

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



**September 2018/19**

**This policy is underpinned by the school's core values as expressed in our vision and values.**

## **Definitions**

### **Spiritual Development**

Spiritual development is associated with the search for meaning and purpose in life. It relates to a dimension of life which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions, attitudes and beliefs. Students' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. Students develop the knowledge, skills, understanding, qualities and attitudes the need to foster their own inner lives and non-material well-being.

Raphael Independent School promotes Spiritual Development through:

- the values and attitudes the school identifies, upholds and fosters
- reinforcing a student's sense of self-worth
- focusing on positive 'success' rather than negative 'failure'
- providing opportunities for students to learn about and respond to a variety of beliefs and values
- fostering a fascination and enjoyment in learning
- using imagination and creativity in learning

### **Moral Development**

Moral development is concerned with students' ability to make judgements about how they should behave and act, and the reasons for such behaviour. Students' moral development involves students acquiring an understanding of the difference between right and wrong, and of moral conflict, a concern for others and the willing to reflect on the consequences of their actions and learn how to forgive themselves and others.

Students develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them.

Raphael Independent School promotes Moral Development through:

- making it clear what kinds of behaviour are expected
- highlighting examples of high standards of behaviour, truthfulness, integrity and honesty
- adults explaining why certain behaviour is acceptable or unacceptable

### **Social Development**

Social development refers to the development of abilities and qualities that students need to acquire if they are to play a full and active part in society and the wider community. It also relates to the growth of knowledge and understanding of society in all its aspects. Students' social development involves students acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others, and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. Students develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Raphael Independent School promotes Social Development through:

- encouraging students to relate positively to others
- giving students the opportunity to make decisions with a group, and experience being a member of a group
- encouraging students to take responsibility
- giving students an understanding of their role within the wider community

### **Cultural Development**

Cultural development refers to the development of knowledge and understanding and the appreciation of differing cultural beliefs, customs and traditions. A central theme concerns the development of a sense of personal identity whilst, at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others. Our school promotes cultural developments by giving children opportunities to engage in a wide range of cultural activities. Students' cultural development involves students acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. Students acquire a respect for their own culture and that of others, an interest in others' way of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

Raphael Independent School promotes Cultural development through:

- adopting the view that diversity makes the world a richer place
- encouraging children to engage with a variety of cultures

### **Aims of the SMSC Policy**

SMSC provision at Raphael Independent School extends the school's vision and values. In addition, in accordance with ISSR 5.(a), our SMSC provision aims to help ensure that a Raphael Independent School education actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs through discussion, instruction, autonomous study, etc. Furthermore, and in accordance with the other subparagraphs of ISSR 5, our SMSC provision ensures that principles are actively promoted which:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

Equally, Raphael Independent School:

- Precludes the promotion of partisan political views in the teaching of any subject in the school; and
- Takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views, while they are in attendance at the school, while they are taking part in extracurricular activities which are provided or organised by or on behalf of the school, or in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at school or elsewhere.

In addition to the ISSRs reiterated above, Raphael Independent School's SMSC policy aims:

- To ensure that everyone in Raphael Independent School is aware of our values;
- To ensure that a student's education is within a meaningful context and appropriate to their age, aptitude and background;
- To ensure that students know what is expected of them;
- To give each student a range of opportunities, and enable them to overcome barriers to their learning;
- To enable each student to develop an understanding of their own identity to improve self-esteem and self-confidence;
- To enable students to develop an understanding of their cultural and social environment, and an appreciation of the many cultures in our society;
- To give each student an opportunity to explore social and moral issues and develop a sense of social and moral responsibility;
- To develop respect towards diversity in relation to gender, race, religion and beliefs, culture, sexual orientation and disability;
- To respond positively to a range of artistic, sporting and cultural opportunities provided by the school, including an appreciation of theatre, music and literature.

**Opportunities for including SMSC within the curriculum**

**All curriculum areas can seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in planning and learning resources and may, for example, include:**

*The lists below are not exhaustive, but do give a flavour of how we develop SMSC across our curriculum.*

