

THE DEANES SCHOOL



**Spiritual, Moral, Social & Cultural
Policy**

**Effective from
June 2015**

Authorised by:

Headteacher:

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Chair of the Curriculum Committee

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Date: 22nd June 2015



SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION POLICY

At The Deanes 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. Therefore SMSC is integral to the school's ethos underpinning everything we do and permeating every aspect of school life.

At The Deanes we believe that:

- All members of The Deanes community, regardless of age, sex, race, religion, physical or academic ability:

- ❖ Are of equal value as human beings and are unique individuals
- ❖ Have a valuable contribution to make to the life of the school and the wider community
- ❖ Are responsible for the consequences of their own actions

Aims

- ❖ To encourage an ethos of a vibrant school community rather than one of compliance.
- ❖ To encourage individuals to be tolerant, caring and respectful of others and their views regardless of their age, gender, race, religion, physical or academic ability.
- ❖ To instil a passion for lifelong learning.
- ❖ To provide opportunities so that all individuals are motivated to 'be the best that they can be'.
- ❖ To encourage individuals to be responsible for themselves, their own learning and their environment.
- ❖ To encourage an independent, flexible approach towards learning.
- ❖ To equip students with transferable skills which will enable them to become independent learners in a global society.
- ❖ To educate the whole person with due regard to their physical, mental and spiritual needs.

- ❖ To realise and understand the similarities and differences of other cultures.
- ❖ To realise that individuals learn through different styles of teaching and this is acceptable.
- ❖ To promote healthy living and a healthy balanced lifestyle

Spiritual development:

As a school we aim to provide learning opportunities that will enable students to sustain their self-esteem so that they can develop their beliefs, religious or otherwise, which form their perspective on life and their interest in and respect for other people's feelings and values.

We encourage a sense of enjoyment and fascination in learning about themselves, others and the world around them by providing opportunities to explore a variety of cultures and contexts.

We promote a sense of imagination and creativity in learning by developing a capacity for critical and independent thinking through the teaching of the curriculum and the extra-curricular experiences we facilitate.

We offer opportunities to reflect on their experiences support emotional and spiritual development through the use of adult and peer mentors, student voice, school counselling services and a strong pastoral system. We encourage our students to discuss their beliefs, feelings, values, responses to personal experiences and tragedies forming and maintaining positive relationships with adults and peers.

Moral development:

As a school we recognise the unique value of each individual aim to foster the ability to recognise the difference between right and wrong and a readiness to apply this understanding.

We ensure the understanding the consequences of their actions through our policy of discipline with dignity.

We value an interest in investigating, and offering reasoned views about, moral and ethical issues. We want our students to make informed and independent judgements and encourage them to take initiatives and responsibility for the community through Student voice and the House system.

Social development:

As a school we aim to develop the understanding of individual and group identity for use in a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.

The school encourages a willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. We promote in words and deeds social justice and a concern for the disadvantaged.

The school contributes to an interest in, and understanding of, the way communities and societies function. We encourage and facilitate service in the school and the wider community.

Cultural development:

The school provides opportunities for the understanding and appreciation of the wide range of cultural influences that have shaped their own heritage in the context of the classroom and beyond.

We want to create a willingness to participate in, and respond to artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities both through the core and extended curriculum.

Respect and dignity are key values in the school that forms an interest in exploring and showing respect for cultural diversity as demonstrated by accepting and respectful attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Development in SMSC takes 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 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. Visitors are welcome into our school and 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.

Monitoring and evaluation:

Provision for SMSC is monitored and reviewed by:

- Monitoring by co-ordinator/ line management process.
- Regular discussion with staff.
- Audit of policy and schemes of work.
- Sharing good practice.
- Collation of evidence in school portfolio.
- Student voice.
- Learning walk evidence.
- Lesson observation process.
- School Improvement Plan.
- Faculty Improvement Plans.