Spiritual, Moral, Social & Cultural Development (SMSC) Curriculum Policy

To be read in conjunction with:
Social, Moral, Spiritual and Cultural Implementation Plan

Aims

The vision at Graduately Developing Futures (GDF) is to overcome barriers to social, emotional, mental health and academic development. Students' spiritual, moral, social and cultural development is key to their confidence and success in all areas of their lives, both in and out of school. SMSC will be delivered through the outstanding, inclusive, personalised curriculum and supported by a multi-disciplinary approach in order to equip our students with the skills and experiences needed to embrace life-long learning.

Many of our young people have impaired social communication and interaction skills, and the development of each students' spiritual, moral, social and cultural development will support them in their understanding of the world as a place in which they can succeed and grow, and in which they have a role to play. Our SMSC curriculum will ensure that students are given the tools to reach their full potential, and the vision for all students at GDF is that they leave us not only as successful learners with good qualifications but also motivated to be:

- Self-confident individuals who can make informed decisions and communicate them based on their values and beliefs. Students can manage their difficulties with support and be able to develop their individual talents and abilities with confidence and enjoyment.
- Responsible citizens who respect others and take part in political, economic, social and cultural life. Students can take an active role in society at all levels.
- Effective contributors in the community, where they will have the communication and social skills to develop their independence and life skills. Students will be able to make informed choices, lead or work in a team and meet the challenges of the 21st Century.

Definitions

Spiritual

- A student's ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, 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
- Willingness to reflect on their experiences.

Moral

- A students ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions

www.graduatelydevelopingfutures.co.uk
©2021 GDF
Registered office: 2nd Floor South, One Castle Park, Tower Hill, Bristol, BS2 0JA
Company no: 07150627

- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Social

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, cooperating well with others and being able to resolve conflicts effectively
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

SMSC also includes promoting fundamental British values namely democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs to:

- enable students to develop their self-knowledge, self-esteem and self-confidence
- enable students to distinguish right from wrong and to respect the civil and criminal law of England
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- enable students to acquire an appreciation of and respect for their own and other cultures
- encourage respect for other people
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

www.graduatelydevelopingfutures.co.uk
©2021 GDF
Registered office: 2nd Floor South, One Castle Park, Tower Hill, Bristol, BS2 0JA
Company no: 07150627

The understanding and knowledge expected of students as a result of GDF promoting fundamental British values includes:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combating discrimination.

GDF promotes British Values by:

- including in suitable parts of the curriculum (see appendix 1), as appropriate for the age of students, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries
- ensuring that all students within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a Student Parliament whose members are voted for by the students.
- using opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
- reinforcing the importance of school, class and country laws
- ensuring g students work together as small groups in class, each deciding who should take the lead within that group (where able)
- investigate activities that involve turn-taking, sharing and collaboration
- using teaching resources from a wide variety of sources to help pupils understand a range of faiths considering the role of extra-curricular activity, including any run directly by students, in promoting fundamental British values.
- challenging opinions or behaviours in school that are contrary to fundamental British values
- ensuring that students understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong
- teaching young people the importance of speaking up about their problems and sharing them with a trusted adult
- create opportunities for students to take on areas of responsibility within the school
- take time and care to get to know each student as an individual
- develop young people's debating skills to enable them to express different points of view, as well as respecting the opinion of others
- celebrate Internationally themed days such as World Refugee Day, World Mental Health Day and Holocaust Memorial Day

www.graduatelydevelopingfutures.co.uk
©2021 GDF
Registered office: 2nd Floor South, One Castle Park, Tower Hill, Bristol, BS2 0JA
Company no: 07150627

- organising trips and visits to different places of worship

Curriculum

All staff are responsible for delivering SMSC and it is essential to stay tuned to the spiritual, moral, social and cultural development of all students and look out for opportunities to discuss issues that impact on students' lives. SMSC is developed both in and out of the classroom and every opportunity should be taken to support students in this.

Appendix 1 outlines some examples of the explicit ways in which SMSC is delivered and enhanced through the curriculum, and this cross curricula tracking map is maintained to ensure that it is up to date as the curriculum develops.

In addition, British Values will be developed through sport:

- We believe sport to be an effective vehicle for promoting British values. From the earliest years children gain an understanding of the Rule of Law when playing games together and developing the concept of fair play.
- Children gain an understanding of Mutual Respect through participation and showing respect for officials and other players.
- Children gain an understanding of Democracy as they vote for their Student Parliament members.
- Children develop an appreciation of Equality and Competitiveness as they experience selection on merit with mixed teams of both boys and girls taking part in intra and inter-school sport.

SMSC development is woven through our Curriculum. Each class has SMSC assessment criteria (based on DfE definitions) specific to the learning abilities of the students in that group. Assessments and evidence are gathered throughout the term. Evidence of SMSC can be observed in lessons, on displays and through regular learning walks.

Review

This policy will be reviewed on an annual basis as a minimum. Next review date 01.09.2027

www.graduatelydevelopingfutures.co.uk
©2021 GDF
Registered office: 2nd Floor South, One Castle Park, Tower Hill, Bristol, BS2 0JA
Company no: 07150627

Appendix 1: EXAMPLES OF SMSC ACROSS THE CURRICULUM AT GDF

ART • Art lessons develop children's aesthetic appreciation. • Art evokes feelings of 'awe' and 'wonder'. • Giving students the chance to reflect on nature, their environment and surroundings. • Studying artists with spiritual or religious themes, studying issues raised by artists which concern ethical issues, such as War painting.	**Kinesthetic, PHYSICAL EDUCATION, Dance & Drama** • 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.	**DESIGN TECHNOLOGY** • Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives. • Awareness of the moral dilemmas created by technological advances. • How different cultures have contributed to technology. • Opportunities to work as a team, recognising others' strengths, sharing equipment.
ENGLISH • Developing confidence and expertise in language - an important aspect of individual and social identity. • Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television. • Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film. • Helping students to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.	**SCIENCE** • Encouraging students 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, on creation for example. • Co-operation in practical activity. • Raising awareness that scientific developments are the product of many different cultures.	**HUMANITIES – GEOGRAPHY, HISTORY & RE** • Opportunities for reflection on the creation, earth's origins, future and diversity are given. • Reflection on the fair distribution of the earth's resources and issues surrounding climate change. • Studies of people and physical geography give our children the chance to reflect on the social and cultural characteristics of society. • Looking at the creation and evolution of British society. • Enabling students to reflect on issues such as slavery, the holocaust and Imperialism. • Showing an awareness of the moral implications of the actions of historical figures.

www.graduatelydevelopingfutures.co.uk
©2021 GDF
Registered office: 2nd Floor South, One Castle Park, Tower Hill, Bristol, BS2 0JA
Company no: 07150627

LANGUAGES	COMPUTING	MATHS
• Insights into the way of life, cultural traditions, moral and social developments of other people. • Social skills are developed through group activities and communication exercises. • Listening skills are improved through oral work.	• Preparing the children for the challenges of living and learning in a technologically-enriched, increasingly inter-connected world. • Making clear the guidelines about the ethical use of the internet. • Acknowledging advances in technology and appreciation for human achievement.	• Enabling students to acknowledge the important contribution made to mathematics by non-western cultures.

www.graduatelydevelopingfutures.co.uk
©2021 GDF
Registered office: 2nd Floor South, One Castle Park, Tower Hill, Bristol, BS2 0JA
Company no: 07150627