



Scott College Spiritual, Moral, Social and Cultural Education Policy

Introduction

Developing Spiritual, Moral, Social and Cultural education at Scott College including fundamental British values is an integral part of everything we do, within the classroom and beyond. By providing students with opportunities to develop their leadership skills, to learn about different cultures, to understand the difference between right and wrong, to self-reflect and evaluate through use of the PiXL Edge framework and to explore and develop their own beliefs. This Policy outline our approach to developing the aspects of learning at the College.

Spiritual Development

Spiritual development is concerned with exploring those dimensions of human experience which help students consider their thoughts, feelings and relationships and to consider those things which are of special significance such as people, places, objects and stories. All areas of the curriculum may contribute to students' spiritual development. At Scott College we aim to develop this aspect by;

- giving students the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives
- where students already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them
- encouraging students to explore and develop what animates themselves and others
- encouraging students to reflect and learn from reflection including through the PiXL Edge framework
- giving students the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful
- developing a climate or ethos within which all students can grow and flourish, respect others and be respected
- accommodating difference and having mutual respect for the integrity of individuals with different faiths and beliefs and for those without faith.
- promoting teaching including project based learning which: - value students' questions and give them space for their own thoughts, ideas and concerns - enable students to make connections between aspects of their learning - encourage students to relate their learning to a wider frame of reference – for example, asking 'why?', 'how?' and 'where?' as well as 'what?'

- monitoring takes place through lesson observations and the pastoral system, a record of activity is logged on the SMSC Audit tool.

At Scott College this is delivered through:

1. A tutorial programme which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values
2. An assembly programme to address the spiritual aspect of quiet and reflection – in particular using role models from medicine, health and the world
3. Personal coaching focused on learning and providing appropriate information advice and guidance for students as well as opportunities to explore pathways for personal development
4. Educational trips, work placements, visiting speakers and masterclasses, to provide students with a range of experiences, which promote questioning about the world
5. A reflective approach to learning through formative assessment – students having ownership and understanding of where they are, where they need to get to and how they are to do it
6. A house system, rewarding students and developing self-esteem through house points, emails and texts home, and other awards
7. Presentation of student work to peers, parents and industry professionals through project based learning bringing a sense of pride in the work students produce
8. The use of school council to involve students in the life of the school.

Moral Development

Moral development is concerned with students' ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong, including the rule of law. At Scott College we aim to develop this aspect by;

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria
- giving students opportunities across the curriculum, including in project based learning, to explore and develop moral concepts and values – for example in , personal rights and responsibilities, truth, justice, equality of opportunity, the rule of law and right and wrong
- developing an open and safe learning environment in which students can express their views and practise moral decision-making
- rewarding expressions of moral insights and good behaviour
- making an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the internet as well as in school

- modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for people, students' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts
- recognising and respecting the codes and morals of the different cultures represented in the school and wider community, especially in work placements
- encouraging students to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour
- providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship, speaker programme and house system
- reinforcing the school's values through images, posters, classroom displays, social media, external speaker and exhibition
- monitoring takes place through lesson observations and the pastoral system and is recorded on the SMSC Audit tool.

At Scott College this is delivered through:

1. Clear models of good behaviour from staff and lead students and reinforcement of Scott College and classroom rules both inside and outside of lessons
2. Themed tutor time and project based learning discussions based on moral issues, where appropriate, across the wider community and external speakers
3. Assembly themes on moral issues, developed and reinforced during tutor time
4. Fund raising activities for student elected health and other charities, in addition to national charity events which give rise to discussion around morality
5. The use of students in teams across the school: Student council; Prefect team; Lead Students, debating team and more
6. Supervised and filtered access to the Internet together with regular assemblies focused on the dangers of the internet and related issues
7. Local, national and global incidents, create space to debate and discuss the morality and behaviour following high profile national or international incidents.

Social Development

Social development is about young people working effectively with each other and participating successfully in the health and medical community and the wider community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, democracy, structures and characteristics, economic and political principles. This also involves organisations roles and responsibilities and life as a citizen, parent, healthcare worker or medic in a community. It also involves the development of the inter-personal skills necessary for successful relationships. At Scott College we aim to develop this aspect by;

- identifying key values and principles on which school and community life is based
- fostering a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish
- encouraging students to work co-operatively through project based learning
- encouraging students to recognise and respect social differences and similarities in particular through their work placements
- providing positive experiences – through assemblies, project based learning teams, residential experiences, school productions, house competition and work placements
- helping students develop personal qualities which are valued in a civilised society a mapping these through the PiXL Edge framework, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect
- helping students to challenge, when necessary and in appropriate ways, the values of a group or wider community
- helping students resolve tensions between their own aspirations and those of the group or wider society
- providing opportunities for engaging in the democratic process and participating in community life through; student elections, voting choices, visits to the seats of democracy
- providing opportunities for students to exercise leadership and responsibility
- providing positive and effective links with the world of work and the wider community
- monitoring takes place through lesson observations and the pastoral system and is recorded through the SMSC Grid.

At Scott College this is delivered through:

1. Interactions with all staff in school and with external work placement and health partners in an appropriate and outstanding manner
2. The use of students teams across the school: Student council; Prefect team, CCF, Project teams and clubs and societies;
3. School council representative elected to feedback views, ideas and concerns to their tutor groups and to the leadership team.
4. Experience, through work placements in the development of skills in speaking, listening and key reflective work
5. Through the PiXL Edge framework
6. Experience excellent IAG and career advice from personal coaches throughout the year
7. Participate in the wider community through work placement, volunteering and charity fundraising

Cultural Development

Cultural development is about students' understanding their own culture and other cultures in their town, city, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting students' cultural development is intimately linked with Scott Colleges' attempts to value cultural diversity and prevent racism. At Scott College we aim to develop this aspect by;

- providing opportunities for students to explore their own cultural assumptions and values
- presenting authentic accounts of the attitudes, values and traditions of diverse cultures
- addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality, in school and in the workplace
- extending students' knowledge and use of cultural imagery and language
- recognising, nurturing and celebrating individuality, particular gifts and talents
- providing opportunities for students to participate in literature, drama, music, art, crafts and other cultural enrichment and encouraging students to reflect on their significance
- developing partnerships with outside agencies and individuals to extend students' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges
- reinforcing the school's cultural values through displays, posters, social media and use of external speakers
- auditing the quality and nature of opportunities for students to extend their cultural development across the curriculum
- monitoring takes place through lesson observations and the pastoral system and is recorded on the SMSC Audit tool.

At Scott College this is delivered through:

1. Educational visits at home and abroad to experience other cultures and ways of life
2. Educational visits to places of interest such as: hospital, health centres, social care settings, galleries, theatres, places of worship and universities, to better understand other cultures and ways of life
3. Visits to other countries such USA – Plymouth 2020. Links also to other languages such as French and Spanish
4. Collective worship and assemblies
5. Project based work across the school which involves "culture" in all its various forms in relation to health and wellbeing.

Approved Governing Body

Updated

Next Review

July 2019

M Cox

July 2021