and the heritage of others;
- Students should understand and appreciate a range of different cultures within the school and further afield as an essential element of their preparation for life in modern Britain;
- Students should have a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values;
- Students should demonstrate a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities;
- Students should express an interest in exploring and improving their understanding of different faiths;
- Students should understand, accept, respect and celebrate diversity, showing tolerance and a positive attitude towards different religious, ethnic and socio-economic groups in local, national and global communities

In practice

At William Farr, social development is delivered through a range of mediums including:

- Our curriculum provides experiences of all aspects of culture for students including languages, mathematical, literacy, technological, scientific, musical, political, economic and religious education;
- The Languages Department has a specific role in supporting the teaching and learning for students about cultural diversity through the curriculum and international links with partner schools;
- Educational visits at home and abroad to experience other cultures and ways of life;
- Educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments – schools, colleges and universities – in order to better understand other cultures and ways of life;
- PSHE and Citizenship program for Years 7-13;
- Collective worship and assemblies – a themed approach with opportunities to explore cultural diversity. Other events are also celebrated with drama, art, dance and presentations along with specific services such as Remembrance, annual carol services and celebrations of Easter and other religious festivals;
- Topic work across the school which explores “culture” in all its various forms in relation to specific subject areas;
- Access to a wide range of extracurricular activities;
- Understand the contribution of British men and women in all subjects;
- Understand the importance of work done by the school for people from other cultures;
- Undertake a study of the cultures and their forms of cultural expression;
- Within RE and PSHE discuss and explore differences, similarities and discrimination;
- Charity links will enable pupils to think beyond their own culture.