



Cranbrook Education Campus
Social, Moral, Spiritual and Cultural (SMSC) Policy

This is a draft policy due for LGB scrutiny and approval in October 2021

Date adopted:

Prepared by: Deputy Headteacher

Ratified by: Local Governing body

Introduction

Pupils' spiritual development involves the development of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to foster their own well-being.

Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them.

Pupils' social development involves them acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Pupils' cultural development involves acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' way of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

Approach to SMSC

At Cranbrook Education Campus we recognise that the personal development of pupils - spiritually, morally, socially and culturally - plays a significant part in their ability to learn and achieve. We aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour and a positive, caring attitude towards others. We aim to help them achieve an understanding of social and cultural traditions and an appreciation of the diversity and richness of their cultures. The school curriculum aims to promote pupils' spiritual, moral, social and cultural development and aims to prepare them for opportunities, responsibilities and expectations in life. Moral values, principles and spirituality will be explored throughout the curriculum and especially in Cranbrook Values lessons (combined Religious Studies, PSHE and Relationships & Sex Education provision), tutor time and assemblies. The integrity and spirituality of all faiths will be respected and explored. Pupils are given access to alternative views and a range of spiritual traditions. All staff model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families.

Pupils are encouraged to differentiate between right and wrong and look at how their actions affect others. They are encouraged to value themselves and others. Pupils are encouraged to understand

the need for rules for the good of everyone.

Classroom and school rules reflect and reward acceptable behaviour and celebrate hard work and personal achievements. In the Primary phase, pupils are rewarded through Super Choice, House Point and Accelerated Reader awards. Primary pupils are asked to reflect on behaviour that does align with the Campus' policy through "Think About It", "Poor Choice", "Last Chance" and "Unacceptable" sanctions, combined with a restorative justice approach. In the Secondary phase, this is similarly achieved through use of the PERKS behaviour system, encouraging all pupils to act in a proud, engaged, ready, kind and safe manner around the Campus. Regular reward and achievement events also occur across both phases to solidify this ethos.

In addition, all curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This should be reflected in planning and learning resources.

Aims of the SMSC Curriculum and Policy

- To ensure that everyone in school is aware of our values.
- To ensure a consistent approach to SMSC issues.
- To ensure that a pupil's education is within a meaningful context and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them.
- To give each child a range of opportunities.
- To enable each child to develop an understanding of their own identity.
- To enable children to develop an understanding of their cultural and social environment and an appreciation of the many cultures in our society.
- To give each child an opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

Links with the Wider Community

Visitors are welcomed in to our school. Visits to places of worship, cultural venues such as theatres, cinemas and libraries are actively encouraged. Visiting groups such as theatre or musical events are planned throughout the year. Children are taught to appreciate and take responsibility for the environment. We liaise with local schools and support groups to broaden the experiences of the pupils at Cranbrook Education Campus.

Monitoring and Implementing the Policy

Provision for SMSC is monitored and reviewed by the Senior Leadership Team, teachers and governors. Regular discussions are held at staff meetings. Staff share classroom work and practice. The implementation of this policy is the responsibility of all staff.