



TWO RIVERS
HIGH SCHOOL



SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) POLICY

Wightwick Hall School

Review date: Spring Term 2021

Next Review: Spring Term 2023

This policy is carried out within the context and spirit of the school's vision for excellence. It supports and reinforces the aims of Wightwick Hall School, valuing all students equally and as individuals. Learning at Wightwick Hall School is an adventure rich with opportunities for personal development, achievement and enjoyment. All students are given the opportunity to take an active role in the leadership of the school, encouraging them to value themselves and recognise their own abilities and challenges. We offer a personalised curriculum giving the students the knowledge, skills, values and life skills they need to create their own success as thoughtful and confident individuals. We encourage a classroom environment that fosters equality, diversity, respect and positive relationships. We have a culture that has a clear vision with ambition and achievement at its heart.

This policy relates to the whole life of the school and its role in promoting spiritual, moral, social and cultural development (SMSC) by the example set by adults in the school and the quality of relationships they promote.

Spiritual Development

Aim

This area relates to the beliefs, feelings and emotions through which students acquire worthwhile insights into their own lives. All areas of the curriculum may contribute to spiritual development and school experiences can make a significant contribution to spiritual development.

Objectives

At Wightwick Hall School the students will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

- Develop their self-esteem, self-knowledge and belief in themselves.
- Allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs.
- Explore the spiritual values of others through stories, drama, music, art and religious education.
- Allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others.

This is delivered through:

1. A Religious study programme which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values.
2. A PSHE programme which utilises tutoring to involve all years in opportunities for themed discussion, reading (both fiction and non-fiction) to encourage learning and develop an awareness of core values.
3. Assemblies.

4. A student support structure that is focused on learning and providing appropriate information advice and guidance for students as well as opportunities to explore pathways of development.
5. Educational enrichment trips provide students with a range of experiences, which may promote a sense of awe and wonder about the world.
6. A reflective approach to learning through formative assessment techniques – students having ownership and understanding of where they are, where they need to get to and how they are to do it.
7. A rewards system developing student self-esteem through certificates, merit stamps and awards at all levels.
8. Displays of student work bring a sense of pride in the work students produce and therefore a sense of expressing the talents of the individual.
9. The use of school council and leadership groups to involve students in the life of the school.

Moral Development

Aim

Moral development refers to the students' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The school has a well-established Relationships and Behaviour for Learning Policy and staff promote a supportive approach to the management of challenging behaviour.

Objectives of the code of conduct are to promote the concept of excellent behaviour by being:

- Kind and considerate.
- Helpful to others and listening to what they have to say.
- Quiet around the school holding appropriate conversations.
- Committed to school and classroom rules.
- Committed to a healthy, safe and environmentally friendly school.
- Equipped and ready for learning.

This is delivered through:

- Clear models of good behaviour from staff and senior students and reinforcement of school and classroom rules both inside and outside of lessons.
- Codes of conduct and class rules, agreed with students and displayed in the classroom.
- Clear and consistent rewards and sanctions that students understand and believe to be fair.
- Themed tutor time and discussions based on moral issues, where appropriate, across the school community from the start of the day and across all lessons.
- PSHE programme of study.
- Assembly themes on moral issues.
- Fund raising activities for nominated charities, in addition to national charity events which give rise to discussion around morality.
- The use of students in teams across the school: Student council, Leadership.

- Supervised and filtered access to the Internet together with ICT lessons focused on the dangers of the internet and related issues.

Social Development

Aim

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society.

Objectives

Students will be encouraged to:

- Maintain and develop relationships within the school working successfully with other students and adults in the school community.
- Respond to the opportunities being offered, to show initiative and to take responsibility for their own learning in the school community.
- Gain an understanding of the wider society through their family and carers, the school, local and wider communities.

We provide opportunities for students to:

- Interact with all staff in school.
- Participate in teams across the school: Student council; Leadership teams; Enrichment clubs; Sports teams; House teams.
- (Elected school council representative to) feedback views, ideas and concerns to their tutor groups.
- Experience excellent IAG in school through pastoral and career advice.
- Participate in the wider community through work experience in year 10 and volunteer support work in the local community.

Cultural Development

Aim

Cultural development refers to pupils increasing understanding and response to those elements, which give societies, and groups their unique character. The school will promote the cultural traditions of our own area and the ethnic and cultural diversity of the world.

Objectives

The students will be encouraged to:

- Appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills.
- Recognise that similarities and differences may exist between different societies and groups.

- Experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media.
- Broaden, develop and enrich their interests and insights through interacting with opportunities the school and the wider community provides.

We encourage:

- Educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments in order to better understand other cultures and ways of life.
- Collective worship and assemblies – a themed approach that give rise to many opportunities to explore SMSC and cultural diversity. Other events are also celebrated with drama, art, dance and presentations along with specific services such as Remembrance, annual carol services and celebrations of Easter and other religious festivals: Diwali, Hannukah.
- Topic work across the school which explores "culture" in all its various forms in relation to specific subject areas.
- Links with local and international schools and organisations.
- Stories from different cultures.
- Being part of National and International fund raising events.
- Studies of a different lifestyle including different food, dress, festivals and places of worship.

The teaching of SMSC has many cross curricular links with subjects such as RE, PSHE, RSE, Art, English, Performing Arts and Cooking. Subject teachers are encouraged to include cross curricular links and work in collaboration where appropriate.

Everyone is expected to support and be engaged in the implementation of this policy through every engagement that they have with each other; in tutor time, assemblies and in the course of daily interactions (with each other) in their classes and outside classrooms to promote and celebrate the equality and diversity of the school community.