ELIZABETH GARRETT ANDERSON SCHOOL
Spiritual, Moral, Social and Cultural Development Policy

Elizabeth Garrett Anderson is a school where everyone achieves without limits. All students, whatever their background or starting point can achieve their very best in whatever field they choose.

1. **Context**

   At our school the promotion of pupils' spiritual, moral, social and cultural education is considered to be key to meeting our core objective.

   We recognise that the strands of SMSC education are interrelated and dependent on each other for the overall development of individuals and the school community .

   We are a school with a diverse community and because our students work together and play together they will take this spirit of understanding and tolerance into the community and their adult lives, building the future for us all.

   We have a broad curriculum offer where we strive to meet the interests and needs of all our learners. In lessons all students are challenged to broaden their knowledge and understanding of the world. In tutor time students are encouraged to discuss key issues, so sharing and understanding a range of perspectives.

   School events celebrate success and progress in all its forms and celebrate the diversity of our population.

   Parents work in partnership with the school and a range of events are held for all parents and for groups of parents who have particular shared interests.

   As a school we use a restorative approach if any individual shows intolerant attitudes. This is based on an approach that education changes understanding and so behaviour.

   Spiritual, Moral, Social and Cultural Development is promoted through all the subjects of the curriculum, through the ethos of the school where the development of positive attitudes and values is key and the shared celebration of progress, success and diversity is pivotal.

2. **Principles**

   Spiritual, Moral, Social and Cultural Development is crucial for individual students, for communities and for society as a whole. We believe it is the heart of education - helping pupils grow and develop as people so they will engage fully in the education process and develop into citizens who actively contribute to society.

   Spiritual, Moral, Social and Cultural Development is cross curricular and promotes the aims and principles of the policies for PSHE and Citizenship, RE, Drug Education, Sex and Relationships

Education, Behaviour, Equalities, Safeguarding and Careers Education and Guidance. These policies all underpin the Curriculum and place the students at the centre of all we do.

All staff make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the taught curriculum of every subject, the pastoral curriculum, the out of hours programme, school events and around the school.

Promoting SMSC development is central to how we show due regard to the general equality duty, fostering positive relationships and understanding between all members of the school community, parents and governors and towards society in general

3. **General Aims for Spiritual, Moral, Social and Cultural Development**
   We recognise that effective promotion of SMSC development means that our students are better able to achieve their full potential because they are better prepared for the opportunities, responsibilities and experiences of adult life. They are more respectful towards differences in gender, ethnicity, belief, sexual orientation, age, disability, socio economic group and more inspired toward a love of learning, better able to think independently and more responsible and considerate towards others.

   We aim:
   - To promote the spiritual, moral, cultural, mental and physical development of our students

   - To prepare pupils for the opportunities, responsibilities and experiences of adult life

   - To promote respect and consideration towards differences in gender, ethnicity, belief, sexual orientation, age, socio-economic group

   - To help each student achieve her full potential.

   - To inspire, stimulate and motivate the students in order to foster a love of learning and enquiry.

   - To enable our students to be independent thinkers and to equip them with all life skills in order for them to build the future in our fast changing society

   - To help the pupils understand the world in which they live

   - To develop a sense of responsibility, consideration for others, self-respect and self confidence

   - To promote good relationships between home, school and the local and wider communities

4. **Spiritual Development**
   This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs and is not linked solely to a particular doctrine or faith. Spiritual development is therefore accessible to everyone. An awareness and understanding of faiths and their different interpretations, as well as the many ways of thinking about, and evaluating, aspects of the world, enhances individual spiritual development

   4.1   Aims for Spiritual Development

4.2
- To listen thoughtfully to others.
- To reflect about ideas and information
- To ask questions about the world
- To offer a range of perspectives about an idea
- To consider the feelings of others as well as oneself in a range of situations
- To demonstrate considered and mature responses in a range of situations
- To interact and communicate with others with emotional intelligence
- To demonstrate an understanding for different points of view and perspectives
- To value the variety of human relationships
- To develop a sense of awe, wonder and reverence.
- To recognise, experience and appreciate the life enhancing possibilities of the arts
- To be aware of the interconnections across the world

4.2   Objectives for Spiritual Development
- To develop the skills to use all one's senses
- To develop an awareness of how individuals feel and respond in a range of situations
- To develop an understanding of one's own emotions and those of others and the skills to manage emotions in a range of situations
- To develop the skill of being aware of one's impact on those around and therefore develop the emotional intelligence skills to inform interactions with others
- To develop a variety of perspectives for analysing information
- To develop positive, considerate interactions with others
- To develop an understanding of life and the interconnections of communities.
- To develop an understanding of humankind's interdependence with and responsibility towards the global environment.

