



**Glenmoor & Winton Academies**

High Achievement – High Standards

Part of United Learning

## **Spiritual, Moral, Social, and Cultural Development**

### **Part One: Policy Statement**

Glenmoor and Winton Academies expect 'High Achievement and High Standards', and these values are typified in our approach to Spiritual, Moral, Social, and Cultural (SMSC) development. We firmly believe in a holistic education, experience and curriculum which ensures that our pupils are 'rounded and grounded'. We recognise that the development of pupils, spiritually, morally, socially and culturally plays a significant part not only in their ability to learn and achieve but in their ability to relate fully to and have the ability to access the world they live in. We therefore aim to provide an education that provides children with opportunities to explore and develop their own values, whilst recognising that those of others may differ. Beliefs, spiritual awareness, high standards of personal behaviour including a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures are all critical skills and dispositions that we nurture, encourage and develop through our subject and wider curriculum.

All curriculum areas have a contribution to our student's Spiritual, Moral, Social and Cultural development, and opportunities for this will be planned in each area of the curriculum. Belief values, principles and spirituality will be explored across the curriculum. The integrity and spirituality of faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All adults will model and promote socially responsible behaviour, treating all people as valuable individuals and showing respect for pupils and their families and stakeholders. Children should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Children should understand their rights and accept their responsibilities and the need to respect the rights of others. School and classroom charters should promote responsible behaviour. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teacher's planning and learning resources.

The forming of 'Positive Values' are intrinsic to our overall SMSC vision at Glenmoor and Winton Academies. Through designated SMSC sessions as well as cross-curricular elements in lessons we aim to help young people develop consistency in their thinking, decision-



making and behaviour. This is partly achieved through coaching our students; they are constantly learning to identify values which are important to:

- Themselves – as individuals, who are capable of spiritual, moral, social, intellectual and physical growth and development
- Their relationships – as fundamental to the development and fulfilment of happy and healthy lives and to the good of the community
- Our society – which is shaped by the contributions of a diverse range of people, cultures and heritages, and
- Our environment – as the basis of life and a source of wonder and inspiration that needs to be protected.

The SMSC vision is also intended to work closely with the Pastoral policy at G&W:

"The well-being and safety of our students is of utmost importance centred around a thriving and secure learning environment. Students are supported and encouraged to foster ambition, aspiring to successfully and responsibly contribute to the wider community. Children develop confidence and self-esteem to be active lifelong learners"

**“SMSC... 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.”**

Hansard, 2006

### Explanation of SMSC elements at G&W:

Element	Element Breakdown	Pupils will demonstrate:
<b>Spiritual</b>	<p><b>Experiencing fascination, awe and wonder:</b> Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible  <b>E.g. The starter 'hooks' pupils interest – could be mystery, curiosity, novelty or particular relevance, or the teacher intervenes, where necessary, to promote engagement, activities</b>  <b>Classroom activities find out what pupils already know and understand, what learners can do (skills) and what learners are aware of (Values and Attitudes)</b></p> <p><b>Exploring the values and beliefs of others:</b> Is shown by pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values  <b>E.g. the lesson facilitates discussion about different beliefs or opinions and pupils show reasoned judgements</b></p>	<ul style="list-style-type: none"> <li>• <b>A set of values, principles and beliefs which may or may not be religious, which inform their perspective on life and their patterns of behaviour</b></li> <li>• <b>An awareness and understanding of own and others' beliefs</b></li> <li>• <b>A respect for themselves and for others</b></li> <li>• <b>A sense of empathy with others, concern and compassion</b></li> <li>• <b>An ability to show courage in defence of their beliefs</b></li> <li>• <b>A readiness to challenge all that would constrain the human spirit (for example: poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, farce, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination)</b></li> <li>• <b>An appreciation of the intangible (e.g. beauty, truth, love, order, as well as mystery, paradox and ambiguity)</b></li> </ul>