	<b>We promote spiritual development by...</b>	<b>We promote moral development by...</b>	<b>We promote social development by...</b>	<b>We promote cultural development by...</b>
<b>English</b>	<p>Responses to literature – questions such as ‘How would you feel if you were the person in the story?’ ‘Where have you met these ideas before?’</p> <p>Appreciation of the beauty of Language</p> <p>Recognition of how others’ beliefs and experiences have shaped the course of literature</p>	<p>Exploring stimuli for thinking about the consequences of right and wrong behaviour; students speculating and applying their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills.</p> <p>Considering different perspectives.</p>	<p>Supporting conceptual and language development through an understanding of and debates about social issues</p> <p>Providing opportunities for talk in a range of settings</p>	<p>Supporting conceptual and language development through an understanding of and debates about social issues</p> <p>Providing opportunities for talk in a range of settings understanding and acknowledging different cultures through a range of literary works</p>
<b>Maths</b>	<p>Making connections between pupils’ numeracy skills and real life; for example, pie charts could compare how a child in Africa spends her day with how children in the UK spend their time.</p> <p>Considering pattern, order, symmetry and scale both human made and in the natural world</p>	<p>Engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people?</p> <p>Reflecting on data that has moral and ethical implications; for example students might consider the difference in amounts of money spent on non-essentials compared with food</p>	<p>Sharing resources within the classroom, the negotiating of responses and group problem solving</p> <p>Analysing social data e.g. on health care, poverty, bullying</p>	<p>Asking questions about the history of maths: for example, ‘What do the Egyptians, Greeks and Indians discover that we still use in maths today?’</p>

		aid/water aid		
<b>Science</b>	<p>Demonstrating openness to the fact that some answers cannot be provided by Science.</p> <p>Creating opportunities for students to ask questions about how living things rely on and contribute to their environment.</p> <p>Activities such as plotting the scale of the solar system and open up questions about the size of the universe and how it might have been formed</p>	<p>By offering students the chance to consider the wonder of the natural world and the inventions which have made the world a better place.</p> <p>Considering that not all developments have been good because they have caused harm to the environment and to people.</p> <p>Encouraging students to speculate about how science can be used both for good and ill.</p>	<p>Using opportunities during Science lessons to explain how to keep other people safe.</p> <p>Exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes</p>	<p>Asking questions about the ways in which scientific discoveries from around the world have affected our lives.</p> <p>There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions</p>
<b>Art</b>	<p>Providing plenty of rich opportunities for students both to explore the spiritual dimension and natural phenomena.</p> <p>Exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey.</p> <p>Allowing students to show what they know through their own expression of big ideas about life e.g. morality, ethical</p>	<p>Exploring how emotions and inner feelings are expressed through painting, sculpture and architecture.</p> <p>Responses to and use of visual images to evoke a range of emotions</p>	<p>Sharing of resources.</p> <p>Exploring social conflict and resolution.</p> <p>Exploring art as a powerful social tool e.g. in advertising, in representing particular groups such as women and gay people</p>	<p>Experiencing a wide range of creative media from around the world.</p> <p>Working towards the 'Arts Mark' award and Arts Award</p> <p>Developing aesthetic and critical awareness.</p>

	<p>issues.</p> <p>Promoting the process of 'reviewing and evaluating'</p>			
<b>Computing</b>	<p>Wondering at the power of the digital age e.g. use of the internet</p> <p>Understanding the advantages and limitations of ICT</p> <p>Using the internet as a gateway to big life issues</p>	<p>Exploring the moral issues surrounding the use of data</p> <p>Considering the benefits and potential dangers of the internet – eg campaigns for charities and injustice as a force for good. Cyber bullying as a danger.</p> <p>Considering the vision and moral purpose of those involved in developing the web</p>	<p>Links through digital media services with other schools and communities</p> <p>Highlighting ways to stay safe when using on line services and social media</p> <p>Being prepared to work with technology to forge new relationships</p> <p>Discussing the impact of ICT on the ways people communicate</p>	<p>Exploring human achievements and creativity in relation to worldwide communications</p> <p>Developing a sense of awe and wonder at human ingenuity</p>
<b>Sociology/ Ethics and Philosophy</b>	<p>Experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews</p> <p>Asking and responding to questions of meaning and</p>	<p>Exploring morality including rules, teachings and commands such as The Golden Rule, the ten commandments, the sayings (hadith) of Muhammad,</p> <p>Investigating the importance of service to</p>	<p>Exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence</p> <p>acceptance and engagement with</p>	<p>Exploring similarities and differences between faiths and cultures</p> <p>Engaging with text, artefacts and other sources from different cultures and religious backgrounds</p> <p>developing understanding and</p>

