

ARCHBISHOP BLANCH SCHOOL



Archbishop Blanch
— SCHOOL —

SPIRITUAL, MORAL, SOCIAL & CULTURAL POLICY

DATE WRITTEN:	January 2017
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GOVERNOR COMMITTEE:	Pastoral
DATE FIRST RATIFIED BY GOVERNORS:	February 2017
DATE REVIEWED:	January 2018
DATE FOR REVIEW:	January 2020

ARCHBISHOP BLANCH SCHOOL

SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY

This policy should be taken and used as part of Archbishop Blanch Church of England School's overall strategy and implemented within the context of our Mission Statement and Instrument of Government aims.

As a Church of England School, we accept and respect all members of our community as unique children of God, precious in His sight and of infinite worth.

All schools have a duty to promote equal opportunities for all, regardless of race, colour, religion or sexual orientation. Students are taught the importance of developing their personalities and characters in 4 ways: spiritually, morally, socially and culturally.

At Archbishop Blanch our students are encouraged to think for themselves and develop their own beliefs. Through Religious Education, Worship and PSHE lessons students are given the opportunity to regularly reflect upon their own attitudes and opinions towards topics. SMSC is not only specialised to these three areas; it is embedded into all curriculum areas.

SMSC is promoted through a caring and supportive ethos in order to bring out the best in every student. Students are provided with opportunities to:-

- explore and develop their own values and beliefs
- develop spiritual awareness
- reflect high standards of personal behaviour
- develop a positive caring attitude towards other people
- enhance understanding of social and cultural traditions and develop an appreciation of the diversity and richness of other cultures within the local area and beyond

Curriculum areas contribute to the spiritual, moral, social and cultural development by planning opportunities for this in lessons.

Students respect and explore issues from all and non- faith backgrounds.

Students are able to recognise diversity of spiritual traditions through accessing alternative views.

Staff model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for students and their families.

Our school community is built on an ethos where students can find acceptance for themselves as unique individuals, we promote an understanding of acceptance and tolerance.

Students learn to differentiate between right and wrong and develop an awareness of how their actions affect others.

They are encouraged to value themselves and others

Students are taught to understand the need for rules and the need to abide by rules for the good of everyone.

School and classroom rules reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate students' work and achievements.

All curriculum seek to use illustrations and examples drawn from a wide range of cultural contexts; these are reflected in teacher's planning.

Spiritual Development

- giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives.
- encouraging pupils to reflect and learn from reflection.
- giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful.
- developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.
- accommodating difference and respecting the integrity of individuals.
- promoting teaching styles which:
 - value pupils' questions and give them space for their own thoughts, ideas and concerns
 - enable pupils to make connections between aspects of their learning
 - encourage pupils to relate their learning to a wider frame of reference – for example, asking 'why?', 'how?' and 'where?' as well as 'what?'
- monitoring our spiritual offer regularly

Moral Development

- providing a clear set of school rules as a basis for behaviour which is promoted consistently through all aspects of the academy.
- promoting measures to prevent discrimination on the basis of race, religion, gender or sexual orientation.
- giving pupils opportunities across the curriculum to explore and develop moral concepts and British values – eg personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.
- developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.
- rewarding good behaviour.
- modelling, through the quality of relationships and interactions, the principles we stand for – eg fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict.
- encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour.
- providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.
- monitoring our moral offer regularly.

Social Development

- identifying key values and principles on which academy and community life is based.
- fostering a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.
- encouraging pupils to work co-operatively.
- providing positive teamwork experiences – eg through assemblies, team activities, residential experiences, school productions.
- helping pupils develop personal qualities which are valued in modern Britain, eg thoughtfulness, honesty, respect for difference, moral principles, independence, self-respect
- providing opportunities for engaging in the democratic process and participating in community life.
- providing opportunities for pupils to exercise leadership and responsibility.
- providing positive and effective links with the world of work and the wider community.
- monitoring our social offer regularly.

Cultural Development

- providing opportunities for pupils to explore their own cultural assumptions and values.
- presenting authentic accounts of the attitudes, values and traditions of diverse cultures.
- addressing discrimination on the grounds of race, religion, gender, sexual orientation and promoting racial and other forms of equality.
- recognising and nurturing particular gifts and talents.
- providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.
- developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges.
- reinforcing the school's cultural values through displays, posters, exhibitions, etc.
- auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.
- monitoring our cultural offer regularly.

SUBJECT	SOCIAL	MORAL	SPIRITUAL	CULTURAL
	<p><i>How does your subject?</i></p> <p>1. Inspire pupils, give them aspirations and motivate them to success?</p> <p>2. Enable them to appreciate the world in which they live?</p> <p>3. Give them an understanding of their attitudes and values and those of others?</p>	<p><i>How does your subject?</i></p> <p>1. Help pupils to understand issues of right and wrong that relate to the subject?</p> <p>2. Give pupils an opportunity for moral discourse in this subject area?</p> <p>3. Expect staff and pupils to model ethical standards in their work and interactions?</p>	<p><i>How does your subject?</i></p> <p>1. Give pupils an opportunity to understand the importance for society of this subject area?</p> <p>2. To enable pupils to work together in collaboration for a shared end and common good?</p> <p>3. To help students develop the skills of communication necessary to negotiate clear outcomes?</p>	<p><i>How does your subject?</i></p> <p>1. Help pupils understand this subject's contribution to British or world culture?</p> <p>2. Enable pupils to appreciate their own culture both at a local level and national level?</p> <p>3. Enable pupils to understand and appreciate the cultures of others in a way that values others?</p>
English				
Mathematics				
Science				
RE/ Philosophy & Ethics				
Geography				
History				
Computing				
MFL				
Art				
Performances				
Physical Education				
Sociology				
Psychology				
PSHE				
Travel & Tourism				