SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Reviewed by (member of staff):
Debbie Toronczak, Deputy Headteacher
Date:
March 2017

Ratified by Local School Committee:
Date:
27 June 2017

Signed off by Chair of Local School Committee
Jan Firth
Date:
27 June 2017
Core Purpose

Beckfoot Oakbank learners celebrate diversity, love learning and are inspired to be self-confident, open minded, decisive young adults who have the skills and experience to succeed in life. Our ambition is that at Beckfoot Oakbank our thoughtful and wide ranging promotion of students’ spiritual, moral, social and cultural development enables them all to thrive. The SMSC development of every student is at the heart of our work as a school.

Statement of Policy

At Beckfoot Oakbank we are equally committed to personal development of all students and their academic success. We aim to equip every Beckfoot Oakbank learner with the skills and qualities needed to be successful in an ever changing world. This is communicated to students through our vision:

In line with our vision and values, Beckfoot Oakbank is committed to offering students the opportunities to:

- identify, reflect on and explore experiences, distinguish between right and wrong and discuss moral issues;
- develop and talk about their own attitudes and values;
- develop an understanding and appreciation of British values such as tolerance, equality and democracy;
- take responsibility for their own actions and decisions;
- develop an understanding of social responsibilities of being a British citizen;
- celebrate a diversity of cultures.

Aims

Our aim is to impact on our students’ spiritual development so they are creative in the way they approach challenges and are critical and reflective of their outcomes; are inquisitive and enjoy their learning and are accepting of others and embrace the wide range of cultures amongst our population.

Our aim is to impact on our students’ moral development so they can recognise the difference between right and wrong; are respectful of each other; are willing to debate and are able to discuss moral and ethical issues openly.
Our aim is to impact on our students’ social development so they develop highly effective social skills including collaboration and resilience; are happy to work and socialise with students from different religious, ethnic and socio-economic background and take an active part in running the school. Student voice is central to every big decision we make. Supporting the development of democratic values and active citizenship is at the heart of our work so that we prepare pupils positively for life in modern Britain and promote the values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Our aim is to impact on our students’ cultural development so that they are excited to investigate their own and other’s heritage; participate in a range of activities through the Open Minds’ curriculum and understand, accept and respect diversity.

The aims are to achieve:

- a capacity on the part of all students and all staff to fulfil the above opportunities;
- an understanding by all staff, students, parents and Local School Committee members of the variety of ways in which these themes are realised at Beckfoot Oakbank;
- an evolving debate involving staff and students over the most effective methods of implementing these themes and measuring their effectiveness.

**Procedures**

In the classroom this will manifest itself in the following ways:

- Strong classroom culture, ethos and relationships between adults and learners;
- Teaching that encourages participation, collaboration, creativity, reflection, independence and seizes opportunities to impact on students own spiritual, moral, social and cultural development;
- Teaching that champions equality, challenges prejudice and stereotyping and provides comprehensive meaningful understanding of diversity;
- Assessment and feedback that values pupils’ work and effort;
- Activities that develop teamwork, leadership skills and self-reliance.

Beckfoot Oakbank aims to create an ethos which will foster the spiritual, moral, social and cultural development of all students. SMSC is seen in many aspects of Beckfoot Oakbank in equipping students to be thoughtful, caring and active citizens in school and in wider society.

This development is underpinned by the following:

- the whole curriculum;
- the Open Minds’ programmes of study (in KS3);
- tutor time topics;
- Stop the Clock Days;
- assemblies;
- Thought for the Week;
- achievement and behaviour policies;
- the development of the strategic vision and the image of the runner;
- extra-curricular activities;
- charitable events and projects;
- student leadership, sports leaders, Parliament and committee members across the school;
Collective Reflection

At specific times of the year, such as Christmas, Easter and other appropriate occasions, Beckfoot Oakbank encourages students to explore their understanding of religious festivals. Beckfoot Oakbank believes that students should have these opportunities in order to:

- appreciate the role of Christianity in Britain’s history and cultural development;
- encourage them to regard people of all faiths, races and cultures with respect and tolerance;
- educate the whole person, including the spiritual dimension;
- provide knowledge in a balanced and constructive way about the beliefs of others, free from indoctrination;
- provide an experimental medium for exploring key spiritual concerns of human life.

Spiritual Development in the Taught Curriculum

We offer a broad and balanced curriculum for all students with wide ranging opportunities for enrichment that include visits, visitors, leadership opportunities, events and opportunities within the aspiration and career programme as well as after school clubs.

