



Windsor Park CE Middle School

Learning for Life

"Teach me good judgement and knowledge"
Psalm 119:66

SMSC (Spiritual Moral Social Cultural) Guidance

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Respect ∞ *Resilience* ∞ *Responsibility*

OUR VISION

Learning for Life

*“Teach me good judgement and knowledge”
Psalm 119:66*

As a Church of England school and a founding partner in the Uttoxeter Learning Trust community, the teachings of Jesus are at the heart of all we do. Whilst striving for excellence, we celebrate achievement in all its forms and encourage pupils and staff to live life in all its glory and flourish.

OUR MISSION

- 1. Encourage all children irrespective of background or ability to fulfil their God-given potential and flourish. Our broad and balanced curriculum takes a holistic approach to education ensuring that spirituality, emotional intelligence, physical development, academic excellence and social skills are developed creatively across a range of school subjects.*
- 2. Deliver a safe space for children to develop philosophical and theological thinking through Religious Education as a core subject; delivering inspirational lessons which bestow upon pupils the skills to understand Christianity as a living and diverse faith, whilst teaching a knowledge and respect of other faiths and world views.*
- 3. Value education in its widest sense; building on our history and Christian foundations, making the most of today in order that we can make even more of tomorrow and the days, weeks, months and years that lie ahead. This is Learning for Life: ‘teach me good judgement and knowledge’ Psalm 119:66*
- 4. Foster respect for all God’s children; embracing difference and diversity and teaching all to live well together in an inclusive, welcoming community, supporting each other to remove or cross barriers and live with dignity and respect.*
- 5. Reinforce the Christian values and beliefs that will make our children good people: kind, honest, forgiving and courageous.*
- 6. Care deeply about our pupils’ and staff wellbeing and mental health, appreciating that it is the genuine quality of relationships that matter. We strive to support each other to flourish, achieving happiness and fulfilment.*
- 7. Encourage our pupils to approach local and global communities with a deep sense of integrity, justice, responsibility and courageous advocacy; identifying and challenging injustice.*
- 8. Collaborate primarily with St Mary the Virgin church to share the teachings of Jesus through inspirational collective worship. Develop, deliver and evaluate opportunities for pupils and adults to express spirituality through varied worship experiences.*
- 9. Encourage and nurture exploration, creativity and compassion with unlimited and unbounded energy. At Windsor Park learning is not a spectator sport.*

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Our guidance is based around the following key statements to empower pupils to:

- Be reflective about beliefs, values and more profound aspects of human experience, 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 school
- Take part in a range of activities requiring social skills
- Develop awareness of, and respect towards, diversity in relation to 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 school and onto the next stage of their education and training
- Overcome barriers to their learning
- Respond positively to a range of artistic, sporting and other cultural opportunities provided by the school, including developing an appreciation of theatre, music and literature
- Develop the skills and attributes to enable them to participate fully and positively in democratic, modern Britain
- Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life

The school is committed to offering students the opportunities to:

- identify, reflect on and explore experiences and distinguish between right and wrong
- discuss moral issues develop and talk about their own attitudes and values
- take responsibility for their own decisions
- develop an understanding of social responsibilities and citizenship
- celebrate a diversity of cultures

The school aims to create an ethos which fosters the spiritual, moral, social and cultural development of all students.

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Spiritual Development

The school supports the process of acquiring positive personal beliefs and values as:

- an active basis for personal and social behaviour;
- for the consideration of the meaning and purpose of human existence;
- the seeking of answers to questions about the universe

The primary aim is to underline the spiritual concerns of humanity (including matters of life and death, the purpose of life, choices in life).

Spiritual development is experienced through many areas of the curriculum, as detailed in the final pages of this guidance in the SMSC audit.

Lessons aid students to gain insight into their own religious beliefs and loyalties, sort out their personal and spiritual values and practices so that they may take up their own spiritual allegiances.

Moreover, it contributes to the moral and social development of our young people, developing consideration for others, an appreciation of human rights and responsibilities and a concern for justice in society. Also, it develops in students a respect for the practices of different religious faiths and a sympathetic understanding of their underlying values and concerns. It should develop tolerance for the variety of beliefs and the customs of the citizens of our world.

Opportunities exist in the school's curriculum that enable students by discussion to think about religion and appreciate the variety of faiths to heighten awareness of the spiritual dimension in our lives creating tasks which question students and enable them to work out their own position on issues, both moral and religious.

