



St Augustine of Canterbury Catholic High School

Spiritual, Moral, Social and Cultural Development Policy

This policy complies with the Equality Act 2010 and has been fully Equality Impact Assessed.

Equality statement

The governors and staff are committed to providing the full range of opportunities for all students, regardless of gender, disability, ethnicity, social, cultural or religious background. All students have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Rationale

The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables them to thrive in a supportive, highly cohesive learning community.

Ofsted: Descriptor of outstanding overall effectiveness (January 2015)

As the Community of St Augustine's, we have a responsibility to educate the whole person. Our Mission Statement and school aims clearly set out our Catholic Christian values and this policy is designed to explain how it is manifested through spiritual, moral, social and cultural and Britishness development across the curriculum.

Teaching has an extraordinary moral depth and is one of our most excellent and creative activities. For the teacher does not write on inanimate material, but on the very spirits of human beings. (The Catholic School on the Threshold of the Third Millennium: 1998: n.19)

Purpose

- To guide staff on understanding what SMSC and Britishness development is.
- To explore the rich possibilities that exist for the whole curriculum to promote community cohesion through the development of SMSC and British values.
- To understand SMSC and Britishness within the context of a Catholic Christian community.
- To reflect on how the visual arts can support the development of the SMSC and Britishness dimension.
- To support the prevention of extremism and radicalisation.
- To ensure that opportunities are planned into SOWs/SOLs and lesson plans.

Spiritual

Spiritual development is the search for meaning in all that we do; acquiring personal belief and value; making sense of life, experience and the universe. For our Catholic school, it is the search for God and putting Christ first in all that we do. However, spiritual development is not the sole responsibility of the RE department nor the collective worship dimension of school life.

Strategies include:

- using schemes of work/learning, learning plans and our visual arts status to highlight that we are all unique and special (made in the image of God);
- developing a sense of awe and wonder in lessons; order, value and pattern that Christians would say point to God;
- using the visual arts to be creative and imaginative; insight and vision point to gifts from God.

Ofsted 2015 stated that students' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values;
- sense of enjoyment and fascination in learning about themselves, others and the world around them;
- use of imagination and creativity in their learning willingness to reflect on their experiences.

Moral

Our moral purpose stems from the Gospels. As a cohesive community, we are attempting to develop this moral framework by helping students to decide what is right and wrong and to develop a moral compass. As adults and professionals, we set the standard through our Mission Statement which we live out on a day-to-day basis through such things as relationships, tolerance, forgiveness and respect.

Strategies include:

- employing a fair and consistent approach to classroom and behaviour management; modelling principles through the quality of our relationships and interactions;
- giving students opportunities across the curriculum to explore and develop moral concepts and values, for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong and community cohesion;
- encouraging students to take responsibility for their actions through such things as respecting property and caring for the environment;
- recognising and respecting the codes and morals of the different cultures represented at St Augustine's and in the wider community.

Ofsted 2015 stated that students' moral development is shown by their:

- ability to recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England;
- understanding of the consequences of their behaviour and actions; interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

Social

This refers to the world in which we live and the relationships that we develop. Students here are encouraged to embrace community at all levels – community cohesion. We provide social development for students through the Christian ideal of love; for God and neighbour.

We want to produce well-rounded, respectful, polite and well-mannered individuals who know that they have a valuable contribution to make to society in general.

Strategies include:

- encouraging students to be courteous, well-mannered and respectful when communicating with others;
- developing a sense of community in which all can flourish;
- providing a balanced curriculum that offers a number of opportunities in which students can develop socially. For example, through collaborative working, teams, links with the world of work, charity events, the democratic process, assemblies, productions, the visual arts, etc.

Ofsted 2015 stated that students' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds;
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively;
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural

As a school with a Visual Arts centre, we recognise the need to provide a range of cultural opportunities of our students and to date we have been very successful in doing this (see 'Specialist' School records). Contemporary British society is characterised by diversity, from faith and culture to beliefs and values. Jesus gave us the example to follow as he promoted the values of harmony, justice and peace.

Strategies include:

- recognising the cultural diversity of our school community and developing links with the global community;
- addressing racism and promoting racial equality;
- providing a variety of opportunities to participate in literature, drama, music, art, craft, and other cultural events and encouraging students to reflect on their significance;
- encouraging students to be active members of their school, local and wider communities.

Ofsted 2015 stated that students' Cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain;
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain;
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities;

- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Britishness

As of September 2014, the Ofsted Handbook expanded the definitions of Spiritual, Social, Moral and Cultural to include the presence of British values such as tolerance, understanding of others, democracy, respect and acceptance of the rule of law and individual liberty.

The school curriculum at St Augustine's is appropriately broad and balanced to help prepare our young people for life in modern Britain by actively promoting fundamental British values. This includes knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain today.

The curriculum promotes British values, culture and traditions through for example, acceptance of and respect for different people's faiths, providing opportunities for students to recognise the difference between right and wrong and exploring the civil and criminal law of England. Examples are provided in *SMSC across the curriculum* later in this document.

Summary

All areas of life at St Augustine's provide opportunities to develop the SMSC dimension. This policy provides the background but it is the responsibility of colleagues, as individuals and as teams, to develop the practice. It is important therefore that SOWs/SOLs and learning plans include reference and strategies for SMSC and Britishness, as well as the tackling of and prevention of extremism and radicalisation, and that we see our Gospel values at work in all areas of the curriculum.

As a Catholic Christian community, we have a clear framework, grounded in the Gospel and the teachings of the Church, to follow and one that therefore, does not need to change radically from year to year.

For a visual breakdown of SMSC and Britishness at St Augustine's and to explore how each subject area encourages its development, see DHT records (PB).

Reviewed on: May 2017

Next Review Date: May 2018

Reviewed by: (Signature)

Equality Impact Assessment

Title of Policy, Decision, Practice or Programme: Spiritual, Moral, Social & Cultural

Department: Leadership Team

Responsible Officer: Paul Bennett

Date Completed: May 2017

Date Review Required: May 2018

1. **Aims:** Please identify the main aims of the policy, decision or function?

To guide staff on understanding what SMSC development is

2. **Impact upon different sections of the School / Community / Staff Groups:**
It is essential that policies, decisions, practices and programmes advance equality of opportunity and foster good relations within the community, and do not leave the School vulnerable to discrimination claims.

Equality Strand	Issue	How will this be taken into account?
General Issues	No issues	
Age	No issues	
Disability – Including Carers	No issues	
Sex (Gender)	No issues	
Transgender	No issues	
Race (Ethnicity)	No issues	
Pregnancy and maternity	No issues	
Religion or Belief	No issues	
Sexual Orientation	No issues	
Community Cohesion	No issues	

3. Indirect discrimination

Are there any rules or requirements in the policy / decision that:

- a Can be met by a considerably smaller proportion of people from a particular section of the community?
- b Is to the disadvantage of that group?
- c Cannot be justified by the aims and importance of the policy?

If all three conditions apply then there may be evidence of indirect discrimination.

No

4. Publishing the results of the assessment:

Decisions This Equality Impact Assessment Report must be used to inform the Decision. Attach the Equality Impact Assessment Report as an appendix in the Decision documentation.

Policy This Equality Impact Assessment Report must be used to inform Policy development. Attach the Equality Impact Assessment Report as an appendix in the published Policy.

Practices and Programmes The Equality Impact Assessment Report must be used to inform Practice and Programme development. Attach the Equality Impact Assessment Report as an appendix in the Practice or Programme documentation.