

Spiritual, Moral, Social & Cultural Policy

Sept 2021

Version 4

1. Scope

This policy applies to all staff at Expanse Learning Wigan School (Hereafter referred to as the School).

2. Introduction

Spiritual, Moral, Social and Cultural education helps students 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 ELWS we seek to teach these qualities across the curriculum and throughout school life in the hope that these students go on to participate fully and contribute positively to life in modern Britain. It is linked closely to our school values and ethos.

3. Ethos of SMSC at ELWS

- Passionate, reflective and creative about learning
- A desire to treat everyone equally, with respect and tolerance.
- Respecting and celebrating differences
- A commitment to contributing positively to life in and outside of ELWS
- A deep sense of purpose that things can change and transform
- A sense of perseverance to keep going to reach our goal

4. Definitions

ELWS uses the following definitions of Spiritual, Moral, Social and Cultural:

Spiritual

Beliefs, religious or otherwise, which inform students' 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 students' readiness to apply this understanding in their own lives. Understanding 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 students from different religious, ethnic and socio-economic 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 continuation to develop Britain.

5. Aims of SMSC

At ELWS we share, support and strive to achieve the following by encouraging and guiding students 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, for example, developing an appreciation of theatre, 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.

6. How the curriculum contributes to SMSC

English

- Developing confidence and expertise in language, which is 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 influence on spoken and written language and social attitudes to the use of language.

Maths

- Spiritual development: through helping students obtain an insight into the infinite and through explaining the underlying mathematical principles behind natural forms and patterns.
- Moral development: helping students 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.
- Social development: through helping students work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.
- Cultural development: through helping students 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 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, for example on creation.
- Co-operation in practical activity.
- Raising awareness that scientific developments require an appreciation of the work of others.

ICT

- Acknowledging advances in technology and appreciation for human achievement.

History

- Looking at the creation and evolution of British Society.
- Enabling students to reflect on issues such as slavery, the Holocaust and Imperialism and to consider the moral and ethical issues.
- Showing an awareness of the moral implications of the actions of historical figures.
- To gain an understanding of different cultures.

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.

MFL

- Preparing the students for the challenges of living and learning in a technologically enriched, increasingly interconnected world.
- Making clear the guidelines about the ethical use of the internet.
- 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.

RE

- Students learn about beliefs, values and the concept of spirituality
- RE reflects on the significance of religious teachings in their own lives.
- Develops respect for the right of others to hold beliefs different from their own.
- Shows an understanding of the influence of religion on society.
- Fosters appreciation and understanding of different cultures, religions and traditions.

Art

- Art lessons develop students' aesthetic appreciation.
- In turn, Art evokes feelings of 'awe' and 'wonder'
- Giving students the chance to reflect on nature, their environment and surroundings.
- Studying artists with a spiritual or religious theme, issues raised by the artist which concerns ethical issues, such as War paintings.

Design and 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.
- Awareness of how different cultures have contributed to technology.
- Opportunities to work as a team, recognising other strengths and sharing equipment.

Food Technology

- Giving the opportunity to examine cultural differences in food and diet.
- Reflecting on the social issues around food such as price and income.
- Acknowledging government guidelines for health and dietary requirements.
- Reflection on the moral issues concerning food production in third world countries.

Music

- Teaching that encourages pupils to be open to the music of other cultures.
- Discussing and reflecting upon a range of personal experiences and own performances and observed experiences like peer performances, trips and concerts.
- Looking at the way music can change moods and behaviour.
- Offer a range of high quality off-timetable music enrichment activities, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers. 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.

Beyond the curriculum

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| • Assemblies focussing on SMSC topics | • Community projects/Enterprise |
| • Ensure holistic care of all pupils | • Enrichment |
| • Peer Mentoring | • Intergenerational work |
| • School Council | • Young Ambassadors Scheme |
| • Newsletter | • Curriculum trips |
| • Charity links at home and abroad | • Enrichment trips |

7. Monitoring arrangements

This policy will be reviewed every 12 months but can be revised as needed:

- Provision for SMSC is monitored and reviewed by SLT, Governors, teachers and the School Council.
- Regular discussion and staff training are carried out.
- Staff share classroom work and practice.
- The implementation of the policy is the responsibility of all staff.

Impact of non-compliance

Staff:	Disciplinary action
Student:	Not applicable
Legislation/organisational:	Reputational damage, litigation, statutory and non-regulated compliance. prosecution
Compliance lead:	Headteacher/Director of Schools
Policy Reference:	ELWS-OPR-016
Version:	4
Agreed policy location:	DatabridgeMIS and Company Webpage
Does the policy require Governor approval?	No

Approval

Prepared by Ed Hanley 01/09/2021  Assistant Headteacher	Approved by Tony Brown 01/09/2021  CEO	Counter Signatory Richard King 01/09/2021  Director of Schools, Pre 16 Education
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Version Control

Version	Date	Revision	Review Date
1	04/01/2019	First Issue	03/01/2020
2	01/09/2019	Policy review and transfer to new policy template	31/08/2020
3	01/09/2020	Policy Review	31/08/2021
4	01/09/2021	Policy Review	31/08/2022
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