



# MARSHFIELDS SCHOOL



## Spiritual, Moral, Social and Cultural Development Promoting British Values

February 2018

This policy was ratified by the	Curriculum committee
At their meeting held on	February 8 <sup>th</sup> 2018
Signed by the Headteacher	Janet James
Signed by the Chair of Curriculum Governor	Elaine Orton
Policy to be reviewed	February 2020
Responsibility for policy	Amanda Anderson

*This policy should be read in conjunction with the Marshfields Curriculum, the RE subject policy document (Including collective worship), revised National Curriculum, the School's Assessment Policy and Equal Opportunities Policy. Equal consideration needs to be made in regards to our strategy outlining how we promote British Values at Marshfields School.*

## **Rationale**

The curriculum at Marshfields School clearly provides opportunities to promote our pupils' Spiritual, Moral, Social and Cultural (SMSC) development. We recognize the development of SMSC should be promoted not only through all the subjects offered within our curriculum but also through the ethos of the school; this is particularly reflected through our schools' mission statement: **S**uccessful, **H**appy, **A**spiring, **P**urposeful, **E**xciting, **D**iverse.

We recognise the importance of promoting SMSC and its development by the example set by adults in the school, therefore the promotion of SMSC development is considered to be a 'whole school' aim through a significant contribution which is made through the school ethos, effective relationships throughout the school and other curriculum activities.

SMSC throughout the school aims to encourage pupils to develop the following key skills in:

### **Spiritual Development -**

- Experiencing fascination, awe and wonder,
- Exploring the values and beliefs of others,
- Understanding human feelings and emotions,
- Using imagination and creativity,

### **Moral Development –**

- Investigating moral values and ethical issues,
- Recognising right and wrong and applying it,
- Understanding the consequences of actions,

### **Social Development –**

- Developing personal qualities and using social skills,
- Participating, cooperating and resolving conflict,
- Understanding how communities and societies function,

### **Cultural Development –**

- Exploring, understanding and respecting diversity,
- Participating in and responding to cultural activities,
- Understanding and appreciating personal influences,

## **Aims**

Promoting fundamental British values as part of SMSC in Schools (November 2014) examines the overall effectiveness of the quality of education within SMSC; in order to assess this and the extent to which the education provided by the school meets the needs of our learners, we have evaluated what is meant by SMSC to our pupils. We identified aims and key skills for each area:

## **Spiritual Development:**

### **Marshfields Focus - Sense of 'self' (Spiritual development) Aims:**

At Marshfields the teaching delivery of spiritual development are designed to:

- promote a sense of self as unique individuals with self-worth,
- further develop a sense of curiosity and imagination,
- further develop feelings and emotions, attitudes and beliefs,
- further develop creativity, awe and wonder and aesthetic responses to life and learning.

### **Our aims of Spiritual development will encourage the pupils at Marshfields School to further develop their abilities to:**

- Fully develop their personality and sense of identity,
- Show a respect for themselves and others,
- Value relationships, developing a sense of belonging and empathy,
- Understand their own beliefs and that of others and how they can develop and change,
- Give further understanding to feelings and emotions and the impact of these which gives cause to reflect and to learn,
- Appreciate a sense of wonder and mystery in the world in which we live,
- Listen and be still,
- An ability to reflect and learn from this reflection,
- Imagine, developing a curiosity about life,
- Further their personal views on issues which are important to them,
- Show persistence in seeking to live out their own aims, values, principles and beliefs.

## **Moral Development:**

### **Marshfields Focus - Impact on others (Moral development):**

At Marshfields we are committed to empowering our pupils to further develop their sense of understanding of what is right and wrong and act upon it accordingly by taking personal responsibility for their actions. This is the standpoint from which to consider the behaviour of others in school and society in general.

The development of our Marshfields Code of Conduct provides our pupils with the appropriate guidance to act respectfully and considerately towards others through appropriate guidance to make informed and responsible choices.