Element	Element Breakdown	Pupils will demonstrate:
	<p><b>Understanding human feelings and emotions:</b> Is shown by pupils' willingness to reflect on their experiences  <b>E.g. Pupils Connect with prior learning, either to build on what has been learned in previous lessons or to assimilate a new topic or idea, get to grips with new learning, relating it to some or all of the lesson objectives, Practise or apply subject/generic skills on a little-and-often basis, Build knowledge, understanding, and skills over a series of lessons</b></p> <p><b>Using imagination and creativity in learning:</b> Is shown by pupils' use of imagination and creativity in their learning  <b>E.g. Engagement the lesson tasks do not outlast the concentration span of pupils; the work is accessible to all pupils (starter involving complex instructions or extended reading or writing are less likely to engage all pupils quickly), the starter 'hooks' pupils interest – could be mystery, curiosity, novelty or particular relevance. The starter is immediate i.e. First five minutes activities mobilise what pupils already know for the benefit of others</b></p>	<p><b>Pupils will demonstrate:</b></p> <ul style="list-style-type: none"> <li>• <b>A respect for insight as well as knowledge and reason</b></li> <li>• <b>An expressive and/or creative impulse</b></li> <li>• <b>An ability to think in terms of the 'whole' (for example: concepts such as harmony, interdependence, scale, perspective, and on understanding of feelings and emotions and their likely impact</b></li> </ul>
<p><b>Moral</b></p>	<p><b>Investigating moral values and ethical issues:</b> Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues  <b>E.g. the lesson facilitates discussion about different beliefs or opinions and pupils show reasoned judgements about right and wrong</b></p> <p><b>Recognising right and wrong and applying it:</b> Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives  <b>E.g. Pupils know what is expected, how to get top marks, how to achieve, and progress outstandingly well</b></p> <p><b>Understanding the consequences of actions:</b> Is shown by pupils' understanding of the consequences of their actions  <b>E.g. behaviour for learning within the classroom is excellent, the teacher intervenes to move the learning forward, there are clear sanctions for not participating in the learning</b></p>	<ul style="list-style-type: none"> <li>• <b>An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures</b></li> <li>• <b>A confidence to act consistently in accordance with their own principles</b></li> <li>• <b>An ability to think through the consequences of their own and others' actions</b></li> <li>• <b>A willingness to express their views on ethical issues and personal values</b></li> <li>• <b>An ability to make responsible and reasoned judgements on moral dilemmas</b></li> <li>• <b>A commitment to personal values in areas which are considered right by some and wrong by others</b></li> <li>• <b>A considerate style of life</b></li> <li>• <b>A respect for others' needs, interests and feelings as well as their own</b></li> <li>• <b>A desire to explore their own and others' views</b></li> <li>• <b>An understanding of the need to review and reassess their values, codes and principles in light of experience</b></li> </ul>



Element	Element Breakdown	Pupils will demonstrate:
<b>Social</b>	<p><b>Developing personal qualities and using social skills:</b> Is shown by pupils' used of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</p> <p><b>E.g. group work with distinct mixed groups identified within class context or lesson plan, Activities and questions involve remembering, checking on understanding and applying knowledge (Blooms Knowledge, Comprehension and Application), Activities and questions that involve higher order critical and creative thinking (Blooms Analysis, Synthesis and Evaluation)</b></p> <p><b>Participating, cooperating and resolving conflict:</b> Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively</p> <p><b>E.g. Expectations are made clear e.g. 'Each group should come up with at least five suggestions in x minutes', Starters are accessible to all or most learners as soon as they arrive in the classroom, clear expectations of time frames are set and adhered to and the teacher intervenes to move the lesson forward</b></p> <p><b>Understanding how communities and societies function:</b> Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels</p>	<p><b>Pupils will demonstrate:</b></p> <ul style="list-style-type: none"> <li>• <b>Adjust to a range of social contexts by appropriate and sensible behaviour</b></li> <li>• <b>Relate well to other people's social skills and personal qualities</b></li> <li>• <b>Work, successfully, as a member of a group or team</b></li> <li>• <b>Challenge, when necessary and in appropriate ways, the values of a group or wider community</b></li> <li>• <b>Share views and opinions with others, and work towards consensus</b></li> <li>• <b>Resolve conflicts and counter forces which militate against inclusion and unity</b></li> <li>• <b>Reflect on their own contribution to society and to the world of work</b></li> <li>• <b>Show respect for people, living things, property and the environment</b></li> <li>• <b>Benefit from advice offered by those in authority or counselling roles</b></li> <li>• <b>Exercise responsibility</b></li> <li>• <b>Appreciate the rights and responsibilities of individuals within the wider social setting</b></li> <li>• <b>Understand how societies function and are organised in structures such as the family, the school and local and wider communities</b></li> <li>• <b>Participate in activities relevant to the community</b></li> <li>• <b>Understand the notion of interdependence in an increasingly complex society</b></li> </ul>
<b>Cultural</b>	<p><b>Exploring, understanding and respecting diversity:</b> Is shown by pupils' 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 socio-economic groups in the local, national and global communities</p> <p><b>E.g. lesson activities facilitate open discussion of different cultural values and opinions</b></p> <p><b>Participating in and responding to cultural activities:</b> Is shown by pupils'</p>	<ul style="list-style-type: none"> <li>• <b>An ability to recognise and understand their own cultural assumptions and values</b></li> <li>• <b>An understanding of the influences which have shaped their own cultural heritage</b></li> <li>• <b>An understanding of the dynamic, evolutionary nature of cultures</b></li> <li>• <b>An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby</b></li> </ul>



