



# ALDERCAR HIGH SCHOOL

## Spiritual, Moral, Social and Cultural Policy

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<b>Approval Level : Local Governing Board</b>			

Aldercar High School recognises that the spiritual, moral, social and cultural element of students' education is crucial to their development as an individual, allowing them to take their rightful place in their community as a local, national and global citizen. SMSC is about the values students are encouraged to hold, their attitude towards learning, knowledge and society. SMSC is fundamental in preparing young people for society and at Aldercar High School students are helped to develop positive attitudes and beliefs by being given opportunities to:

- Develop spiritual values and reasoned personal and moral values.
- Consider the pluralistic nature of society; developing their understanding and respect for those with different religions, beliefs and ways of life.
- Value everyone equally.
- Create and develop personal relationships, based on trust, self-esteem and mutual respect.
- Become active, responsible citizens in a democratic society.
- Develop an appreciation of human achievements and aspirations.
- Develop an understanding of the world in which they live and the interdependence of individuals, groups, nations and the environment.

At Aldercar High School SMSC permeates the life and work of the school. Through SMSC we seek to develop attitudes and values that will enable students to become responsible and caring members of society. We give students the opportunity for spiritual reflection and encourage them to explore the fundamental questions of life including their own personal existence, journey and purpose. We provide students with a curriculum that will enable them to develop a knowledge and understanding of diverse cultures, particularly those within their own society. We seek to foster an attitude of tolerance and value towards those from a culture and background different from their own. Students are encouraged to develop an understanding of the world, society and the community and accept responsibility as a citizen as well as the capacity to tackle moral and spiritual dilemmas and to try to reach independent judgements, which reflect universal human principles. Through perception and sensitivity, tolerance and respect for others as individuals and in groups we would also expect students to develop questioning, enquiring minds and learn how to express their ideas appropriately.

As a school we are aware of our collective responsibilities towards spiritual, moral, social and cultural education and we:

- Ensure all staff are aware of their role in developing students' morals, interpersonal skills, self-esteem and in preparing students for the opportunities, responsibilities and experiences of adult life.
- Ensure we celebrate student achievement, foster a sense of community, explore relevant SMSC issues and involve students as active participants as much as possible. This is demonstrated through a wide range of events such as our house celebration evenings and in assemblies. The SIMS points system/Prom Tickets all encourage a culture of success and achievement for all. Students are also encouraged to contribute to the school by, for example, developing their leadership roles as, prefects, student council representatives and form and house representatives.

- Ensure students have information about all extra-curricular and enrichment activities, and are encouraged to consider active participation through target setting.
- Ensure the Aldercar High School PSHE Programme provides opportunity for meaningful discussion and reflection on Assembly themes.
- Provide opportunities for all students to discuss issues and to take on responsibility within lessons, extra-curricular activities, trips, visits and enrichment days.

Our ethos is summarised by our vision and aims:

Enjoyment is key to the Aldercar High Schools experience and we aim to inspire our students to engage with every opportunity. We will work collaboratively to raise awareness about ourselves, each other and the world around us and to develop creative capabilities and personal aspirations for all. We will strive to foster an inclusive culture steeped in honesty, endeavour, traditional values and mutual respect.

Staff are expected to provide a role model based on courtesy, mutual respect, positive intent and the vision and aims of the school. They must be prepared to listen to students' views and encourage them to listen to each other. They are also aware of the opportunities presented every day through curricular and extra-curricular activities to develop students' skills, attitudes and understanding.

## **Spiritual Development**

Spiritual development is concerned with how a student develops:

- Personal values and beliefs.
- A willingness to reflect.
- An ability to communicate these beliefs in discussion and behaviour.
- An understanding of the role of faith and religion in societies.
- Tolerance of other people.

Spiritual development is personal and unique to each individual. It is about the meaning in life, truth and ultimate values. It includes imagination, inspiration and creativity. It also includes an awareness of self-identity and self-worth.

