



Spiritual, Moral, Social, Cultural Development & Promotion of British Values

Definitions of SMSC

These are taken from the latest Ofsted guidance (September 2014):

Students' **spiritual** development 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.

Students' **moral** development 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 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 being able to understand and appreciate the viewpoints of others on these issues.

Students' **social** development 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.

Students' **cultural** development 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.

Introduction

At Parmiter's we recognise that the spiritual, moral, social and cultural development of students plays a significant part in their ability to learn and achieve. We therefore aim to deliver an education that provides students with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, 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 so that they can participate fully in and contribute positively to life in modern Britain. We do this following the principle of our school motto: "Nemo sibi nascitur" (no one is born unto himself/herself alone).

We therefore promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs through our SMSC provision.

All curriculum areas have a contribution to make to a student's spiritual, moral, social and cultural development and opportunities for this are planned in each subject area. The values of World Religions and secular beliefs, their principles, integrity and spirituality are explored in the curriculum, especially in RS. The diversity of spiritual traditions is recognised, and students are given access to alternative views and approaches.

Every student at Parmiter's is encouraged to take part in the large number of clubs and extracurricular activities held at lunchtimes and after school for students. The wide range includes sporting, creative and artistic opportunities.

School staff are expected to espouse, promote and model the highest standards of behaviour, treating all people as valuable individuals and showing respect for students and their families. Students are expected to know or will be taught the difference between right and wrong and will understand how their actions affect others; they are encouraged to value themselves and others equally. Students are supported in understanding their rights and responsibilities and the need to respect the rights of others. We believe that high expectations promote responsible behaviour. All curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible.

SMSC in the Curriculum

All curriculum areas make a contribution to the student's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. Below are some examples of how SMSC development is integrated into the curriculum.

English makes a major contribution to students' SMSC development through:

- Promoting confidence and expertise in written and spoken language which is an important aspect of individual and social identity and will allow students to play a full and valuable role in society
- Fostering opportunities for student leadership and responsibility in the classroom
- 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 - for example, the issue of prejudice and racism (Year 9) and questions about moral responsibilities (GCSE English Literature)
- Helping students to understand how language changes over time, their own distinct idiolect, the influences on spoken and written language and social attitudes to the use of language

- Through written and discussion work on points of view and arguments students will reflect on a number of social and moral issues and demonstrate respect for different spiritual and moral beliefs
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops (Year 9 module)

Mathematics contributes to students' SMSC development by:

- Exploring the legacies of great mathematicians from Euclid to Sir Andrew Wiles and the impact of their discoveries - for example, the Fibonacci sequence
- Enabling students to acknowledge the important contribution made to mathematics by non-western cultures.
- Developing students' problem solving and teamwork skills, which are fundamental to Mathematics, through creative thinking, discussion, explaining and presenting ideas.
- Providing a range of activities which explore the SMSC implications of mathematical investigations; for example, interpreting data and surveys, the ethics of decision making etc.
- Exploring, and developing an appreciation of, the beauty of mathematics, its inherent simplicities and complexities, and its occurrence in the patterns and structures of the natural world

Science provides opportunities for students' SMSC development by:

- Encouraging students to reflect on the wonder of the world
- Heightening 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, e.g. genetic engineering
- Showing respect for differing opinions, on creationism/Big Bang theory for example
- Offering opportunities for collaboration and co-operation in group and practical activities
- Raising awareness that scientific developments are the product of many different cultures

ICT/Computing contributes to SMSC development by:

- Exploring and reinforcing guidelines concerning the acceptable use of the internet and other forms of communications and digital technology
- Discussing the ethical questions raised by technological advances; e.g. storage of data, data protection and digital footprints
- Raising students' awareness of the international community through the use of ICT with a focus on Fairtrade and other cultures

History makes a contribution to SMSC development by:

- Looking at the establishment of multi-cultural Britain.
- Addressing directly the position of various groups in historical societies (inc LGBT, women, ethnic, religious and social groups)
- Enabling students to reflect on ethical issues such as slavery, Civil Rights, genocide (including the Holocaust), and imperialism.
- Showing an awareness of the moral implications of the actions of historical figures (such as Oliver Cromwell) and the implementation of policies (eg. religious toleration, female emancipation) in different countries at different times.
- Taking students on trips to significant battle fields, memorial sites and other suitable locations to develop moral and social consciousness and empathy skills (eg. Berlin trip, visits to the Somme etc).