Provision for spiritual, moral, social and cultural development runs through all curriculum areas with each department contributing to SMSC development across the school. Our curriculum fosters the debate, ‘Leaders’ work to protect students from radicalization and extremism. Leaders respond swiftly where students are vulnerable to these issues. High quality training develops staff vigilance, confidence and competency to challenge students’ views and encourage debate.’ Discussion and independent thinking will provide protection from and challenge all forms of extremism and develop clear moral values. Students are guided and supported at all key decision stages (Year 8, 11, 12 and 13) so they are aware of the importance of their decisions as well as the opportunities available to them.

Religious Education

Religion is an expression of the spiritual dimension of life. It is taught through our weekly ‘Open Minds’ programme. This is a compulsory, non-examined course for Years 7 to 11.

The aim of the curriculum work is to help students:

- in the appreciation of religious faith and the varieties of faith;
- to appreciate that faith is a journey and that the acceptance of religion as a personal commitment may lead to a change in the direction of one’s life;
- to see practical and social consequences of religious faith so that they may form their own beliefs and judgements and their own allegiances and commitments.

Religious Education within our ‘Open Minds’ curriculum, will attempt to aid students to gain insight into their own religious beliefs and loyalties, and reflect on their personal and spiritual values and practices. It should also contribute to the moral and social development of children and young people in developing consideration for others, an appreciation of human rights and responsibilities and a concern for justice in society. Also, it should develop in students respect for the practices of different religious faiths and a
sympathetic understanding of their underlying values and concerns. It should develop tolerance for the
variety of beliefs and the customs of the citizens of our world.

In Open Minds’ lessons staff provide a safe environment for debating controversial issues to help students
understand how they can influence and participate in decision-making. Open Minds’ lessons also create
effective ways of providing students with time to explore sensitive or controversial issues by equipping
them with the knowledge and skills to understand and manage difficult situations. Through the Open
Minds’ curriculum, students are able to recognise and manage risk, make safer choices, and recognise
when pressure from others threatens their personal safety and wellbeing. They can also develop effective
ways of resisting pressures, including knowing when, where and how to get help. Open Minds’ lessons help
to provide students with the knowledge, skills and understanding to prepare them to play a full and active
part in society by equipping students to explore political and social issues, to weigh evidence, to debate,
and to make reasoned arguments. In Open Minds, students learn about democracy, government and how
laws are made and upheld. Students are also taught about the diverse national, regional, religious and
ethnic identities in the United Kingdom and the need for mutual respect and understanding.

Area of application of aims

Years 7 to 9 will study faiths in Religious Education both in a linear way and through a series of topics which
will bring out tolerance and understanding of other faiths and cultures.

Students in Year 7 will look at different aspects of religious faiths, mainly focused on Christianity, and have
an opportunity to undertake project work on a world religion of their choice. Students will be encouraged
to regard people of all faiths, races and cultures with respect and tolerance.

In Year 8, students will look at religious perspectives towards evil and suffering, as well as war, through
Christianity and Islam. Students will be encouraged to regard people of all faiths, races and cultures with
respect and tolerance.

In Years 9 to 11, students will look at the attitudes towards the environment from Christian and Islamic
viewpoints. They will also consider religious views on key moral issues including pre-marital sex and
abortion. Students will be encouraged to regard people of all faiths, races and cultures with respect and
tolerance.

In addition to our ‘Open Minds’ provision, there is a weekly ‘Thought for the Week’, which provides all
students with an opportunity to reflect on key community ethical and spiritual issues, in addition to ‘Drop
Down Days’ during the year.

Pastoral development, behaviour and welfare

Pastoral care is a key element of our provision of moral, cultural, social and spiritual development of all
students, building strong relationships between staff, students and their families. We have a strong child
centred pastoral structure with Progress Teams.

Progress teams for Years 7 – 11 consist of a Progress Manager, a Progress Mentor and a Senior Student
Support Assistant. Years 12 and 13 consist of a Progress Manager and a Progress Mentor.

This structure allows issues raised by students and staff to be dealt with quickly by staff who know the
students well. Our Think and Choose policy (see separate document) guides staff when dealing with issues
within a classroom. This document also provides students with a clear set of expectations and consequences if they choose not to follow rules.

Students who need extra care and attention are placed on our range model through a referral to the SEND team to allow the right assessments to take place to determine the right interventions for that child. The intervention pathways show how the range model for learning and SEMH works alongside the intervention offered. This has been in place for a couple of years now and is a highly effective tool for tracking and communicating the extra provisions provided to support these students. These models are discussed weekly at a Team around the child meeting of Progress Managers and SENCO and the Deputy Headteacher for Climate for Learning.

Beckfoot Oakbank also offers alternative provisions on site for those students that need specialist support and a flexible curriculum to address their needs. The Achievement Centre offers full time provision for our most challenging students within the SEMH range model whilst in SEND we have a fully operational nurture provision to support SEMH students accessing mainstream school.

