

Tapton School

Spiritual Moral, Social and Cultural Principles

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AUTHOR: S Rippin

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Spiritual, Moral, Social and Cultural Principles

VALUING EVERYONE, CARING FOR EACH OTHER, ACHIEVING EXCELLENCE

At Tapton, we are committed to ensuring that every student has the opportunity to develop into well rounded human beings who have the skills and aspirations to continue with further study and be successful in the world of work. We believe it is our role to help students develop their own beliefs and make sound moral judgements based on tolerance, respect and understanding of others to prepare them for life in modern Britain. At Tapton this work is entwined within character education based on Tapton's ethos 'valuing everyone, caring for each other and achieving excellence' and Tapton Learner Levels 5 R's (resilience, resourcefulness, reflectiveness, reciprocity and respect of values and attitude). This is referred to as students' Spiritual, Moral, Social and Cultural development (SMSC).

Universal Values

British values are embedded into school life through our school ethos 'valuing everyone, caring for each other and achieving excellence' and contributions made by the whole school curriculum.

- **Democracy** (student voice/Y8 history curriculum/PSHE/RE).
- **The rule of law and knowing right from wrong** (upholding school expectations and behaving impeccably/form discussion/assemblies).
- **Individual liberty**, freedom of speech (in school this is within the boundaries of not causing offence – form discussion/assemblies/learner levels).
- **Mutual respect** for others and their views and opinions and integration of visually impaired students in school (across the whole school curriculum).
- **Tolerance** of those with different faiths and beliefs (or those of no faith), cultures and lifestyles and integration of visually impaired students in school (across the whole school curriculum).
- **Community cohesion** in and out of school litter picking/D of E volunteering/sports leaders/charity work/prefects/sixth form volunteers).
- **Citizenship** education (awareness and understanding of democracy, government and how laws are made and upheld).

Spiritual, Moral, Social and Cultural Development

Spiritual Development

Spiritual development relates to that aspect of inner life through which pupils acquire insights into their personal existence which are of enduring worth. It is characterised by reflection, the attribution of meaning to experience, valuing a non-material dimension to life and intimations of an enduring reality. 'Spiritual' is not synonymous with 'religious'; all areas of the curriculum may contribute to students' spiritual development. The spiritual dimension is to do with seeking answers to life's great questions. Spiritual development is about helping students make sense of these questions, and about what that development does to help form students' response to life and to various forms of experience, or even questions about the universe.

It is about the search for meaning and purpose in life, it involves consideration of what it means to be human and finding values to live by. It is about encouraging intellectual curiosity, reflection and exploration. It incorporates our responses to challenging experiences such as suffering, beauty and encounters with good and evil.

The **spiritual development** of students will be fostered through:

- The values and attitudes which the school identifies and upholds.
- The contributions made by the whole curriculum.
- Religious education.
- Form time and assemblies.
- Extra-curricular activity and the general ethos of the school.
- An environment of warmth, caring, support and valuing each other.

Moral Development

Moral development is concerned with distinguishing between right and wrong and involves a code of practice based on personal qualities and founded on a moral code.

The **moral development** of students will be fostered through the curriculum by:

- Teaching the knowledge and skills of analysis and decision making, which will support moral behaviour and understanding, particularly during PSHEE, form time and RE.
- Exploring moral implications and ethical issues raised by science, technology, medicine, literature, history etc.

Also through the pastoral system by encouraging students to reject the following:

- Bullying.
- Cheating.
- Deceit.
- Cruelty.
- Irresponsibility.
- Dishonesty.

And to endorse the following:

- Telling the truth.
- Keeping promises (that are safe to do so).
- Respecting the rights and property of others.
- Acting considerately towards others.
- Helping those less fortunate and weaker than ourselves.
- Taking personal responsibility for one's actions.
- Self-discipline.

Social Development

Social development is the progressive acquisition of the competence and qualities needed to play a full part in society. It involves growth in knowledge and understanding of society in all its aspects, its institutions, structures and characteristics, including economic and political organisation and principles, and life as a citizen, parent or worker in a community.

The **social development** of students will be achieved through:

- Classroom organisation and management.
- School rules and expectations (behaviour).
- School and Year councils.
- Clubs and fund raising activities.

- Opportunities to serve as peer mentors and prefects.
- School productions, residential experiences, school trips and journeys.
- Sportsmanship

Cultural Development

Cultural development refers to students' increasing understanding and command of those beliefs, values, customs, knowledge and skills which, taken together, form the basis of identity and cohesion in societies and groups.

The **cultural development** of students will be fostered through all areas of the curriculum and through the provision of a range of extra-curricular activities which include.

- One hour per week of PSHE at KS3 and 7 full PSHE themed days at KS4
- One hour per week of RE from Y7-11
- Y6 transition project 'The Arrival'
- Celebrating Tapton School's diverse cultural traditions within the arts curriculum and extra-curricular activities.
- History, Geography and RE curriculum incorporate local community migration
- MFL; Cultural and Linguistic awareness project
- Beacon school for Holocaust Memorial
- Celebration of Black History Month (October)
- Food Tech: Y9 International Project
- Inclusion of community languages
- Links with international schools

Monitoring and Evaluation

At Tapton School we listen to the views of students and their parents/carers. We operate an open door policy for the sharing of views as well as student/teacher meetings and parents' evenings and meetings. The SMSC policy is reviewed on an annual basis.