- Dealing with the intended and unintended impact of historical decisions upon socially accepted moral codes and addressing concepts of choice, blame and responsibility (eg Hiroshima and Nagasaki, Dresden etc).
- Drawing links across historical periods to current events.

Geography contributes to SMSC development by:

- Offering opportunities for reflection on the creation of the earth, its diversity and future
- Reflecting on the fair distribution of the earth's resources - for example energy, fair trade, and overseas aid programmes
- Studying people and places giving students the chance to reflect on the social and cultural characteristics of different societies

Design & Technology makes a particular contribution to SMSC development through:

- Reflecting on ingenious products and inventions, the diversity of materials and ways in which D & T can improve the quality of life
- Enjoyment of a range of practical activities with a focus on their own needs and the needs of other people.
- Creativity shown through a range of designing and making opportunities.
- Promoting an awareness of the moral dilemmas created by technological advances on society.
- Exploring how different cultures have contributed to technology and its development in the modern world.
- Social development with partner and group practical and theory activities
- Developing students' skills to be able to work as a team, recognising others' strengths, sharing equipment etc.
- Exploring the cultural influences on, and variations in, design and style.
- Providing students with the opportunity to make and evaluate products from other countries particularly in food technology and in the 'Dress a Child' Textiles project.
- Understanding the moral obligation of sustainability of design and manufacture.
- Understanding the moral implications of manufacturing products in developing countries; consideration of fair trade principles and welfare of the work force.
- Promotion of responsible safe working environments in practical situations.
- Good behaviour expected in all lessons with students supporting each other, showing respect to each other and recognising the effect of their own behaviour on other students and teachers.

MFL contribute to SMSC development through:

- Understanding the way of life, cultural traditions, moral and social developments of other people both in lesson time and through trips to Europe
- Developing social skills via group activities and communication exercises
- Development of listening skills in particular through oral/aural work.

Religious Studies makes a distinctive and substantial contribution to the delivery of SMSC through:

- Assessing what it means to be spiritual/human
- Exploring and expressing spirituality
- Developing an appreciation and understanding of different cultures, religions and traditions
- Reflecting on the significance of religious beliefs and teachings in students' own lives.
- Learning about beliefs, values, and concepts such as right and wrong

- Analysing moral decisions and the impact that they may have on society (e.g. medical ethics)
- Developing respect and tolerance of other religious beliefs and practices
- Showing an understanding of the influence of religion on society
- Appreciation and understanding of different cultures, religions and traditions

Performing and Expressive Arts (Art, Music, Drama) contribute to SMSC development by:

- Giving students the chance to reflect on their cultural heritage in Music, Art and Drama
- Providing opportunities for group and pair work with supportive presentations and feedback
- Studying specific themes such as parenting, homelessness and crime, punishment and rehabilitation in Drama
- Giving students the opportunity to investigate a range of cultures, musical traditions and media. For example, in Music, learning about Blues and its background and context (the end of slavery, work songs and spirituals). In Art, studying Islamic, Aboriginal and African Art at Key Stage 3.
- Considering the impact and importance of the Arts in society
- Providing visits to various galleries and exhibitions, for example Year 10 trip to Cornwall visiting the Barbara Hepworth museum.

Physical Education – actively promotes students’ SMSC development by:

- Exploring the sports and traditions of a variety of cultures.
- Providing individual activities that offer the opportunity for self-reflection, awareness and challenge.
- Providing activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Encouraging students to work together. Lessons are structured to develop a strong rapport between students and a belief in the importance of a team ethos.
- Fostering links with primary and secondary schools in the locality and beyond.
- Contributing to local and national programmes and initiatives where sport is the unifying bond e.g. Sports Leaders UK, Three Rivers School Sports Partnership, Chance to Shine.