5. Moral Development
Students know the difference between right and wrong and the consequences of their actions. At EGA students are encouraged to understand the need for a code of conduct, to contribute to the development of the code of conduct and to keep to the code. Students are encouraged to develop an understanding of a wide range of ethical issues and to consider a range of perspectives when considering a particular issue. All members of the school community are expected to discuss ethical issues showing an awareness of and respect for differing points of view.

5.1   Aims for Moral Development
- To understand that values underpin decisions and actions.
- To be able to identify the values in a situation.
- To understand that there will be a range of views on any particular ethical issue.
- To be able to consider a range of perspectives in a situation.
- To be able to make informed decisions, accepting and understanding the consequences of their actions

5.2   Objectives for Moral Development
- To tell the truth
- To respect the rights and property of others
- To be considerate and supportive of others
- To take responsibility for own actions
- To develop a positive attitude
- To follow the code of conduct

6. Social Development

This enables pupils to use of a range of social skills in different contexts, including working and socialising with people from different religious, ethnic and socio-economic backgrounds. Students can therefore contribute positively in their family, class, school, the local and wider community. Social development encompasses an interest in and understanding of the way community and society functions at a variety of levels. An understanding that being part of a supportive group means we all have responsibilities towards others around us, including being able to resolve conflicts effectively.

6.2 Aims for Social Development
- To relate positively and considerately to others
- To participate fully and take responsibility in class and school
- To use appropriate behaviour at all times
- To work cooperatively with others
- To be a positive role model to others
- To represent the school positively to the wider community
- To be an active citizen

6.3 Objectives for Social Development
- To be aware of and sensitive to the needs and feelings of others
- To work as part of a group
- To interact positively and considerately at all times in lessons, around school and in the community
- To behave in a way that enables everyone to work, develop and achieve
- To contribute to the school ethos so that everyone feels safe and able to contribute
- To take part in events
- To support others appropriately

7. Cultural Development
Cultural development links developing a sense of personal identity, whilst acquiring awareness, understanding and tolerance of the cultural traditions and beliefs of others. EGA is a school where cultural diversity is shared and celebrated.

7.1 Aims for Cultural Development
- To develop a sense of students' own cultural backgrounds, whilst recognising diversity within diversity
- To share different cultural experiences and recognise 'our' cultures, not 'other' cultures
- To respect different cultural traditions
- To take part in cultural events
- To build a future that embraces cultural diversity and recognises culture is dynamic and enables individuals to develop their own aspirations, self-awareness and self-confidence to follow their own dreams and work together with others.

7.2 Objectives for Cultural Development
- To develop an awareness, recognition and appreciation of the Arts from all traditions.
- To develop the skills to participate in artistic creation and production.
- To develop a love for learning
- To develop an understanding of different cultures and beliefs.
- To develop understanding that we have many social identities
- To appreciate the values and customs of the range of ethnic and faith groups which make up modern British society, and the world beyond
- To develop confidence and clarity about our own chosen diverse identities.

8   Specific responsibilities

8.1   Non-teaching staff will:
Model the positive interactions expected of all.
Ensure their space is one where everyone feels safe and confident to contribute.
Support opportunities for learning outside the classroom
Refer students for support, guidance and additional intervention where needed.
Keep to all School policies in particular: Safeguarding, equalities, behaviour, anti-bullying, teaching and learning, assessment and SMSC.
Celebrate progress and success.
Contribute to enrichment activities and school events.

