



	Social, Moral, Spiritual, Cultural Policy		
	Last reviewed: March 2017 (STK)	Next Review: March 2020	

Sandringham School recognises that the spiritual, moral, social and cultural (SMSC) elements of a student's education are crucial to their development as an individual, as it allows them to take their rightful place in their community as a local, national and global citizen. This policy builds upon the school's mission statement 'Everybody can be somebody' and our core values: Responsibility, Relationships and Respect. In addition, this policy also clarifies how the school's approach to Collective Worship supports SMSC.

SMSC is about the values students are encouraged to hold, and their attitude towards learning, knowledge and society. At Sandringham, we promote SMSC in the following ways:

1. Spiritual Development.

Spiritual development is concerned with how a Sandringham student develops:

- Personal values and beliefs
- A willingness to reflect
- An ability to communicate these beliefs in discussion and behaviour
- An understanding of the value and role of faith and religion in societies
- Tolerance of other people

Spiritual development is personal and unique to each individual. It is about the meaning in life, truth and developing a set of core values. It includes imagination, inspiration and creativity and it also covers an awareness of self-identify and self-worth.

Sandringham School promotes spiritual development as part of students' personal development through:

- The School Motto "Everybody can be somebody"
- The School Rewards and Consequences system
- Character Rewards Programme
- The LLL Programme
- Religious Education
- All subjects of the curriculum
- Assemblies
- The ethos of the school values, attitudes and expectations
- Opportunities for reflection on aspects of their lives
- Wonder at the natural world and human achievement

2 Moral Development

Moral development is concerned with students' knowledge, understanding, intentions, attitudes and behaviour in relation to right and wrong within the accepted codes of practices of society. The quality of relationships that students experience, the standards of behaviour in the school as well as the values promoted by the school's code of conduct will form basis of any judgment on moral development as well as the extent to which students show:



- An understanding of the difference between right and wrong
- Respect for people, truth and property
- A concern for how their actions may affect others
- The ability to make responsible judgements on moral issues
- Personal conduct that they take responsibility for their own actions
- Personal behaviour through principles rather than fear of punishment
- A knowledge of standards of morality

Sandringham School is a social organisation and its functioning depends on the broad acceptance of rules, codes of conduct and a behaviour and discipline policy based on a clear set of moral principles. The school has a clear set of aims, values and expectations which are shared with parents/carers, staff and students including:

- Respecting the rights and property of others
- Respecting the beliefs and practices of others in a multicultural society
- Taking responsibility for one's own actions
- Being considerate towards other people and demonstrating good relationships
- Honesty
- Self-discipline

The essence of moral behaviour is to build a framework of values which regulate personal behaviour through principles rather than fear of punishment or reward. The school's values (Respect, Responsibility and Relationships) provide the framework for our students to develop their attitudes and understanding on morality and develop the self-confidence to hold to this code of values against a variety of pressures. Moral development is about understanding the principles and social values behind actions and decisions. At Sandringham School we strongly act upon any incidences of:

- Bullying
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty
- Obscenity
- Intolerance including racism and homophobia

At Sandringham School we promote moral development through a range of activities and opportunities both within and outside the classroom such as:

- Working with teachers and form tutors to teach and promote understanding of morality
- The LLL Programme
- Assemblies
- Rewards and Consequences
- Character Rewards Programme
- Welfare and guidance
- Core curriculum including Religious Education
- Foreign exchange programmes and global links with partner schools

3. Social Development

Social development is concerned with the skills and personal qualities necessary for individuals to live and function



effectively in society. Social development is based on the acceptance of group rules and the ability to see oneself in a wider context. The quality of relationships in school is crucial in forming students' attitudes to good social behaviour and self-discipline. The school helps prepare students to live in society by providing knowledge and understanding of society, its institutions, structures, and characteristics, political, non-political and economic organisations.

The school systematically plans for social development of students through a range of teaching and learning activities including:

- Classroom organisation and management
- Student grouping and opportunities for group work (group project based work)
- The school code of conduct
- School productions
- Residential trips
- Enrichment activities
- The LLL Programme
- Character Rewards Programme
- School-industry links
- Extra-curricular activities
- Foreign exchange programmes and global links with partner schools
- Student Leadership opportunities which support students in the school community

4. Cultural Development

A student's cultural development refers to an increasing understanding of those values, beliefs, customs, knowledge and skills which link groups together and give people a sense of identity. At Sandringham School we seek to develop in students an understanding and awareness of their culture within a multi-cultural society and encourage personal values and self-esteem. The school curriculum provides experiences of all aspects of culture for students including languages, aesthetic, mathematical, literacy, technological, scientific, musical, political, economic and religious education. The Modern Foreign Languages Faculty has a specific role in supporting the teaching and learning for students about cultural diversity through the curriculum and international links with partner schools. There are also opportunities for cultural visits and exchanges including:

- European exchanges
- Cultural visits abroad
- Visits to centres of cultural interest
- Extra-curricular activities

5. Collective Worship

At Sandringham School we recognise that Collective Worship is an important opportunity to provide opportunities for our students Spiritual, Moral, Social and Cultural development.