**Our aims of Moral development will encourage the pupils at Marshfields School to further develop their abilities to:**

- Use all of ones' senses,
- Express creativity and imagination,
- Take responsibility for their own actions,
- Foster a sense of respect for the integrity of each person,
- Respect the rights and property of others,
- Acquire relevant skills and attitudes, such as decision making and self-control,
- Consider what is of value, including issues of right and wrong,
- Understand ideas, such as justice, honesty and truth,
- Keep promises,
- Act considerately towards each other,
- Take responsibility for one's own actions,
- Exercise self-discipline,
- Have high expectations,
- Further promote positive attitudes,
- Conform to rules for the good of all,

### **Social Development:**

#### **Marshfields Focus –Social Skills (Social development):**

At Marshfields we aim to develop pupil's social development through the promotion of a sense of belonging. By providing an environment where pupils are empowered to take responsibility for themselves and others encourages them to further develop their initiative and independence through their communication.

Our ultimate aim is to enable our pupils to care and act responsibly towards each other and respect others views and if necessary being able to resolve difficulties and differences.

**Our aims of Social development will encourage the pupils at Marshfields School to further develop their abilities to:**

- Share emotions,
- Understand the importance of core values and qualities which are valued in our society,
- Value diversity and equality respecting social differences and similarities,
- Understand citizenship and to experience being part of a caring community,
- Consider the importance of rights and responsibilities,
- Show initiative and develop an understanding of living in a community,
- Relate to others, show sensitivity to the needs and feelings of others,
- Work successfully as a member of a team or group interacting purposefully with others, Share views and opinions with others
- Resolve difficulties and differences,
- Reflect upon their contribution to a team, group, community,
- Show respect for people, living things, property and the environment,
- Realise there are things each person can do well,

**Cultural Development:**

**Marshfields Focus – Appreciation & Respect (Cultural development):**

At Marshfields we recognise that Cultural Development is about furthering an awareness of children's beliefs, values and customs, those of the family, those within their local community and those of other societies and groups. We plan for the further development of pupil's cultural awareness through planned extra curricula activities identified through the whole school calendar where we are able to celebrate a richness of culture and tradition which promotes not only an appreciation of our own cultural traditions but additionally encourages an appreciation of other people's cultural traditions in the local, national and global communities.

**Our aims of Cultural development will encourage the pupils at Marshfields School to further develop their abilities to:**

- Understand how individuals relate to each other and about the people and groups in our lives,
- Explore, recognise and understand their own cultural values and sense of

i identity,

- Understand, appreciate and embrace cultural diversity and to value other peoples' values,
- Begin to understand the changing nature of cultures in our community,
- Strengthen cultural interests,
- Develop a sense of worth and enrichment through knowledge and involvement in cultural traditions (from a range of cultures),
- Understand beliefs, customs, values, knowledge and skills which form a basis of identity and cohesion in society,
- Build self-confidence and identity through dance, drama, public speaking etc.,
- Understand the importance of the arts and creativity in human life,
- Develop new interests.

### **Differentiation, Planning & Assessment**

To ensure we provide informed opportunities for our learners to further develop their knowledge, skills, understanding, qualities and attitudes within SMSC development we have produced an overview of each area. These identify the key skills we may need to address for each pupil within each area through the establishment of key learning indicators. The identification of these key skills/indicators enables each class team to establish long term aims and targets addressing personalised learning within SMSC for all pupils within the school.

### **Promoting British values**

In 2011, the government defined British Values as **democracy, the rule of law, individual liberty, mutual respect** and **tolerance of different faiths and beliefs**. This guidance was initially published to further strengthen all previous guidance published in improving the spiritual, moral, social and cultural development of pupils to ensure young people leave school prepared for modern life in Britain.

In November 2014, the government outlined that all schools must now have a clear strategy for embedding these values and show how their work has been effective in doing so.

We at Marshfields promote these values through our own school values, curriculum delivery, the school offer and enrichment activities. The purpose of our actions will ensure all pupils at Marshfields have a voice that is listened to; through the school based activities outlined below we can identify how we embed these values. In order to recognise the impact of these values through our work, we have identified measures to allow us to judge the effectiveness of our work through our curriculum offer, our school vision SHAPED statement and Marshfields school code of conduct. By identifying the cross curricula elements, we are secure the school addresses the development of British Values to our learners in an informed and relevant way.