	<p>purpose Considering questions about God and evaluating truth claims Exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life</p>	<p>others in Sikhism, Hinduism and Buddhism Exploring religious perspectives and responses to evil and suffering in the world Asking questions about the purpose and meaning of reconciliation and salvation e.g. exploring Yom Kippur, Christian salvation story</p>	<p>fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs Asking questions about the social impact of religion</p>	<p>respect for different faiths and cultural diversity</p>
<b>MFL</b>	<p>Exploring the beauty of another language By exploring the way language is constructed, has evolved and its links with English</p>	<p>Helping pupils to have an accurate and truthful understanding of another culture, including the opportunity to visit countries of the language being learnt</p>	<p>Learning the skill of communicating in different ways Exploring different social conventions e.g. forms of address</p>	<p>Appreciating the language and customs of others Exploring the literature and culture of other countries Taking part in visits or other cultural occasions</p>
<b>Geography</b>	<p>Using maps, photographs, DVDs and other resources and asking pupils to imagine what it might be like to live in different parts of the world. Making links with history when exploring the environment and speculating on why the landscape is as it is.</p>	<p>Considering how people treat the environment; posing questions such as, 'How are we changing our surroundings – are some things for the better and others for the worse?' Who benefits and who suffers? What should be our personal response to these? Who should look after</p>	<p>Providing positive and effective links with the wider community, both locally and through linking with other schools with different demographics both in the UK and globally Considering social responsibility e.g. care for the environment, impact of traffic</p>	<p>Exploring cultures that have had, and still have an impact on the local area</p>



	Comparing their lives with people living in other countries or other parts of the UK	our environment?	on the local area, tourism	
<b>History</b>	<p>Considering how things would be different if the course of events had been different; for example what difference would it have made if the Normans had not been successful in 1066?</p> <p>Looking at local history and investigating the reasons why there is a landmark, building or museum. Speculating about how we mark important events from history and the people who shaped them.</p>	<p>Exploring the results of moral decisions in the past Considering some of the characteristics of people who have had an influence (positive or negative) on others. What have others done to stop injustice</p> <p>Going beyond the facts and asking students to make hypotheses and pose questions such as 'what if...?' 'what would have turned a tragedy into a triumph?'</p>	<p>Giving the trigger for discussions about how groups and communities organised themselves in the past. Considering questions about social structure in the past.; for example, What might pupils say about the rights of children in earlier times? Is it important that society looks after young children? Are there people who still don't get a fair deal? Encouraging students to talk to their parents and grandparents; for example, when learning about World War Two</p>	<p>Exploring local history and under researched history and history around us Investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian influence on British culture. Celebration of significant national events e.g. Remembrance Day</p>
<b>Music</b>	<p>Allowing students to show their delight and curiosity in creating their own sounds. Making links between their learning in literacy (or other curriculum area) with music</p>	<p>Exploring how music can convey human emotions such as sadness, joy, anger... Appreciating the self discipline required to learn a musical instrument</p>	<p>Exploring how an orchestra works together Discussing What would happen if musicians in a band/group didn't cooperate Appreciating how music is</p>	<p>Giving all students an opportunity to learn a musical instrument and to take part regularly in singing. Encouraging students to listen and respond to traditions from</p>

	<p>being played as background Considering how music makes one feel and can 'move us' deeply Looking at the role of sacred and secular music and the use of music for occasion</p>	<p>exploring the moral messages in liberation songs and in lyric writing using moral tales as starting stimulus.</p>	<p>used in different ways in different settings e.g. for pleasure, for worship, to help people relax engaging with our local community through music projects</p>	<p>around the world. Appreciating musical expression from different times and places, including our local traditions of Brass Band music Learning to recognise music from other cultures and learning songs in other dialects. Looking at the future of music with music technology</p>
PE	<p>Delighting in movement, particularly when students are able to show spontaneity Taking part in activities such as dance, games and gymnastics which help students to become more focused, connected and creative. Being aware of one's own strengths and limitations</p>	<p>Developing the Olympic Values of</p> <ul style="list-style-type: none"> <li>• Self respect</li> <li>• Perseverance</li> <li>• Honesty</li> <li>• Teamwork</li> <li>• Passion</li> </ul> <p>Developing positive sporting behaviour</p>	<p>Developing a sense of belonging and self esteem through team work Developing a sense of community identity through taking part in inter-house and inter-school events</p>	<p>Learning about the history of sport, and where sports originate from Making links with national and global sporting events such as the World Cup and the Olympics Exploring rituals surrounding sporting activities</p>
PSHE/RSE/CITIZENSHIP/RE	<p>Developing awareness of and responding to others' needs and wants Exploring meaning and purpose for individuals and society Developing resilience and inner strength</p>	<p>Exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives.</p>	<p>Helping students to engage in a democratic process for electing Student Congress and taking part in the process of contributing to school decision-making Creating opportunities for students to exercise leadership and responsibility – Congress, Sports Leaders, Peer Mentors etc</p>	<p>Exploring how different cultures can offer great insights into how we lead our lives</p>

## Links with the wider Community

Visitors are welcomed dependent on appropriate safeguarding checks. Visits to cultural venues such as theatres, cinemas and libraries are undertaken. Students learn to take responsibility for the environment.

Date	Review Date	Contact
01.09.18	01.09.19	PSHE/CITZENSHIP/RE/ RSE/ SMSC Lead
Signed		