Element	Element Breakdown	Pupils will demonstrate:
	<p>willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities</p> <p><b>E.g. students participate fully in cultural activities</b></p> <p><b>Understanding and appreciating personal influences:</b> Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage</p> <p><b>E.g. students reflect on what may have influenced their opinions in relation to an idea, topic or piece of work</b></p>	<p><b>challenging racism and valuing race equality</b></p> <ul style="list-style-type: none"> <li>• <b>An openness to new ideas and a willingness to modify cultural values in the light of experience</b></li> <li>• <b>An ability to use language and understand images/icons – for example, in music, art, literature – which have significance and meaning in a culture</b></li> <li>• <b>A willingness to participate in, and respond to, artistic and cultural enterprises</b></li> <li>• <b>A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures</b></li> <li>• <b>A regard for the heights of human achievement in all cultures and societies</b></li> <li>• <b>An appreciation of the diversity and interdependence of cultures</b></li> </ul>

<b>Spiritual</b>	<p><b>Experiencing fascination, awe and wonder:</b> Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.</p>	<p><b>Exploring the values and beliefs of others:</b> Is shown by pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.</p>	<p><b>Understanding human feelings and emotions:</b> Is shown by pupils' willingness to reflect on their experiences.</p>	<p><b>Using imagination and creativity in learning:</b> Is shown by pupils' use of imagination and creativity in their learning.</p>
<b>Moral</b>	<p><b>Investigating moral values and ethical issues:</b> Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues.</p>	<p><b>Recognising right and wrong and applying it:</b> Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.</p>	<p><b>Understanding the consequences of actions:</b> Is shown by pupils' understanding of the consequences of their actions.</p>	
<b>Social</b>	<p><b>Developing personal qualities and using social skills:</b> Is shown by pupils' used of a range of social skills in different contexts, including working and socialising with pupils</p>	<p><b>Participating, cooperating and resolving conflict:</b> Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able</p>	<p><b>Understanding how communities and societies function:</b> Is shown by pupils' interest in, and understanding of, the way communities and societies function at a</p>	



	from different religious, ethnic and socio-economic backgrounds.	to resolve conflicts effectively.	variety of levels.
<b>Cultural</b>	<b>Exploring, understanding and respecting diversity:</b> Is shown by pupils' 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 socio-economic groups in the local, national and global communities.	<b>Participating in and responding to cultural activities:</b> Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.	<b>Understanding and appreciating personal influences:</b> Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.

### Ways of promoting SMSC at Glenmoor and Winton Academies:

↓Pupils may display the following↓	↓W&G may do the following↓
<b>Spiritual</b>	
<ul style="list-style-type: none"> <li>• A set of values, principles and beliefs which may or may not be religious, which inform their perspective on life and their patterns of behaviour</li> <li>• An awareness and understanding of own and others' beliefs</li> <li>• A respect for themselves and for others</li> <li>• A sense of empathy with others, concern and compassion</li> <li>• An ability to show courage in defence of their beliefs</li> <li>• A readiness to challenge all that would constrain the human spirit (for example: poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, farce, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination)</li> <li>• An appreciation of the intangible (e.g. beauty, truth, love, order, as well as mystery, paradox and ambiguity)</li> <li>• A respect for insight as well as knowledge and reason</li> <li>• An expressive and/or creative impulse</li> </ul>	<ul style="list-style-type: none"> <li>• Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives</li> <li>• Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them</li> <li>• Encouraging pupils to explore and develop what animates themselves and others</li> <li>• Encouraging pupils to reflect and learn from reflection</li> <li>• Giving pupils the opportunity to understand human feeling and emotions, the way they affect people and how and understanding of them can be helpful</li> <li>• Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected</li> <li>• Accommodating difference and respecting the integrity of individuals</li> <li>• Promoting teaching styles which               <ul style="list-style-type: none"> <li>○ <i>Value pupils' questions and give them space for their own</i></li> </ul> </li> </ul>