Aims

It is our aim at Sandringham School that worship should:

- Contribute to the spiritual, social, moral and cultural development of each child.
- Give expression to, and reaffirm and practise the values of the school community.
- Allow reflection and response to the fundamental questions of life and those things that are of eternal concern and value to human beings.
- Celebrate and give thanks for the achievements within the school, local and international community and occasions of significance, including festivals.
- Foster and enable a concern for the needs of others, and recognition of the vulnerability of self and others.
- Provide members of the school community with the opportunity to praise and reach out to 'God'.



- Provide members of the school community with the opportunity to experience stillness and quiet.
- Provide members of the school community with the opportunity to respond to religious language and symbolism.
- Provide a foundation for a mature understanding and practise of worship in the future.

6. LEGAL STATUS OF COLLECTIVE WORSHIP

6.1 The 1988 Education Reform Act requires that 'All students in attendance at a maintained school shall in each day take part in an act of Collective Worship'. The school accepts the desirability of this legislation but has considerable practical difficulties in meeting this requirement. We seek to do our best to keep the spirit of this legislation seeking to provide as many high quality acts of worship as is practically possible.

6.2 To provide students with variety in their experience of worship acts of worship may take the form of a whole school act of worship for all students, by means of 'Thought for the Week' and 2 minute reflection time, Main School assembly, Year Group assembly, or separate acts of worship for students in different age groups. Collective Worship may be held at any time during the school day.

6.3 At Sandringham School the act of Collective Worship is, primarily, delivered weekly via a whole school 2 minutes reflection time. During Monday morning registration all students reflect upon a stimulus provided by that week's Assembly Lead. This stimulus or 'Thought for the Week' is common to the whole school and Tutors are provided with this via the schools shared area. Each week there is a theme for 'Collective Worship' or 'Thought for the Week'. Each Tutor is encouraged to adapt the theme to suit their developmental stage of their students. The theme is then developed through the use of whole school and year assemblies meaning that by the end of the week the students will have had the opportunity to reflect on the theme from a variety of viewpoints. This pattern is flexible and on occasions it is recognised that there may be a need to respond to local or national events. Tutors are encouraged to open their doors during this moment of reflection to facilitate the feeling of community togetherness.

6.4 Acts of Collective Worship at Sandringham School take into account the student's ages, aptitudes and family backgrounds. The school recognises that there is a difference between Acts of Collective Worship and the assembly of students. On some occasions assembly may proceed or follow an Act of Collective Worship.

6.5 The law can only dictate that schools must provide a daily act of collective worship. Worship is a response. The opportunity for worship is an invitation but the acceptance or rejection of that invitation is the individual's choice.

6.6 If the integrity of students and teachers is to be respected at all times, no assumptions should be made about their personal commitment. The school is not a place of worship in the everyday sense of this term and the worship will differ from that of a faith community.

7. RIGHTS OF WITHDRAWAL

At Sandringham School we seek to be an inclusive community, however, we respect the right of parents/carers to withdraw their children for Collective Worship. This school expects that withdrawal will only be made following parental discussion with the Headteacher followed by written confirmation of withdrawal.

Policy Links

- Equal Opportunities Policy
- Attendance Policy
- Anti-bullying Policy
- SEN/D Policy
- Safeguarding Policy and Procedure

Appendix 1: A guide to teaching Spiritual, Moral, Social and Cultural Development



Introduction: Our mission statement, ‘Everybody can be somebody’, in essence drives the delivery of SMSC. In addition, our school values of respect, relationships and responsibility and the delivery of our 5Rs also strongly support the teaching of SMSC.

Area	Spiritual	Moral	Social	Cultural
Description	Making students feel good about themselves; developing their self-esteem and confidence	Making sure students understand the differences between right and wrong	Making sure students can work effectively in different group situations	Making sure students appreciate their own and others cultures
In lessons	<p>Engaging in activities which involve listening, reflecting and quizzing (reflecting on work at the start of the lesson)</p> <p>Developing an understanding of their own feelings (use personal reflection/feelings tree)</p> <p>Engaging in activities which involve questioning, valuing, creating, envisioning, empathising, and imagining</p> <p>Developing personal beliefs and values</p> <p>Developing an understanding of their relationships with those near and far</p> <p>Showing insights into deep questions about life, change and death</p>	<p>Engaging in discussions that reinforce moral values</p> <p>Showing responsibility for their own learning (Responsibility)</p> <p>Identifying and working with others who need support</p> <p>Showing an understanding of the principles of equality of opportunity</p>	<p>Developing ability to effectively work in groups/teams (i.e. demonstrating reciprocity).</p> <p>Being given opportunities to ask appropriate questions to the teacher and peers</p>	<p>appreciating others’ points of view</p> <p>showing empathy for others;</p> <p>enjoying and appreciating cultural diversity;</p>