All staff within the school have received their PREVENT training by LA Prevent Lead Claire George in February 16. Staff who missed this session (2) will complete the online training. Further training commenced in April 2017.

### **Monitoring and review**

All staff at Marshfields School are involved in the teaching of SMSC paying due regard to a pupils chronological age and their developmental stage. Our school will plan its curriculum with the aspiration to promote SMSC across different cultures, ethnic groups (including religious or non-religious) and socio-economic groups. We will undertake an audit of our current practice, identify any gaps and devise an action plan to address these in order to fulfil our aims.

It will be the responsibility of all teachers, Subject Lead Teachers, Middle Leaders, SLT and Governors of the school to ensure the area of SMSC is monitored and reviewed to make sure the delivery of this maximises learning by providing richness, breadth, balance in knowledge, skills and direct experiences in a way relevant to each individual and their own lives.

The Subject Lead's along with SLT and Governors of the school will monitor the progress towards our aims and review our policy and subsequent provision on an annual basis as part of the School Self Evaluation Policy.

### **Guidelines**

There are different responsibilities for staff members in the delivery of SMSC/PBV's.

#### **1 Responsibility of Teachers**

- 1.1 Plan for progression (key learning indicators),
- 1.2 To utilise the curriculum map and identify opportunities to promote S M S C and British Values within structured teaching sessions,
- 1.3 Plan for individual needs and differentiate work and materials,
- 1.4 Record pupils' progress using IEP's (as appropriate), SMSC Can Do Statement (as appropriate), record all positive and negative incidents on Behaviour Watch,
- 1.5 Provide appropriate information to the Middle Leader,
- 1.6 To carry out any appropriate risk assessment associated with SMSC,

#### **2 Responsibility of Middle Leader**

- 2.1 Monitor the teaching of the subject by discussion in Middle Leader Cluster meetings,
- 2.2 Monitor the long term planning and associated long term aims for SMSC,
- 2.3 Support colleagues in planning, teaching styles, use of resources,
- 2.4 Ensure the coverage (within the four areas – Spiritual, Moral, Social and Cultural) is balanced across the whole school and underpins the aims of this policy,
- 2.5 Monitor and evaluate SMSC across the school providing all evaluation to SLT as appropriate or when requested,

- 2.6 Maintain the Subject Leader's file to include SMSC monitoring,
- 2.7 Monitor the SMSC policy document biennially as part of the School Self Evaluation Policy and Guidelines,
- 2.8 Ensure all staff are up to date with any government or local initiatives which impact upon our SMSC provision,

### **3 Responsibility of the Senior Leadership Team**

- 3.1 Ensure adequate resources,
- 3.2 Ensure access to training to Subject Leader,
- 3.3 Ensure access to training for teachers and support staff,
- 3.4 Have an overview of the subject area.

### **4 Responsibility of Governors**

- 4.1 To monitor the delivery of SMSC through reports from the Subject Leader,
- 4.2 To approve the SMSC policy and any subsequent updates.

### **5 Resources**

- 5.1 Resources will be purchased to underpin the effective teaching delivery of SMSC by the subject Lead. The request for resources should be made in the usual way of detailing in subject development plan and budget request.

### **6 Assessment and Recording**

- 6.1 Pupils will be assessed using the 'triangulation of assessment' detailed in each department Quality Assurance file. Assessment for interim data will be provided to SLT mid-year and end of year with a full report prepared for parents in addition to interim, once per academic year.
- 6.2 Students work can additionally be recorded through photographs, print out of work etc. The key learning indicators will provide opportunities for the class teacher to plan/assess learning outcomes achieved and provide challenge within all learning being pursued.
- 6.3 Recording of students' progress made in their EHCP targets is required by each class teacher at least twice a year.

