Spiritual, Moral, Social, Cultural, and Mental Development Policy.

*Defined by Hansard in 1996 as ‘the training of good human beings, purposeful and wise, themselves with a vision of what it is to be human and the kind of society that makes that possible’*

1. Spiritual Development
The school defines this as:

1. Beliefs - the development of personal beliefs including religious beliefs; an appreciation that people have individual and shared beliefs on which they base their lives; a developing understanding of how beliefs contribute to personal identity.

2. A sense of awe, wonder and mystery - inspired by the natural world, mystery or human achievement.

3. Experiencing feelings of transcendence – feelings which may give rise to belief in the existence of a divine being or the belief that one’s inner resources provide the ability to rise above everyday experiences.

4. Search for meaning and purpose – asking ‘why me?’ at times of hardship and suffering; reflecting on the origins and purpose of life; responding to challenging experiences of life such as beauty, suffering and death.

5. Self-knowledge – an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences; a growing understanding and acceptance of individual identity; an ability to build up relationships with others.

6. Relationships - recognising and valuing the worth of each individual; developing a sense of community; the ability to build up relationships with others.

7. Creativity – expressing innermost thoughts and feelings through, for example, art, music, literature, crafts, drama; exercising the imagination, inspiration, intuition and insight.

8. Feelings and emotions – the sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings, and how to use such feelings as a source of growth.

The school considers that the following values are central to our philosophy.

- Compassion
- Concern
- Consideration
- Conviction
Co-operation
Corporate responsibility
Empathy
Forgiveness
Honesty
Humility
Integrity
Mercy
Perseverance
Respect
Self-discipline
Self-knowledge
Self-reliance
Self-sacrifice
Tolerance
Trust

Rationale
The positive promotion of the pupil’s spiritual development is the entitlement of all pupils and the responsibility of all staff. The school's Religious Education department has much to contribute to the pupil’s spiritual development. The school’s approach to promoting spiritual development is informed by the school values; through its ethos and culture; the school curriculum and through behaviour and relationships.

Policy into practice
C. Vellocott oversees the material required for ‘Thought for the week’. This takes place during registration on a weekly basis with daily referral made throughout the week. A powerpoint presentation is provided for form tutors and time is given for reflection, though pupils are not instructed to pray, in a way that respects the integrity and beliefs of all present from our multi-cultural community.

Many areas of the curriculum provide opportunities for spiritual development. In the light of this each curriculum leader has evaluated the possibilities in their own area for promoting spiritual values and has written a statement in their curriculum area policy.

Teaching styles
The learning and teaching policy promotes styles which:

- Values pupils’ questions and give them space for their own thoughts, ideas and concerns
- Enable pupils to make connections between aspects of their learning
- Encourage pupils to relate their learning experience to a wider frame of reference – for example, asking ‘why?’, ‘how?’ and ‘where?’ as well as ‘what?’

2. Moral Development
The school defines this as the building, by pupils, of a framework of moral values which regulates their personal behaviour. It is also about the development of pupils’ understanding of society’s shared and agreed values; that there are issues where there is disagreement and that society’s values change. Moral development helps pupils gain an understanding of the range of views and the reasons for the range. Pupils learn to articulate an opinion about the different views.

Practice
Teachers have a significant responsibility for moral education. They inevitably define, for their pupils, standards of behaviour in the classroom and around the school. They engage pupils in thinking about their responsibilities when issues arise, such as keeping promises, telling the truth, or dealing with unfairness or injustice. They provide a moral framework of values which guide their relationships with others. Teacher’ attitudes and interactions provide powerful role models.

**Teaching aims to**
- extend pupils’ knowledge and understanding of the range of accepted values in society
- develop pupils’ skills and attitudes, such as decision-making, self-control, consideration of others, having the confidence to act in accordance with one’s own principles and thinking through the consequences of actions
- promote, at an appropriate level, pupils’ understanding of basic moral philosophy and the skills of analysis, debate, judgement and application to contemporary issues.

### 3. Social Development

The school defines this as young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding in all its aspects. This includes understanding people as well as understanding society’s institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in the community. It also involves the development of the inter-personal skills necessary for successful relationships.

**Practice**

The school itself is a social community that offers a model for living and working together. Pupils learn and experiment with the challenges and opportunities of belonging to a larger group. In school they can experience the tensions between their own aspirations and those of the wider community of the school and beyond. The quality of relationships in school is significant in forming pupils’ attitudes to acceptable behaviour and self-discipline. Pupils are given the opportunity to exercise responsibility and to face the consequences of their actions.

SMSC is included as part of schemes of work and the coverage of this is monitored by C. Vellocott.

Social skills are developed through the Lifeskills programme and through the Learning and Teaching Policy where opportunities are made to work individually, in small groups and as whole classes.

### 4. Cultural Development

The school defines this as pupils’ understanding of their own cultures and other cultures in the wider community, both within Wellingborough and in the country as a whole. In addition it is about understanding cultures represented in Europe and elsewhere in the world. Pupils need to develop an understanding of and to feel comfortable in a variety of cultures and to be able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. Pupils need to understand that cultures are always changing and learn to cope with change. Promoting pupils’ cultural development is intimately linked with the school’s attempts to value cultural diversity and to prevent racism.
The school recognises that pupils need to understand their own culture. This gives them a sense of identity and a language with which to communicate, receive and modify the shared values of the culture. Their culture embraces customs, history, geography, icons and images, artefacts, music, painting, sculpture, dance and technology as well as the spoken word and written literature. There are opportunities to participate in the above both within the school curriculum and as extra-curricular activities and events.

**Practice**

Opportunities are provided across the curriculum for pupils to explore their own cultural assumptions and values.

Discrimination on the grounds of race, religion, gender, age and other criteria is addressed both through the curriculum and through the ethos and policies of the school. This is monitored by Assistant Head, Inclusion and Equal Opportunities

Particular gifts and talents of pupils are nurtured through participation in literature, drama, music, art, technology and other events.

Cultural awareness is developed through partnerships with outside agencies, for example, theatre, museum, gallery visits and foreign exchanges.

The school's cultural values are reinforced through displays throughout the school.

Cultural awareness is developed through the Lifeskills programme and through the Learning and Teaching Policy.

**5. Review**

The school's policy on Spiritual, Moral, Social, Cultural, Mental and Physical Development Policy will be reviewed annually. The success of what is provided will be monitored through pupil interviews, pupil questionnaires, the School Council, the Governors and the Curriculum Leaders group.

**Self-evaluation should reveal evidence of pupil’s SMSC development in**

- The values projected by the staff and pupils
- The relationships between pupils and staff and between pupils
- The way staff address pupils and vice versa
- The way pupils address and care for each other
- The way disputes and dissent are addressed
- The quality of the physical environment and the wall displays
- The range of opportunities provided by the school outside the formal curriculum
- The relationships developed by the school with the wider community
- The tone and content of material published by the school

**Training**

INSET will be provided for staff needing to develop a fuller understanding of SMSC issues.

**Policy Review**

The policy will be reviewed in June 2012

Signed ___________________________________ Date _______________________

Chair of the Premises and Health and Safety Committee
Signed ___________________________  Date __________________________

Chair of Curriculum Committee