

**Plymouth Studio School
Spiritual, Moral, Social & Cultural
Draft Policy**

Introduction

Spiritual, moral, social and cultural education helps children develop personal qualities, which are valued in a civilised modern British society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. At Plymouth Studio School we seek to teach these qualities across the curriculum and throughout school life in the hope that these pupils go on to participate fully and contribute positively to life in modern Britain. It is linked closely to our school values and ethos of integrity, resilience, courage, respect and teamwork.

Our vision is of a small school that fosters a culture of high expectation and high achievement based on a personalized approach to learning, supported by a range of influential and dynamic partnerships with a variety of stakeholders.

Definitions

Plymouth Studio School uses the following definitions of Spiritual, Moral, Social and Cultural:

Spiritual

Beliefs, religious or otherwise, which inform pupils' perspective on life and their interest in and respect of, different people's feelings and values. A sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning and willingness to reflect on their experiences. A desire and willingness to reflect on their own beliefs religious or otherwise.

Moral

Ability to recognise the difference between right and wrong and the pupils' readiness to apply this understanding in their own lives. Understand the consequences of their

actions. Interest in investigating and offering reasoned views about moral and ethical issues. An understanding of the civil and criminal law of England and recognising the legal boundaries that apply to their own lives and actions.

Social

Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds. Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Interest in, and understanding of, the way communities and societies function at a variety of levels. An understanding of what fundamental British values may be and an awareness of how they can make a positive contribution to life in modern Britain.

Cultural

Understanding and having an appreciation of the wide range of cultural influences that have shaped their own heritage. Willingness to participate in, and respond to, for example: artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. Interest in exploring, understanding of, and respect for, cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities. Knowledge of British democratic systems, its history and its continuation to develop Britain.

Aims of SMSC

At Plymouth Studio School we share, support and strive to achieve the following:

Encourage and guide pupils to:

- Be reflective about beliefs, values and more profound aspects of human experience, to enable them to use their imagination and creativity and develop curiosity in their learning.
- Develop and apply an understanding of right and wrong in their school life and life outside the school.
- Take part in a range of activities requiring social skills
- Develop an awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability.

- Gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training.
- Overcome barriers to learning.
- Respond positively to a range of artistic, sporting and other cultural opportunities provided by the school, including for example developing an appreciation of music and literature.
- Develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain.
- Understand and appreciate the range of different cultures within the school and further afield as an essential element of their preparation for life.

How the curriculum contributes to SMSC

English

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping pupils to understand how language changes over time, the influence on spoken and written language and social attitudes to the use of language.
- Creativity in writing/expressing feelings
- Speaking and listening

Maths

- Spiritual development - through helping pupils obtain an insight into the infinite and through explaining the underlying mathematical principles behind natural forms and patterns.
- Moral development - helping pupils recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth. Creativity in methods used and problem solving with different ideas.

- Social development - through helping pupils work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately. Peer instruction and coaching/teaching each other. Demonstrations in front of whole class.
- Cultural development - through helping pupils appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.

Science

- Encouraging pupils to reflect on the wonder of the natural world.
- Awareness of the ways that Science and Technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, for example on creation.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many.

Geography

- Opportunities for reflection on the creation of earth and its origins, future and diversity.
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change.
- A study of people and physical geography gives our pupils the chance to reflect on the social and cultural characteristics of society.
- Different cultures around the world
- Human migration, LIC, NEE, HIC
- Two field trips looking at Physical and Human Geography

MFL

- Gain insights into the way of life, cultural traditions, and moral and social developments of other people.
- Social skills are developed through group work activities and communication exercises.
- Listening skills are improved through oral/aural work.

PE

- 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.
- Student led activities.

Business

- Spiritual – Business Enterprise. Starting own business, reflect on success and challenges, wider responsibilities
- Moral – recruitment. Creating job applications, applying for jobs
- Social – enterprise, teamwork, respecting others (pitches), marketing campaigns – promoting in different areas
- Cultural – recruitment, equal opportunities, marketing campaigns

BTEC Sports

- Practice excellent and professional coaching abilities when working with their groups
- Continually draw on a wide range of sports men and women across all sports both able bodied and non-able bodied
- Images empowering positive role models for all students
- Embrace other sports from around the world and learn the rules and regulations of many sports

Performance

- Focused screening and assessments
- Specific conditioning based around assessment insight
- Performance sports psychology for performance students based on resilience training
- Performance nutrition workshops
- Rehabilitation for injured students aligned with Marjons University
- Performance management for performance students

Beyond the curriculum

- Assemblies focussing on SMSC topics

- Tutor and pastoral teams to ensure holistic care of all pupils
- Peer Mentoring
- School Council
- Newsletter
- Charity links at home and abroad
- Enrichment – lunchtime and after school sporting activities, such as sports training, matches and conditioning

Monitoring and implementation of the policy Provision for SMSC is monitored and reviewed by SLT, Governors, teachers and the School Council.

Regular discussion and staff training is carried out.

Staff share classroom work and practice.

The implementation of the policy is the responsibility of all staff.

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