



# **Spiritual, Moral, Social and Cultural Education Policy**

## **2021-2022**

---

Leadership Team Responsibility:	AHT House Systems/DHT Pastoral
Version Date:	April 2022
Presented to Local Governing Body :	May 2022
Review Date:	Every two years

## **Contents**

Introduction	3
What is SMSC development?	3
Lister's Approach to SMSC development, monitoring and evaluation	5
SMSC in the Academic Curriculum	6
SMSC beyond the Academic Curriculum	8

## Introduction

At Lister Community School, we aim to provide the highest possible standard of education for all our students, and in doing this we aim to offer a broad and rich curriculum which provides our students with:

- a sound basis to understand and contribute to the world they live in;
- the skills they need for their future education and employment;
- and the foundation for enjoyment and appreciation of the great intellectual and cultural capital of the city in which they are living.

Academic excellence is essential to this, however Lister also places at the heart of this project, its statutory commitment to excellent Spiritual, Moral, Social and Cultural Educational development (SMSC). Our approach to SMSC provision is drawn from articles 252-256 of the [Ofsted School inspection](#) handbook in addition to this Department for Education guidance on SMSC and [Fundamental British Values](#).

## What is SMSC development?

### Spiritual Development

Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.

As children develop physically they do so emotionally and psychologically. In studying at school to gain knowledge and skills their personal beliefs and identities are shaped. The spiritual development of pupils at Lister Community School is shown by their:

- 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
- 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 Development

Moral development is about 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. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change.

Children enter secondary school with degrees of moral understanding defined by their families and friends and by their previous schooling. They should be encouraged to take personal responsibility for their words and actions. They should be expected to reject any form of bullying, discrimination or cruelty. They should be helped to deal with any moral dilemmas they may face. The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect civil and criminal law
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to
- understand and appreciate the viewpoints of others on these issues.

### Social Development

Social development is about 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 of society 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 a community. It also involves the development of the inter-personal skills necessary for successful relationships.

As members of the community at Lister Community School, pupils learn social skills and values that will determine their future lives as responsible citizens. The social development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, 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; the pupils
- develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### Cultural Development

Cultural development is about pupils understanding their own culture and other cultures in their borough, city and in the country as a whole. It is about understanding cultures

represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. This will enable pupils to value cultural diversity and to prevent racism.

At Lister Community School, pupils discover and develop their creative, intellectual and physical skills. Pupils develop an awareness of their own cultural roots. They should also be able to appreciate the diversity and evolution of cultural traditions that society has, how conflicts between them occur, and how they can be reconciled.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that 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 Britain
- willingness to participate in and respond positively to artistic, 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 socio-economic groups in the local, national and global communities.

## **Lister's Approach to SMSC development, monitoring and evaluation**

Lister's commitment to SMSC is woven into every aspect of the school and as such, much of this policy coheres with the other school policies. Some of the areas in which SMSC development is promoted include the school's:

- Core Values for Students
- Behaviour policy
- Academic curriculum
- Pastoral curriculum
- Extra-curricular and enrichment provision

SMSC development across the school is overseen by the SMSC Educational Coordinator. This role organises and tracks the provision of pastoral and extra-curricular SMSC development as well as liaising with the subject leads to conduct an annual review of the SMSC development within the academic curriculum in which existing opportunities for SMSC development are identified, and areas for development agreed upon.

## SMSC in the Academic Curriculum

The following are examples of SMSC development opportunities organised by subject from the annual SMSC review. It is not an exhaustive list of all the opportunities available. Further questions about SMSC provision can be directed to the school's SMSC coordinator.

- English
  - Exploring how religious and scientific views interact through studying Frankenstein. (Year 8)
  - Students consider the impact of working well together in Lord of the Flies. They also engage with British values of Democracy by exploring the interactions between characters of different social classes and the potential consequences of any negative interaction. (Year 11)
- Maths
  - Financial literacy embedded in problem-solving questions e.g. percentages, exploring interest, deposits. (Year 11)
  - A unit on the Fibonacci Sequence and Islamic Patterns encourages students to engage with the culture of Maths in the wider world. (Year 9)
- Science
  - Learning about atoms and the building blocks of matter encourages fascination with the world around them. (Year 7)
  - Following all lab safety rules and protecting themselves and others from harm and injury in practicals. (Year 7-11)
  - Activities marking specific events in the year, like British Science Week, Black History Month, Disability History Month and World Cancer Day. (Year 10)
- Religious Studies
  - Activities like writing poetry or music lyrics aid our students to work imaginatively. (Year 7 and 8)
  - Improving debating and reasoning skills to be able to provide reasoned views about moral and ethical issues, and to listen to different perspectives. (Year 10)
- Physical Education
  - In examination PE, students make informed arguments about the ethics and morals of drug taking, discuss gamesmanship and sportsmanship and commercialisation. (Year 9)
  - Students are given the opportunity to join mixed gender core PE groups. This allows students to further develop their social skills in a sporting and active environment with the opposite gender. Allowing for students to continue to develop their social skills in a more varied environment and develop more tolerance of the opposite sex in a sporting environment. (Year 10)
- RSHE
  - Exploring ideas around the importance of consent and when it is required, healthy relationships the law with regards to sexual violence and sexual harassment/consent. (Year 9)