8.2   Teachers will:
Model the positive interactions expected of all.
Plan and deliver high quality lessons that promote SMSC development in their curriculum area, using curriculum opportunities to increase understanding of diversity and other cultures, offer a range of cultural opportunities and raise awareness of and discuss ethical, social and spiritual topics.
Ensure their learning space is one where everyone feels safe and confident to contribute.
Utilise opportunities for learning outside the classroom
Refer students for support, guidance and additional intervention where needed.
Accurately assess the progress of their students.
Keep to all School policies in particular: Safeguarding, equalities, behaviour, anti-bullying, teaching and learning, assessment and SMSC.
Celebrate progress and success.
Contribute to enrichment activities and school events.

8.3   Heads of Subject / Faculty will, in addition:
Ensure that schemes of work are in place to support their team's curriculum delivery.
Ensure SMCS opportunities are identified in Schemes of work.
Monitor the quality of provision in their subject area.
Monitor student progress and intervene to ensure value is added to learning
Support members of their team in meeting their responsibilities.
Liaise with other middle and senior leaders within the school.
Identify further opportunities for students and staff.
Develop links and partnerships with other agencies and the wider community
Deliver appropriate information advice and guidance to staff and students.

8.4   Tutors and year assistants will also:
Plan and deliver quality tutor time activities that promote SMSC development.
Monitor the behaviour, progress, engagement and out of lesson activities of their tutees.
Model effective communication skills.
Foster positive relationships with parents.
Offer guidance and support to tutees.
Attend assemblies, ensuring their tutees are managed effectively.

8.5   Heads of Year will:
Support their tutors and Year assistants.
Ensure there is an engaging and developmental programme for their tutors to follow.
Liaise with other middle and senior leaders.
Plan and deliver high quality, inspiring assemblies.
Plan and arrange other activities for their year groups including trips and out of hours opportunities.

Monitor the progress of all students in the year group, intervening as needed to ensure value is added to the learning of all.

Contribute to the school ethos by being high profile around the school, modelling the communication and behaviour expected, and intervening when needed to ensure all students feel safe and can learn.

Liaise with parents regularly, organise parents evenings and liaise with other professionals as needed.

Monitor the Information, advice and guidance for their students.

8.6   Senior staff will:

Ensure the ethos of the school is one where everyone feels safe and can learn

Ensure there is a range of events and opportunities across a year to develop the SMSC development of all students.

Ensure, through CPD provision, that all staff have a shared understanding of SMSC development and are able to develop effective strategies to promote it

Monitor the progress of students.

Monitor the quality of SMSC provision across the school, including in lesson observations.

Support links and partnerships with other agencies and wider community that promote SMSC development

Represent the school with other professionals and in the wider community

8.7   Governors will:

Monitor the implementation and impact of the policy.

Support SMSC development across the school by attending school events and providing additional links, where possible.

Represent the school with other professionals and in the wider community.

9   In the event that the policy expectations are not met:

9.1   If students do not meet the expectations of this policy or disclose information of concern, action will be taken under the appropriate school policy:

- Anti-bullying
- Single equalities
- Behaviour
- Safeguarding including child protection

9.2   If staff do not meet the expectations outlined in this policy or disclose information of concern action will be taken under the appropriate school policy:

- Behaviour / Anti bullying
- Single equalities
- Safeguarding including child protection
- Disciplinary
- Grievance
- Capability
- Appraisal

10 Consultation

This policy will be subject to consultation across the staff, governors (including parent governors) and students (via the school council).

11 Monitoring

This policy will be subject to monitoring across the school through the following mechanisms:

- In the classroom through Faculty reviews and lesson observations

- Out of lesson by analysis of out of hours and trip information school productions, competition entries, debates, arts awards
- Pupil feedback
- In year teams through the year review, tutor observations and assembly monitoring
- Around the school by analysis of the rewards and behaviour records.

12 Evaluation

This policy will evaluated by:
- Student outcomes - value continues to be added to the learning of all cohorts
- Student destinations – show that students have chosen a wide range of future Education pathways.
- Student engagement – shows attendance continues to be high and take up of out of hours opportunities is high.
- Student behaviour – Bullying or poor behaviour are one off short term situations which are resolved .

13 Impact

The impact of this policy will be:

To support the students, staff and parents in meeting the core purpose of being a school a school where everyone achieves without limits. All students, whatever their background or starting point can achieve their very best in whatever field they choose. This will be shown by student outcomes in all areas.

Adopted by Governors: Summer 2014

Review Date: Autumn 2016