**Sixth Form**

In the Sixth Form we have a policy of encouraging all Year 12 students to volunteer and staff are encouraged to create opportunities for this, such as wider learning days and paired reading. Examples include in KS3/4 tutorial support, paired reading, leadership of clubs, Student Leadership. We monitor the personal development and volunteering undertaken by Sixth Form and this supports their SMSC development and is a crucial element of supporting their future.

**Defining Spiritual, Moral, Social and Cultural Development including British values at Beckfoot Oakbank School**

The **spiritual development** of students 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.

The **moral development** of students is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries 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 ability to understand and appreciate the viewpoints of others on these issues.

The **social development** of students is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those 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, distinguish right from wrong and to respect the civil and criminal law of England;
• individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
• respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England;
• they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of students is shown by their:

• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those 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, musical, 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.

Leadership and Monitoring of SMSC

SMSC is led by a member of the leadership team. Training is delivered to all staff in understanding SMSC development and the school ethos and vision and is part of new staff induction. Training updates keep staff aware of the most recent requirements in relation to SMSC and make connections between ethos, curriculum provision for SMSC, equalities and safeguarding including the Prevent Duty.

Prevent-duty-departmental-advice DfE June 2015 - Building children’s resilience to radicalisation:

We build students’ resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. The subject can be used to teach students to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help.

Monitoring of SMSC is led by a member of the school leadership team and includes:

• The provision of SMSC is audited by mapping of provision by staff with responsibility for each area of school including each curriculum area and whole school provision such as behaviour and safety, quality of teaching);
• Learning walks and student interviews which are used to evaluate SMSC development;
• Monitoring and analysis of participation of students in optional activities by all groups to check whether there are groups of students who do not engage with any additional provision;
• Careful monitoring of Sixth Form volunteering in order to support all students to maximise their opportunities for future success.
### Social
- Developing personal qualities and using social skills
- Participating, cooperating and resolving conflicts
- Understanding how societies and communities function

### Moral
- Developing and expressing personal values or views
- Investigating moral values and ethical issues
- Moral codes and role models of moral virtue
- Recognising right and wrong and applying it
- Understanding the consequences of actions

### British Values
- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance for those with different faiths and beliefs and those without faith.

### RE
<table>
<thead>
<tr>
<th>Topic</th>
<th>K S3</th>
<th>K S4</th>
<th>K S5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beliefs</td>
<td>Where do beliefs about God come from?</td>
<td>Do beliefs change in accordance with time and place?</td>
<td>How can we live with conflicts among different beliefs?</td>
</tr>
<tr>
<td>Practices</td>
<td>What do believers aim to achieve through religious practices?</td>
<td>How might the practices of faith communities change over time?</td>
<td>In what ways might practices influence belief?</td>
</tr>
<tr>
<td>Forms of expression</td>
<td>What can we learn from the ways in which different beliefs are expressed?</td>
<td>How might culture influence the way beliefs are expressed?</td>
<td>Is abandonment of religious belief evidence of abandonment of religious beliefs?</td>
</tr>
</tbody>
</table>

Pupils will develop the capacity to analyse, explain and evaluate religious concepts.

Pupils will investigate, reflect and respond to religious and non-religious belief.

Pupils will understand the nature, significance and impact of different beliefs and no belief.

### Spiritual
- Developing personal values and beliefs
- Experiencing fascination, awe and wonder
- Exploring the values and beliefs of others
- Understanding human feelings and emotions
- Using imagination and creativity in learning

### Cultural
- Exploring, understanding and respecting diversity
- Participating and responding to cultural activities
- Preparing for life in modern Britain
- Understanding and appreciating personal influences

### PSHCE
- Health and wellbeing
- Living in the wider world
- Relationships

### Citizenship
- Parliamentary democracy in the UK, including the power of government, the role of citizens and Parliament in holding those in power to account, and the differences of the executive, legislature and judiciary and the role of the media.
- The different electoral systems and electoral processes to influence decisions locally, nationally and beyond
- Other systems of government, both democratic and non-democratic, beyond the UK.
- The Commonwealth, the United Nations and the wider world
- Human rights and international law
- The legal system in the UK, different sources of law and how they help solve society with complex problems
- Diverse national, regional, religious and ethnic identities and the need for mutual respect and understanding
- The different ways a citizen can contribute to the improvement of their community, the opportunity to participate actively in volunteering, and other forms of responsible activity
- Money, income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent

### Careers
- Y7-9 Career Exploration
- Y10-11 Career Preparation
- Employability Skills