We promote spiritual development as a part of student personal development through:

- School rules
- The House points System.
- The PSHE and Tutorial Programme [including assemblies].
- Ethics and Morals.
- All subjects in the curriculum.
- Assemblies.
- The Ethos of Aldercar High School
- Other opportunities to develop the understanding of spiritual issues.
- Opportunities for reflection on aspects of students' lives.
- Wonder at the natural world, human achievement and past and future events locally, nationally and globally.

## **Moral Development**

Moral development is concerned with students' knowledge, understanding, intentions, attitudes and behaviour in relation to right and wrong within the accepted codes and practices of society. Their knowledge and awareness of values and attitudes, codes of behaviour and standards, of individuals and society at a local, national and globally accepted level is important at Aldercar High School. The quality of the relationships student's experience, the standards of behaviour in the school, and the values promoted form the basis of their moral judgements as well as the extent to which students show:

- An understanding of the difference between right and wrong.
- Respect for people, truth and property.
- A concern for how their actions might affect others.
- The ability to make responsible judgements on moral issues.
- Personal conduct [students take responsibility for their own moral actions].
- Personal behaviour [good behaviour out of moral responsibility rather than fear of repercussions].
- A knowledge of standards of morality.

Aldercar High School is a social organisation and its functioning depends on the broad acceptance of rules, codes of conduct and a behaviour and discipline policy based on a clear set of moral principles. The school has a clear set of aims, values and expectations, which are shared with students, parents/carers and staff including those shown in the introduction.

The essence of moral behaviour is to build a framework of values, which regulate personal behaviour, through principles rather than fear of punishment or hope for reward. These values provide the framework for students to develop their attitudes and understanding on morality and to develop the self-confidence to hold to this code of values in the face of a variety of pressures. Moral development is about understanding the principles and social values behind actions and decisions.

At Aldercar High School we reject:

- Bullying.
- Cheating.
- Deceit.
- Cruelty.
- Irresponsibility.
- Dishonesty.
- Obscenity.
- Intolerance.

At our school we promote moral development through a range of activities and opportunities both within, and without, the classroom such as:

- Working with teachers, tutors, and a range of other stakeholders.
- The PSHE Programme.
- Assemblies.

- House merit system.
- Rewards and Sanctions Policy.
- Welfare and guidance.
- Core curriculum including Ethics and Morals.
- Local, national and global links.

### **Social Development**

Social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society. Social development is based on the acceptance of group rules and the ability to see oneself in a wider context. The quality of relationships in Aldercar High School is crucial in forming students' attitudes to good social behaviour and self-discipline. The school helps prepare students to live in society by providing knowledge and understanding of society, its institutions, structures, and characteristics, political, non-political and economic organisations. The school systematically plans for social development of students through a range of teaching and learning activities including:

- Classroom organisation and management.
- Student organisation and opportunities for group work.
- The school code of conduct.
- Student voice and school council.
- School productions.
- Residential trips.
- Social trips.
- The PSHE Programme.
- School-industry links [including work-related learning].
- School-community [local and national] links.
- Extra-curricular activities.

### **Cultural Development**

A students' cultural development refers to an increasing understanding of those values, beliefs, customs, knowledge and skills, which link particular groups together and provide people with a sense of identity. At Aldercar High School, we seek to develop an understanding and awareness of the students' shared and unique cultures within the context of our local, national and global multi-cultural societies. We therefore also encourage students' personal values and self-esteem within this context. Our curriculum provides experiences of all dominant areas of culture for our students, including languages, aesthetic, mathematical, literacy, and technological, scientific, musical, political and economic. The Spanish Department has a particular role in developing students' understanding of cultural diversity but this is a role shared across our curriculum and wider opportunities. There are also opportunities for cultural enrichment including:

- Creative and performing arts for all students.
- Cultural visits.
- Extra-curricular activities.