- Understanding the importance of community and our own position within our communities. Understanding British values and the importance of democracy/how democracy works. (Year 8)
- Sociology
  - The identification of various viewpoints (feminist, functionalist and marxist) on social stratification and crime. (Year 10)
  - Collaborative debating and planning on topics in lessons. (Year 9-11)
- History
  - Students consider issues of right and wrong in learning about the Holocaust. (Year 9)
  - All GCSE units provide the opportunity to collaborate through source work and debate, including the opportunity to engage with and debate some key British Values in units about Queen Elizabeth, Germany, Medicine, WW1 and the Cold War.
  - A unit on the history of Brick Lane gives students a personal history of the East End and enables students to be active participants in their wider communities. (Year 8)
- Geography
  - Studying resource management - understanding our moral responsibility of not over-consuming resources, and the effect of resource consumption on different parts of the world. (Year 10)
  - Students undertake a local fieldwork study on the topic of Crime, that takes learning outside of the classroom to apply learning in the local context. (Year 7)
- MFL
  - Improve students' sense of responsibility in learning about different volunteering activities. (Year 10)
  - Cultural lessons on Chinese and Hispanic cultural festivals e.g. Chinese New Year, Mid-Autumn festival etc. (Year 10)
- Art and Media
  - Issues around immigration, refugees and Apartheid are explored in District 9 (2009). Students are encouraged to engage and respond with a moral perspective. (Year 11)
  - Identity project in which students look at Identity through objects, nationality, gender and other key ideas. (Year 11)
- English as an Additional Language (EAL)
  - The lunchtime club provides opportunities for students to interact and socialise with other pupils and understand each other better.
  - Students are taking part in a cultural exchange program this year with EAL students at a school in Wales to learn and share their understanding about different cultures and school systems.
- Drama
  - Through character exercises such as thought tracks students are encouraged to empathise with people in situations different to their own. (Year 7)
  - An exploration of the play DNA means students explore the impact that choices have on a group of teenagers who have been involved in committing a crime. Through further looking at the context of this play, students are able to consider the consequences of acting individually and/or protecting a group. (Year 10)

- Music
  - In creative activities such as composition and improvisation, students use their imagination continuously in their learning. (Year 7-11)
  - Students are given leadership opportunities to assist students lower down the school in a variety of contexts e.g. orchestra / bands. (Year 10-11)
  - Students are encouraged to recognise musical features from different cultures, and be able to understand the significance of them in their context. (Year 7)
- Computing
  - Students consider the impact of E-safety, their digital fingerprint and screentime on their safety and development. (Year 7-10)
  - Students consider the impact of Digital divide, and computer literacy and the modern, digital phenomenon of elders taught by youngers. (Year 9)
- DSD
  - Students are introduced to theory of mind which is the skills to understand other people's perspectives.
  - Providing a safe space for students to ask questions about things they have / have not understood in small groups.
- Learning Support
  - Reflection time, Pupils Voice, group discussion, freedom of speech, right and wrong - Circle Time.
  - ART and Music development and opportunities to participate in wider school artistic events.

## **SMSC beyond the Academic Curriculum**

- Library
  - All students are expected to read, and reading is monitored through the library. Students are directed towards books they find interesting and have opportunities to discuss their reading through Library lessons as well as curriculum reading time. The library engages with awareness days and celebrations throughout the year, and stocks as wide a range of books, representing as diverse a range of cultures as possible. During Library sessions, students are encouraged to work in groups to read and discuss news articles, and events are held in the library.
- Assemblies
  - Throughout the year assemblies are planned in advance, to celebrate and commemorate awareness days, such as Black History Month, International Women's Day, LGBT+ History Month, International Month for People with Disabilities and many more.
  - In addition to this, assemblies are used as an intervention when issues and concerns present themselves within the school community, such as surrounding issues of consent and cyber bullying.
  - These assemblies also offer opportunities for student leadership, and development of a house ethos.
- Awareness days



- The school runs a wide range of activities to ensure that students engage with the many wonderful awareness days and events that run through the school calendar.
- Some examples include: After school speakers for International Women’s Day and LGBT+ history Month; Poetry reading for Holocaust Memorial Day; drop down lessons for Black History Month and poster campaigns for International Month for people with disabilities.
- These awareness days also offer students the opportunity to fundraise for causes important to them, to raise awareness and to engage with a network of people beyond themselves.
- Thought for the Week
  - Weekly quotes accompanied by assemblies and reading activities encourage students to reflect on themselves, as well as to engage with events in the wider world.
- Pastoral Curriculum
  - This is largely delivered through tutor time and assemblies. Students are given leadership roles, encouraged to think about important social issues, develop their personal characteristics and to engage with many of the other areas of SMSC provision within the school.
- Character Award
  - This is a system of rewards that runs through the year that promotes many citizenship skills and qualities and encourages students to identify areas for improvement in their general life outside of the academic curriculum.
- Extra-curricular clubs
  - A wide range of extra-curricular clubs and activities run to allow students the opportunity to develop their SMSC skills beyond the school curriculum and to develop lives and interests filled with fascination.