<ul style="list-style-type: none"> <li>• An ability to think in terms of the 'whole' (for example: concepts such as harmony, interdependence, scale, perspective, and on understanding of feelings and emotions and their likely impact)</li> </ul>	<p><i>thoughts, ideas and concerns</i></p> <ul style="list-style-type: none"> <li>○ <i>Enable pupils to make connections between aspects of their learning</i></li> <li>○ <i>Encouraging pupils to relate their learning to a wider frame of reference – for example, asking 'why?', 'how?' and 'where?' as well as 'what?'</i></li> </ul> <ul style="list-style-type: none"> <li>• Monitoring, in simple, pragmatic ways, the success of what is provided</li> </ul>
<b>Moral</b>	
<ul style="list-style-type: none"> <li>• An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures</li> <li>• A confidence to act consistently in accordance with their own principles</li> <li>• An ability to think through the consequences of their own and others' actions</li> <li>• A willingness to express their views on ethical issues and personal values</li> <li>• An ability to make responsible and reasoned judgements on moral dilemmas</li> <li>• A commitment to personal values in areas which are considered right by some and wrong by others</li> <li>• A considerate style of life</li> <li>• A respect for others' needs, interests and feelings as well as their own</li> <li>• A desire to explore their own and others' views</li> <li>• An understanding of the need to review and reassess their values, codes and principles in light of experience</li> </ul>	<ul style="list-style-type: none"> <li>• Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school</li> <li>• Promoting measure to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria</li> <li>• Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong</li> <li>• Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making</li> <li>• Rewarding expression of moral insights and good behaviour</li> <li>• Making an issues of breaches of agreed moral codes where they arise – for examples, in the press, on television and the internet as well as in school</li> <li>• Modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of confliction, keeping promises and contracts</li> <li>• Recognising and respecting the codes and morals of the different cultures represented in the school and wider community</li> <li>• Encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour</li> <li>• Providing models of moral virtue through literature, humanities,</li> </ul>



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	<p>sciences, arts, assemblies and acts of worship</p> <ul style="list-style-type: none"> <li>• Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions</li> <li>• Monitoring, in simple, pragmatic ways, the success of what is provided</li> </ul>
<b>Social</b>	
<ul style="list-style-type: none"> <li>• Adjust to a range of social contexts by appropriate and sensible behaviour</li> <li>• Relate well to other people's social skills and personal qualities</li> <li>• Work, successfully, as a member of a group or team</li> <li>• Challenge, when necessary and in appropriate ways, the values of a group or wider community</li> <li>• Share views and opinions with others, and work towards consensus</li> <li>• Resolve conflicts and counter forces which militate against inclusion and unity</li> <li>• Reflect on their own contribution to society and to the world of work</li> <li>• Show respect for people, living things, property and the environment</li> <li>• Benefit from advice offered by those in authority or counselling roles</li> <li>• Exercise responsibility</li> <li>• Appreciate the rights and responsibilities of individuals within the wider social setting</li> <li>• Understand how societies function and are organised in structures such as the family, the school and local and wider communities</li> <li>• Participate in activities relevant to the community</li> <li>• Understand the notion of interdependence in an increasingly complex society.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying key values and principles on which school and community life is based</li> <li>• Fostering a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish</li> <li>• Encouraging pupils to work co-operatively</li> <li>• Encouraging pupils to recognise and respect social differences and similarities</li> <li>• Providing positive corporate experiences – for example, through assemblies, team activities, residential experience, school productions</li> <li>• Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect</li> <li>• Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community</li> <li>• Helping pupils resolve tension between their own aspirations and those of the group or wider society</li> <li>• Providing a conceptual and linguistic framework within which to understand and debate social issues</li> <li>• Providing opportunities for engaging in the democratic process and participating in community life</li> <li>• Providing opportunities for pupils to exercise leadership and responsibility</li> <li>• Providing positive and effective links with the world of work and the wider community</li> <li>• Monitoring, in simple, pragmatic ways, the success of what is provided.</li> </ul>
<b>Cultural</b>	
<ul style="list-style-type: none"> <li>• An ability to recognise and understand their own cultural assumptions and values</li> <li>• An understanding of the influences which have shaped their own cultural</li> </ul>	<ul style="list-style-type: none"> <li>• Providing opportunities for pupils to explore their own cultural assumptions and values</li> <li>• Presenting authentic accounts of the attitudes, values and traditions of</li> </ul>



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## heritage

- An understanding of the dynamic, evolutionary nature of cultures
- An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality
- An openness to new ideas and a willingness to modify cultural values in the light of experience
- An ability to use language and understand images/icons – for example, in music, art, literature – which have significance and meaning in a culture
- A willingness to participate in, and respond to, artistic and cultural enterprises
- A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures
- A regard for the heights of human achievement in all cultures and societies
- An appreciation of the diversity and interdependence of cultures.

## diverse cultures

- Addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality
- Recognising and nurturing particular gifts and talents
- Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges
- Reinforcing the school's cultural values through displays, posters, exhibitions etc.
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum
- Monitoring, in simple, pragmatic ways, the success of what is provided.