### **7 Delivery**

- 7.1 We will strive for excellence in the teaching delivery of SMSC by:
  - The quality of learning which pupils' experience,
  - The quality of teaching that we provide,
  - The richness and variation of the environment in which they learn,
- 7.2 The teaching staff will use whatever specialist techniques and teaching approaches, which motivate, support the needs, or improve the access of any individual. Teachers will therefore look at matching their teaching approaches to individual pupil's learning styles.

## **8 Delivery of subject**

8.1 SMSC and the promotion of British Values will be addressed in a range of settings within the school and with further opportunities to access different learning environments. These will include:

- Timetabled lessons
- Whole class, small group and individual teaching
- Linked to every other subject (all areas of the National Curriculum)
- Planned extra curricula activities noted in the whole school calendar

## **9 Planning**

9.1 Teachers will follow the established curriculum which highlights opportunities to actively enhance SMSC. Each Medium term plan will identify which of the four areas is being addressed (Spiritual, Moral, Social and Cultural) it will be the responsibility of the subject leader to ensure there is a balance of coverage. Teachers are advised to annotate their medium term plans.

## **10 Accreditation**

10.1 Pupils will have the opportunity to undertake accredited units of work within PD at year 11 and ASDAN units in Post 16.

## **11 Equal Opportunities**

11.1 Teachers will ensure that provision reflects Cultural Diversity, Ethnicity, Religion, Gender, Ability, Disability and Age.

## **12 Health and Safety**

12.1 All staff should ensure the health and safety of all pupils and staff at all times



# SMSC

Audit February 2018

How do we promote SMSC across our school?	Spiritual	Moral	Social	Cultural
English	√	√	√	√
Maths	√	√	√	√
Science	√	√	√	√
Food	√	√	√	√
Product Design	√	√	√	√
Computers	√	√	√	√
Art	√	√	√	√
Performing Arts	√	√	√	√
Physical Education	√	√	√	√
Work Experience/ Employability	√	√	√	√
Enrichment	√	√	√	√
Personal Development	√	√	√	√
History	√	√	√	√
Geography	√	√	√	√
Religious Education	√	√	√	√

<b>Subject</b>	Personal Development	<b>Teacher</b>	Ms Anderson / Miss Briggs
<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
Students are encouraged to respect themselves and value their contribution to PD lessons. Through discussion and written work evaluation of themselves is modelled, encouraged and praised	The decision making of students is supported to develop the understanding of right and wrong. Often in PD this involves complex moral decisions in the wider world made relevant by drawing on school experiences.	During discussion show respect for one another, are sensitive to other students' feelings. With support are able to think about their responsibilities and other students' rights. This is extended to include people in our community.	Students are taught about difference in opinion, difference in family values and difference in the way each of our families live. These differences are accepted and celebrated.

<b>Subject</b>	Physical Education	<b>Teacher</b>	Mrs Watson
<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
Pupils develop their knowledge and understanding of the body's performance when exercising; this leaves pupils amazed at the body's ability. Through sport such as gymnastics pupils are being creative, expressing feelings and emotions in their performances. Allowing pupils' reflection time to evaluate their experiences allows them to build a positive mind set and promotes progression.	Living a healthy lifestyle and promoting healthy living is apparent in each PE lesson at Marshfields. Pupils develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations, giving pupils a sense of justice, and how to respond appropriately when they feel there is an injustice. the frequent opportunity given to pupils to umpire and referee supports the importance of abiding by rules.	The nature of PE allows all pupils to develop the necessary skills to work in teams or pairs, as the majority of activities are based around team games or creating sequences in groups, co-operation with others is paramount to success. Giving the pupils roles such as leaders, coaches or umpires, and offers pupils the opportunity to develop their communication skills, leadership skills and the ability to settle any discrepancies which may occur. Pupils are encouraged to reflect upon feelings of enjoyment and determination.	Pupils are given the opportunity to explore techniques and learn games from different traditions and cultures including their own. Pupils also recognized and discuss the differences between male and female roles within sport, at both elite and amateur levels. Compassion and respect for other cultures and traditions is also displayed by all when exploring unfamiliar games. Pupils will discuss how culture affects what sports different nations excel at and how cultural traditions can affect which sports men and women participate in.

