

Spiritual, moral, social and cultural provision policy

NEXT TO BE REVIEWED: SEPTEMBER 2023

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SMSC vision

At Kettlethorpe High School we champion and firmly believe in a holistic education curriculum that ensures that our pupils receive a comprehensive spiritual, moral, social and cultural experience. This belief is in line with the distinct ethos of the school in challenging every pupil and providing an environment that is safe, stimulating, and inspiring so all pupils and staff can be their very best. This, along with our whole school focus on the 4Rs (resilience, reflection, respect, and responsibility), underpin the importance of equality and tolerance for all humanity.

Kettlethorpe High School accepts and celebrates all pupils and members of our school community and the different contributions everyone can make. We therefore aim to provide an education that provides children with opportunities to explore and develop their own values and wider British values, whilst recognising that those of others may differ. We place a strong emphasis on developing positive and caring attitudes towards others as well as an understanding of their social and cultural traditions with an appreciation of the diversity and richness of other cultures.

We recognise that the development of pupils' SMSC will play a significant part, not only in their ability to learn and achieve but in their ability to relate fully to and have the ability to access the world they live in. Kettlethorpe High School believes in the importance of supporting pupil development through a pupil-centred approach. Our Behaviour Policy, Code of Conduct and 4Rs promote and reward positive behaviour and provide opportunities to celebrate pupils' work, achievements and success in developing character and individuality.

Roles and responsibilities

Although Kettlethorpe High School's PSHE programme contributes substantially to the promotion of SMSC awareness within school, we also hold all curriculum areas responsible in contributing to a child's SMSC development. Therefore, opportunities to develop these skills are planned in each curriculum, as well as outlined in curriculum intentions. Additionally, the extracurricular opportunities around the school further embed SMSC values and support the development of character for each pupil.

Each curriculum area must maintain their SMSC audit, outlining the strands of SMSC which are promoted in their long-term plans. Teachers are responsible in promoting responsible behaviour, using examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the planning of lessons and use of resources.

All adults will model and promote socially responsible behaviour, treating all people as valuable individuals and showing respect for pupils and their families and stakeholders. Kettlethorpe High School also endeavours to equip pupils with the confidence to understand

and use their rights as well as accepting the responsibility of upholding the rights of other individuals.

Spiritual development

Definition: Personal development relating to the spirit or soul and the intangible. N.B. It does not relate to physical nature or matter and is not synonymous with religious education – although religious education can be a major vehicle for the delivery of spiritual matters.

Pupils' spiritual development is shown by their ability to be reflective about their own beliefs, religious or otherwise. It encourages respect for different people's faiths, feelings and values, as well as promoting a sense of enjoyment and fascination in learning about themselves, others, and the world around them. Spirituality inspires imagination and creativity in their learning as well as reflection on their experiences.

Spiritual development is personal and unique to each pupil, including an awareness of self-identity and self-worth. As well as being embedded within the curriculum, Kettlethorpe High School promotes spiritual development through:

- A focus on oracy, including specifically explicit days such as 'No Pen Day'
- Tutor activities and discussions
- The 4Rs which promotes reflection on a pupils' learning journey and self-awareness
- Extracurricular activities allow for further creativity and promote fascination
- Year group mottos such as 'Be the Best you can be' and 'Going for Gold'
- Celebrations of faiths and integration of different cultures
- Our reward system and celebrations of success in assembly and reward afternoons / evenings
- Use of Mental Health Ambassadors, The Haven and Diamonds to foster an environment to support pupil mental health and well-being, as well as an enriched curriculum to provide skills for self help
- LBTQIA+ Celebration Club
- Tutor led assembly opportunities
- School trips.

Moral development

Definition: Personal development relating to human behaviour, especially the distinction between good and bad or right and wrong.

Moral development is concerned with pupils' knowledge, understanding, intentions, attitudes, and behaviour in relation to right and wrong within the accepted codes of practices of society. Pupils will also develop a concern for how their actions may affect others, demonstrating an understanding of the consequences of their behaviour and actions. The quality of relationships that pupils 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 judgement on moral development.

Kettlethorpe High School promotes moral development through a range of activities and opportunities both within and outside the classroom such as:

- Participation in the Pupil Parliament
- Taking responsibility (e.g. pupil ambassadors, tutor representative, peer mentors)
- Pupil voice
- The 4Rs embed responsibility and respect which echoes the ethos of the school to provide a safe environment for learning and success
- The entrenched use of knowledge organisers to support autonomy and self-learning
- Anti-bullying awareness
- PSHE focused lessons on intolerance including, but not limited to, racism and HTB bullying
- Specific themed assemblies
- Kettlethorpe High School's Behaviour Policy, including positive reinforcement and clear consequences.

Social development

Definition: Personal development concerned with living in a community rather than alone.

Social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society. It 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 pupils' attitudes to good social behaviour and self-discipline so that they develop and demonstrate skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain.

The school systematically plans for pupils' social development throughout the curriculum but it is further embedded through:

- The ethos of the school to foster a sense of community and safety, through the vision of working together to be the best we can be

- Participation in the Pupil Parliament
- Team sports activities, extracurricular and team work opportunities
- School band and productions
- Work experience and career progression including volunteer work
- Mock interviews
- The 4Rs which promotes responsibility and resilience to support pupils to overcome challenges faced in school and the wider world
- Focused literacy days and celebration of World Book Day
- School planners and organisation
- Reception duty and further responsibilities within the school
- The Duke of Edinburgh Award
- Alternative curriculums to support social development and the use of the allotment.

Cultural development

Definition: Personal development concerned with the total of inherited ideas, beliefs, values, and knowledge which constitute the shared basis for social action.

A pupil'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. Furthermore, it should highlight a wide range of cultural influences that have shaped their own heritage, as well as those of others. Pupils should develop knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

Kettlethorpe High School's wide curriculum provides experiences of all aspects of culture for pupils, supporting the teaching and learning of cultural diversity and international links.

Further opportunities within school include:

- Cultural visits abroad
- The Duke of Edinburgh Award
- Tutor activities to promote and celebrate diverse cultures
- The citizenship curriculum
- Weekly news quizzes during tutor time which cover the UK's local, national, European, Commonwealth and global dimensions
- STEAM focused activities
- Debate and discussions on current issues around the world

- Links with the wider school community.

Performance monitoring evaluation

Team Leaders will quality assure teaching and learning in their managed curriculums through work scrutiny and learning observations. Additionally, the SMSC audit will be reviewed annually, along with any curriculum changes, to reflect practice in the classroom. Regular whole staff training will equip staff with the knowledge and confidence to promote SMSC principles in line with the ethos and values of Kettlethorpe High School.