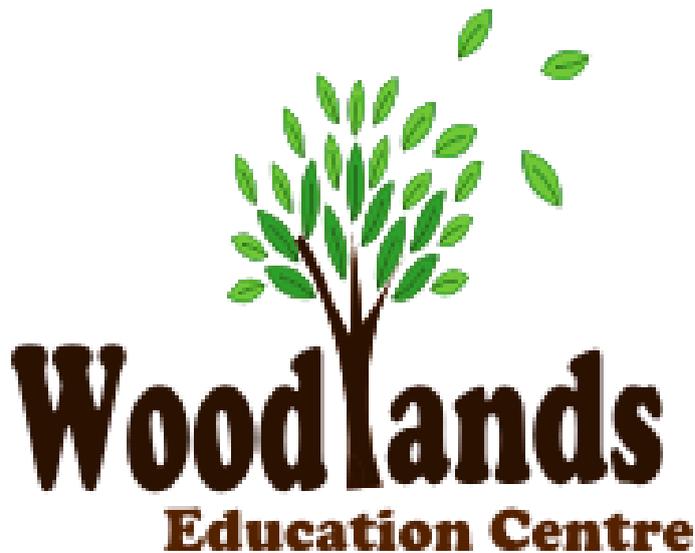


SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY



*Current document may be accessed under the policies tab at:
www.woodlandsec.org.uk*

Document Control

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Introduction

Spiritual, moral, social and cultural education helps children develop personal qualities which are valued in a civilised modern British society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. At Woodlands Education Centre we seek to teach these qualities across the curriculum and throughout college life in the hope that these pupils go on to participate fully and contribute positively to life in modern Britain. It is linked closely to our college values and ethos.

Ethos of SMSC at Woodlands Education Centre

- Passionate, reflective and creative in and about learning
- A desire to treat everyone equally, with respect and tolerance.
- Respecting and celebrating our differences
- A commitment to contributing positively to life in and outside of Woodlands Education Centre
- A deep sense of purpose that things can change and transform
- A sense of perseverance to keep going to reach our goal

Definitions

Woodlands Education Centre uses the following definitions of Spiritual, Moral, Social and Cultural:

Spiritual

Beliefs, religious or otherwise, which inform pupils' perspective on life and their interest in and respect of, different people's feelings and values. A sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning and willingness to reflect on their experiences. A desire and willingness to reflect on their own beliefs religious or otherwise.

Moral

Ability to recognise the difference between right and wrong and the pupils' readiness to apply this understanding in their own lives. Understand the consequences of their actions. Interest in investigating and offering reasoned views about moral and ethical issues. An understanding of the civil and criminal law of England and recognising the legal boundaries that apply to their own lives and actions.

Social

Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds. Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Interest in, and understanding of, the way communities and societies function at a variety of levels. An understanding of what fundamental British values may be and an awareness of how they can make a positive contribution to life in modern Britain.

Cultural

Understanding and having an appreciation of the wide range of cultural influences that have shaped their own heritage. Willingness to participate in, and respond to, for example: artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. 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 socioeconomic groups in the local, national and global communities. Knowledge of British democratic systems, its history and its continuation to develop Britain.

Aims of SMSC

At Woodlands Education Centre we share, support and strive to achieve the following. Encourage and guide pupils to:

- Be reflective about beliefs, values and more profound aspects of human experience, to enable them to use their imagination and creativity and develop curiosity in their learning.
- Develop and apply an understanding of right and wrong in their college life and life outside the college.
- Take part in a range of activities requiring social skills
- Develop an awareness of, and respect towards, diversity in relation to, for example, 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 the college and on to the next stage of their education and training.
- Overcome barriers to learning.
- Respond positively to a range of artistic, sporting and other cultural

opportunities provided by the college, including for example developing an appreciation of theatre, music and literature.

- Develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain.
- Understand and appreciate the range of different cultures within the college and further afield as an essential element of their preparation for life.

How the curriculum contributes to SMSC

English

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping pupils to understand how language changes over time, the influence on spoken and written language and social attitudes to the use of language.

Maths

- Spiritual development: through helping pupils obtain an insight into the infinite and through explaining the underlying mathematical principles behind natural forms and patterns.
- Moral development: helping pupils recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.
- Social development: through helping pupils work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.
- Cultural development: through helping pupils appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.

Science

- Encouraging pupils to reflect on the wonder of the natural world.
- 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.
- Showing respect for differing opinions, for example on creation.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many.

ICT

- Preparing the pupils for the challenges of living and learning in a technologically enriched, increasingly interconnected world.
- Making clear the guidelines about the ethical use of the internet.
- Acknowledging advances in technology and appreciation for human achievement.

Art

- Art lessons develop pupils' aesthetic appreciation.
- In turn, Art evokes feelings of 'awe' and 'wonder'

- Giving pupils the chance to reflect on nature, their environment and surroundings.
- Studying artists with a spiritual or religious theme, issues raised by the artist which concerns ethical issues, such as War paintings.

Design and Technology

- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.
- Awareness of the moral dilemmas created by technological advances.
- Awareness of how different cultures have contributed to technology.
- Opportunities to work as a team, recognising others strengths and sharing equipment.

Food Technology

- Giving the opportunity to examine cultural differences in food and diet.
- Reflecting on the social issues around food such as price and income.
- Acknowledging government guidelines for health and dietary requirements.
- Reflection on the moral issues concerning food production in third world countries.

PE

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

Beyond the curriculum

- Assemblies focusing on SMSC topics
- Pastoral care to ensure holistic care of all pupils
- Peer Mentoring
- Pupil Voice
- Newsletter
- Charity links
- Intergenerational Community projects like 'Tea at Woodlands 'with our local elderly residents.

Monitoring and implementation of the Policy

- Provision for SMSC is monitored and reviewed by SLT, The management Committee and Pupil voice
- Regular discussion and staff training is carried out.
- Staff share classroom work and practice.

END OF POLICY****