Life Skills (Years 7-11) and **Liberal Studies** (Years 12-13) develop SMSC awareness by:

- Exploring a wide range of ethical issues through discussion, visiting speakers and other media
- Providing real-life situations to promote SMSC learning: mock elections, work experience, charity events, School/Year Councils, enrichment activities

Assessment

It is not possible, nor necessarily desirable, to assess quantitatively the extent to which students have absorbed these aspects of education, though resultant changes in behaviour may be observed. It is more appropriate to use the word “development” when considering the outcomes of spiritual, moral, social and cultural education though this development will not necessarily occur in a linear fashion. However, aspects are also embedded in the formal examining arrangements for subjects (e.g. the requirement to demonstrate an awareness of cultural and literary contexts in English). In addition, Form Tutors comment on a student’s all-round development in reports.

Evaluation

The Ofsted Evaluation Schedule for schools provides evaluation criteria which can be a useful reference point. It is the responsibility of Heads of Department to ensure that their areas have schemes of work which, where possible, make reference to the spiritual, moral, social and cultural dimensions. Routine self-evaluation and monitoring processes ensure that SMSC is operating in practice through lesson observations, extra-curricular opportunities, work scrutiny and across the learning environment.

Collective Worship

Assembly at Parmiter's is regarded as a period in the day when young people are given time, a setting and procedures in which to reflect, worship and consider the values of the society of which they are members. All students attend two assemblies each week (one Year Group assembly and one Junior, Middle or Senior School assembly).

Collective worship in our School encourages our community of students and staff of shared religious or non-religious beliefs to be aware of this "wonder" and of the "truth and rightness" in our lives. The aim is that each person, of any religious faith or none, should be enabled to feel included and respected through whatever theme and stimuli are offered as the focus of the assembly. Some aspects of assemblies may challenge individual members of the community to consider a viewpoint or belief which they do not share. The intention is to encourage individuals to reflect on the beliefs of others as well as their own and to encourage tolerance in our multi-cultural society.

The Foundation of Parmiter's is based on a broadly Christian perspective. Assemblies include the more traditional ingredients of Christian worship, such as prayer, praise and thanksgiving. Guest speakers, local church leaders and church youth workers make valuable contributions to the proceedings as outside speakers. Each year two members of the Gideons International distribute New Testaments to Year 7 students. A member of the Senior Leadership Team has overall responsibility for assembly arrangements but all staff are encouraged to contribute to the assembly programme. Students are encouraged to participate in the assemblies. Year group assemblies are co-ordinated by the Heads of Year.

In sum, it is the intention that school worship at Parmiter's should foster the spiritual - the sense that there is more to life than the purely material and physical - and should also emphasise the reasons for moral choices within a common framework.

If a parent requests that a student be withdrawn from any or all acts of collective worship, alternative arrangements for his or her supervision can be made.

Links with the wider community

In order to develop students' SMSC awareness we believe that it is important to have close links with the local and global communities. We play an important role in promoting shared values and encouraging our students to actively engage with other people in the community to understand what they have in common. In order to help all our students grow and build close relationships with the community we:

- Welcome all visitors into the school and promote the school as a community resource
- Encourage links with different cultures and traditions
- Support the work of a variety of charities such as Teenage Cancer Trust, Comic Relief, Watford Peace Hospice, Children in Need etc.

- Encourage the development of a strong home-school relationship, enabling parents and teachers to work in an effective partnership to support students
- Teach students to appreciate and take responsibility for the school environment (Sustain), and create opportunities to be involved in events and activities in our locality (e.g. School Sports Partnership, Dance Show, Primary Schools' Carol Concert etc.)
- Liaise with our professional partners for the benefit of our families and young people
- Host community events (e.g. Mencap summer school)

Monitoring and Review

SMSC is monitored as part of the curriculum and the Deputy Headteacher will evaluate the contribution through annual evaluation of the curriculum and report to the Governors' Standards & Curriculum Committee on any relevant aspects of the working of the Curriculum Policy as appropriate.