

ARCHBISHOP BLANCH SCHOOL



Archbishop Blanch
— SCHOOL —

SPIRITUAL, MORAL, SOCIAL & CULTURAL POLICY

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**Community, Compassion, Forgiveness,
Friendship, Thanksgiving, Trust**

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 Vision Statement to 'not love in word or talk, but in deed and in truth (1 John 3:18) as we serve not only each other but the wider community.

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. The Church of England's Vision for Education is to develop 'life in all its fullness' and our vision is for the good of the whole community.

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 School this is promoted in a variety of ways, including:

- Ethos
- The curriculum
- Extra curricular offer
- Links with the community
- Worship

What is SMSC? SMSC stands for spiritual, moral, social and cultural development .

- Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect
- Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.
- Social: Investigate and moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.
- Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity

As a Church of England High School, we recognise the unique role that Religious Education plays in the SMSC development of our pupils. RE is a core subject for all students in years 7-11 and in the sixth form students access an Ethics and Values curriculum. Students respect and explore issues from all and non- faith backgrounds and are able to recognise diversity of spiritual traditions through accessing alternative views. Students learn to differentiate between right and wrong and develop an awareness of how their actions affect others and are encouraged to value themselves and others.

Likewise, Archbishop Blanch School recognises the importance of Collective Worship as an expression of our family/community life and an opportunity to promote community cohesion and foster and enable a concern for the needs of others, a recognition of the vulnerability of self and of others. During the week we meet in forms, year groups and throughout the year as a whole school, recognising there is a need to express and celebrate events specific to particular sub-groups within the school,

SMSC is promoted in the following ways:

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, which is an integral part of our behaviour policy
- 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?'
- Ensuring our physical worship space and school calendar celebrates the diversity of faiths within our community
- Sustaining students' self-esteem in the learning experience. Developing a love of learning and a respect for insight, self-expression and creativity, as well as knowledge and reason.
- Fostering their emotional life and express their feelings. Developing an awareness of their own and others' beliefs, self-expression and a sense of empathy with others, concern and compassion
- 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 school.
- 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.
- Helping pupils gain the confidence to cope with setbacks and learn from mistakes
- Showing respect for the environment.
- Listening and responding appropriately to the views of others. Developing an ability to make responsible and reasoned judgements on moral dilemmas and a willingness to express their views on ethical issues and personal values.
- Seeking ways to help and support others in the wider local, national and international community.
- 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.
- helping pupils resolve tension between their own aspirations and those of the group or wider society, providing a conceptual and linguistic framework within which to understand and debate social issues
- Relating well to other people's social skills and personal qualities. Understanding the changing nature of society and how this is an opportunity not a threat. Developing the attitudes and skills required to work effectively as a member of a group or team, with an awareness of diverse views and opinions, and the ability to work towards consensus
- Challenging, when necessary and in appropriate ways, the values of a group or wider community. Developing the confidence and ability to resolve conflicts and counter forces which militate against the common good, inclusion and unity.
- Displaying a sense of belonging and an increasing willingness to participate. To take the initiative on wider social issues and establish ways they can help on an individual, local, national and global scale; recognising the wider meaning of charity to include active charity and not just financial.
- 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 visits , community groups and primary schools
- 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.
- Recognising the values and richness of cultural diversity in Britain and how these influence individuals and society. Developing an appreciation of the diversity and interdependence of cultures, and an openness to new ideas and a willingness to modify cultural values in the light of experience.
- Broadening pupils' perspective on different communities and cultures within the local area. Develop an ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality.
- monitoring our cultural offer regularly.