SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY
(SMSC Policy)

At Belgrave School, we recognise that the personal development of students, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We, therefore, aim to provide an education that provides students with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards people and an understanding of their social and cultural traditions.

Belgrave School recognises that the spiritual, moral, social and cultural element of students’ education is crucial to their development as individuals, allowing them to take their rightful place in their community as local, national and global citizens. SMSC is about the values students are encouraged to hold and their attitude towards learning, knowledge and society. SMSC is fundamental in preparing young people for society, and at Belgrave 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
- Make and develop personal relationships, based on trust, self-esteem and mutual respect
- Become active, responsible citizens in a democratic society
- 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 of individual liberty, mutual respect and tolerance of those with different faiths and beliefs
- The dangers of intolerance and radicalisation

At Belgrave School, SMSC permeates the life and work of the school and is embedded across the curriculum. Through SMSC we seek to develop attitudes and values that 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 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 acceptance towards those from a culture and background different from their own. Students 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 students to develop questioning, enquiring minds and learn how to express their ideas appropriately.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proprietor</td>
<td>Pat Jones</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; September 2021</td>
</tr>
<tr>
<td>Head Teacher</td>
<td>Jonathan Skinner</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; September 2021</td>
</tr>
</tbody>
</table>
At Belgrave School, we believe that:

- All curriculum areas have a contribution to make to the child’s spiritual, moral, social and cultural development
- All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing care and respect for students and their families
- The school community will be a place where students will find acceptance for themselves and the opportunity to start again, where forgiveness is fundamental to the ethos of the school
- Students should learn to differentiate right and wrong in as far as their actions affect others
- Students should understand the need for rules within our community
- Staff are aware of their role in developing students’ morals
- Offer opportunities to develop students’ interpersonal skills, self-esteem and prepare students for the opportunities, responsibilities and experiences of adult life
- Ensure we celebrate student achievement, foster a sense of community, explore relevant SMSC issues and involve students as active participants as much as possible
- Students should be prepared to cope with the demands of Modern Day Britain
- British Values are seen as part of SMCS (For further details on British Values see our British Values policy). We agree with the Department for Education’s five-part definition of British values as:
  - democracy
  - the rule of law
  - individual liberty
  - mutual respect
  - tolerance of those of different faiths and beliefs

General aims:

- To ensure that everyone connected with the school is aware of our values
- To ensure a consistent approach to the delivery of SMSC issues through the general life of the school
- To ensure that students know what is expected of them and why
- To give students an opportunity to reflect and discuss feelings and beliefs
- To enable students to appreciate and understands cultures and traditions
- To enable students to explore and develop a sense of social and moral responsibility
- To enable students to take part in a range of activities requiring social skills

Spiritual development:

Spiritual development is concerned with how a student develops:

- Personal values and beliefs
- A willingness to reflect, question and explore
- An ability to communicate these beliefs in discussion and behaviour
- An understanding of the value and role of faith and religion in societies
- An understanding of the importance of exploring a world view or philosophy of life, whether religious or not
- Tolerance of other people
- A sense of awe and wonder at the natural world
A sense of intrigue, inspiration and wonder caused by the written, visual and musical arts

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.

As a school, we aim to foster their emotional life and express their feelings. The use of adult and peer mentors, student interactions, supportive counselling and strong pastoral care will help to bring this about. We encourage our students to discuss their beliefs, feelings, values, responses to personal experiences and tragedies, form and maintain satisfying relationships. Finally, we would like our community to consider and celebrate the wonders and mysteries of life through events, lessons, and seasons.

As a school, we aim to provide learning opportunities that will enable students to sustain their self-esteem in their learning experience. We would want them to develop a capacity for critical and independent thinking and this is done through the teaching of the curriculum and other experiences organised for our students.

**Moral development:**
As a school, we recognise the unique value of each individual. We teach our students to listen and respond to the views of others. We want our students to gain the confidence to cope with setbacks and learn from their mistakes as well as make informed and independent judgements.

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

- An understanding of the difference between right and wrong
- Respect people, truth and property
- A concern for how their actions may affect others
- The ability to make responsible judgements on moral issues
- Personal conduct ensuring they take responsibility for their own actions
- Personal behaviour through principles
- Knowledge of standards of morality
- The importance of kindness, compassion and tact

The school has values and expectations which are shared with parents/carers, staff and students including:

- Telling the truth
- Respecting the rights and property of others
- Being considerate towards other people
- Taking responsibility for one’s own actions
- 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 students to develop their attitudes and understanding of 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 Belgrave, students are expected to reject any form of bullying, discrimination or cruelty.