<b>Subject</b>	Food	<b>Teacher</b>	Mrs Cavanagh
<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
Opportunity to work as a team recognizing other strengths. Sharing equipment. Discussing as a group government guideline for health & dietary guidelines. Students consider other opinions, through research of the users view of a product- e.g. GCSE	Lots of discussion about vegetarianism, food production in the third world, Fairtrade, sustainable foods, environmental friendly foods, and packaging. Encouraged to recycle food waste by putting in the compost.	In lessons we talk about the cost of food a lot- relating it to price and income. Peer assessment and Star Baker vote by students. Group work when washing up.	Lots on culture differences in food and diets. Link to religious groups, countries around the world. Choice of bought ingredients to be inclusive Halal meat, logic alternatives if / when necessary.

<b>Subject</b>	Computing	<b>Teacher</b>	Miss Mills
<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
Students are taught to reflect upon each topic of work and their achievements- they are encouraged to congratulate themselves and others on their achievements. Students also actively share work with others and are taught to be open to feedback and give feedback- respecting each other's comments, thoughts and feelings. Students are also encouraged to be creative in all of their work.	Students are encouraged for making decisions about their work, taking into account what is appropriate in school environment when creating digital artefacts. Students are supported in actively seeking the view point of adults and peers when working.	Students engage in collaborative work and discussion tasks throughout the computing curriculum and are taught to share their views and opinions with others and make consensus decisions. Students are taught how to use various hardware components and devices safely and respectfully.	In year 9 students specifically study key figures in computing History, and their Social , economic and cultural context and relevance.

<b>Subject</b>	Science	<b>Teacher</b>	Mr Washbrook
<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
As science lessons encompass a whole range of skills and task types, they enable all students to increase their self-confidence and empathy, as well as developing a sense of insight and expressiveness.	Many scientific concepts, particularly genetics, medicine and drugs have moral and ethical implications. Students are encouraged to discuss these issues to help them form well rounded opinions	In science we look at how many things have social implications, for example alcohol, and healthcare and how scientific advances have shaped our social structure.	Students look at how early scientific discoveries were made by many different cultures, leading on to how all cultures have made a contribution to our scientific knowledge.

Subject	English	Teacher	Mrs Rouncefield
<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
<p>Our key narratives often address more meaningful philosophical messages which create a platform for thoughtful discussions about life. For example, in A Christmas Carol we witness the character of Scrooge transforming from a grasping, selfish miser into an altruistic, kind hearted man. This metamorphosis is achieved through a series of spiritual experiences as Scrooge (the reader) finally understands that only by living a good life can one create harmony, love and healing.</p>	<p>The subject of English enables our students to explore moral dilemmas and ethical considerations. Our set historical period is Victorian Britain which provides many opportunities for discussion. We examine for example, the injustice of Dickens's London in Oliver Twist. Year 9 students study workhouses, the ill treatment of orphans and the criminal fraternity. There are many instances where we address moral issues in English. The senseless slaughter which took place in the 1<sup>st</sup> World War and the more abstract questions such as 'Did Frankenstein have moral obligation to nurture his creation?' offer unique opportunities to explore moral questions.</p>	<p>In English we have a two pronged approach to the Social aspect of SMSC. Firstly, our students are able to explore the inequalities in society when they are learning about the sinking of the Titanic. They ace as reporters and survivors, so are thus able to empathise with 1<sup>st</sup> and 3<sup>rd</sup> class passengers in their communications. secondly, we offer opportunities to work collaboratively in various sizes of groups. For example, we like to offer all our Year 8's a part in a Shakespearean play. This helps them to work in a socially accepted way to produce a creative entity.</p>	<p>Our English curriculum offers interesting insights into different cultures both historically and through the use of geographical locations and traditions. In Kensuke's Kingdom our Year 8 students will be learning about the 2<sup>nd</sup> World War and some Japanese cultural traditions. Our set films have included: Slumdog Millionaire, Holes and Pearl Harbour. These film texts offer many opportunities for cultural references.</p>