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Moral Development

Moral Development:

- encourages students to develop fundamental precepts about behaviour and the reasons for behaviour.
- helps students to develop the skills and confidence to make decisions.
- gives students the confidence to listen to and respect the thinking of answers to questions about the universe.

The aims of curriculum work can be summarised as follows:

- to stimulate students into giving expression to their own moral beliefs and understanding
- to challenge them into trying to justify their beliefs and understanding with reasons
- to enable them to share with others their reflections, listen to others and struggle to resolve their disagreements
- to help them apply their growing moral competence in the context of vocational experience and the workplace to facilitate the extending and generating of their moral reflections beyond their own immediate experience to national and international issues

The role of the teacher has the following elements:

- being alert to the moral dimensions of issues which are raised to students, or by the syllabus of the world of work, context and having the confidence to explore them the creation of materials and the setting up of activities and tasks for students, either alone or in groups putting questions into the discussion which challenge the positions students take and help them to think more deeply

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Social Development

Key moral issues at WPMS are:

- self-respect and integrity making right choices
- doing the right thing managing conflict
- telling the truth importance of trust and confidentiality
- friendship loyalty to particular groups
- personal judgement laws and their justification, civil rights and duties
- the ethic of work human rights
- our relation to the non-human world

There is a planned programme of personal social, and citizenship education, which aims to develop student awareness of moral issues as well as fostering a sense of responsibility and community values.

Codes of conduct and expected standards of behaviour are discussed with students by the learning community staff, and if necessary, other senior staff.

Individuals are encouraged to participate in enrichment and extension activities outside of normal school timetable. An international perspective is encouraged through the school's active support of a variety of charitable organisations.

Effective communications are maintained between the school and parents to ensure students maximise their potential.

In many aspects of the curriculum, external speakers are used to expose the students to a variety of viewpoints and opinions. The emphasis is to allow students to take responsibility for their own actions and provide them with a solid base of information on which to build the kind of self-confidence and self-control expected from our students.

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Cultural Development

Through cultural development students gain an understanding of those beliefs, values, customs, knowledge and skills that bond together to form cultures. Cultural Development is closely related to, and integrates, certain aspects of spiritual, moral and social development. The school reinforces the values and customs of society as a whole and celebrates diversity and multi-culturalism.

The cultural influences of home, community and religion are explored in order to extend the students' awareness and breadth of understanding. This is achieved through the formal curriculum, through extra-curricular activities and the value placed overtly on the students own cultural interests and achievements and the way in which they enrich their experiences of all aspects of culture.

The School seeks to provide an education, which not only develops and strengthens students' current awareness, but also allows them to develop new cultural insights by:

- avoiding cultural bias
- promoting an appreciation of cultural diversity

The school seeks to enhance the cultural development of students by way of:

- the academic curriculum
- extra-curricular activities
- incorporating students' own home influences into discussions

Students should be able to:

- know about their own culture and society and value their own cultural identity
- be aware of, and celebrate, cultural diversity
- understand the interdependence of groups within society
- know about societies and cultures other than their own
- be aware of the principal ways in which different people interpret the world

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Ofsted framework definition

For a brief understanding of SMSC, the description given in the current Ofsted framework includes:

- 139. Inspectors must use all their evidence to evaluate what it is like to be a pupil in the school. In making their judgements about a school's overall effectiveness, inspectors will consider whether the standard of education is good or whether it exceeds good and is outstanding. If it is not good, then inspectors will consider whether it requires improvement or is inadequate.
- 168. Before making the final judgement on overall effectiveness, inspectors will always consider the spiritual, moral, social and cultural development of pupils at the school, and evaluate the extent to which the school's education provision meets different pupils' needs, including pupils with SEND.

Spiritual, moral, social and cultural development:

- 84. This is a broad concept that can be seen across the school's activities, but draws together many of the areas covered by the personal development judgement.
- 219. Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education.
- 220. Provision for the spiritual development of pupils includes developing their:
 - ability to be reflective about their own beliefs (religious or otherwise) and perspective on life;
 - knowledge of, 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.
- 221. Provision for the moral development of pupils includes developing their:
 - ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
 - understanding of the consequences of their behaviour and actions
 - 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.
- 222. Provision for the social development of pupils includes developing their:
 - 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, including by volunteering, cooperating well with others and being able to resolve conflicts effectively;
 - acceptance of 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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- 223. Provision for the cultural development of pupils includes developing their:
 - understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others

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- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- 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, 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 and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

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