Social Development
Social development is concerned with the skills and personal qualities necessary for individuals 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 for informing students’ attitudes to good social behaviour and self-discipline. The school helps prepare students to live in society by providing knowledge and understanding of society, its institutions, structures, and characteristics, political, non-political and economic organisations. The school plans for the social development of students through a range of teaching and learning activities including:

- Classroom organisation and management
- Student grouping and opportunities for collaborative work
- The school code of conduct
- School Council
- School productions and concerts
- Residential trips
- Celebrations of achievement
- PSHE
- School-industry links
- Extra-curricular activities, particularly including the Duke of Edinburgh scheme.
- Charity fundraising
- Leadership opportunities

Cultural development:
A student’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 Belgrave School, we seek to develop in students an understanding and awareness of their culture within a multi-cultural society and encourage personal values and self-esteem. The school curriculum provides experiences of all aspects of culture for students including languages, aesthetic, mathematical, literacy, technological, scientific, musical, political, economic and religious education. There are also opportunities for the following:

- Creative and performing arts for all students
- Visits to centres of cultural interest such as museums, theatre productions and places of worship
- Extra-curricular activities and residential events
- Opportunity to explore a range of multicultural themes through literature, art, music, RE and worship
- Engagement with artists, musicians dancers and clergy
- Perform to an audience or speak publicly in a drama production, act of worship, school council, etc.
- Participate in school and community events such as performances, fundraising events and charitable activities
• Develop an understanding of Britain’s local, national, European, Commonwealth and global dimensions

Teaching and organisation:
Development in SMSC will take place across all curriculum areas, within activities that encourage students to recognise the spiritual dimension of their learning and the challenges and implications on their own attitude and lifestyle. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible. This can be done by class discussions, in small groups, performances and visits/talks from outside speakers.

Links with the wider community:
Visitors are welcome into our school. Parents are encouraged to see the school as their school and not just the children’s. We regard home-school links as crucial enabling parents and teachers to work in an effective partnership to support the students. Finally, students will be taught to appreciate their local environment and to develop a sense of responsibility to it.

How the curriculum contributes to SMSC

English contributes to our students SMSC development through:
• Developing confidence and expertise in language, which is an important aspect of individual and social identity
• Developing students’ awareness of moral and social issues in fiction, journalism, magazines, radio, television and film
• Enabling students to understand and engage with the feelings and values embodied in high-quality poetry, fiction, drama, film and television

Maths contributes to our students SMSC development through:
• Helping students work together productively on mathematical tasks and helping them see that the result is often better than any of them could achieve separately
• Helping students to recognise that mathematicians from many cultures have contributed to the development of modern-day mathematics
• Helping students to obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns
• Developing an appreciation of maths within art and architecture across history and cultures

Science contributes to our students SMSC development through:
• Different topics that address spirituality such as the Big Bang Theory, Evolution and the Life of a Star
• A consideration of the moral dilemmas that can result in scientific developments
• Showing respect for differing opinions, on creation for example
• Creating an awareness of the ways that science and Technology can affect society and the environment
• Co-operation in practical activity
• Raising awareness that scientific developments are the product of many
**Humanities contribute to our students SMSC development through:**
- Students learning about beliefs, values and the concept of spirituality
- Various comparative studies, such as comparing recent events between countries
- Discussing and reflecting on a wide range of moral issues such as slavery, the Holocaust and Imperialism
- Teaching through dilemmas which encourage student reflection
- Opportunities for reflection on the creation of the earth and its’ origins, future and diversity
- The study of people and physical geography which gives our students the chance to reflect on the social and cultural characteristics of society
- Students were made aware of the influence of the social environment on behaviour

**Cookery contributes to our students SMSC development through:**
- SMSC objectives being embedded within cookery lessons.
- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of lives
- Developing an awareness of the moral dilemmas in food production, distribution and preparation
- Helping students to understand how different cultures have contributed to food preparation
- Providing opportunities to work as a team, recognising others strengths, sharing equipment

**The Arts contribute to our students SMSC development through:**
- Teaching that encourages students to be open to other cultures
- Encouraging discussion and reflection upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances)
- Art evoking feelings of ‘awe’ and ‘wonder’
- Studying artists with a spiritual or cultural theme and issues raised by artists which concern ethical issues, such as War paintings
- Projects that explore moral issues such as Art and Conflict

**Music contributes to our students SMSC development through:**
- Teaching in music encourages pupils to be open to the music of other cultures, consider the role of music in society and to see how music can cause conflict and differences of opinion
- It encourages pupils to look at the way music can change moods and behaviour
- Providing opportunities to work as a team, recognising others strengths, sharing equipment
- Developing deep thinking and questioning the way in which music has the power to influence and change behaviours, opinions and actions
- Music lessons provide pupils with the opportunities to be creative and express their response to a range of stimuli
- Pupils are encouraged to share their responses to a range of genres, instruments, lyrics and rhythm
Pupils develop their spiritual awareness of music through their enjoyment of listening to and making music either alone or with others.
Physical Education contributes to our students SMSC development through:

- 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
- Building team spirit, being a good team member, valuing the contributions of others to the team
- Appreciating the aesthetic beauty of the movements of gymnastics and dance
- Learning that sport is an important element of many cultures such as the Ancient Greeks and Romans

PSHE directly contributes to many areas of SMSC particularly through

- Relationship and Sex Education (SRE)
- Personal development
- Emotional wellbeing and Mental health
- Living together in society
- Values and ethics

Beyond the Curriculum through:

- Assemblies
- Various aspects of Student’s voice
- School Council
- Student leadership
- Enrichment days
- Trips
- Summer Camp
- Extra-curricular activities
- School productions
- Charity work.

Monitoring and evaluation of SMSC:

Provision for SMSC is monitored and reviewed by:

- Regular ongoing discussions with staff
- Sharing good practice
- Student voice / Student Council
- Weekly PSHE Reflection Slots
- Lesson observation process
- School Improvement Plan