



## **SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY**

### **1. Introduction.**

The school has a statutory duty (1996 Education Act) to promote the spiritual, moral, social and cultural (SMSC) development of students as part of the National Curriculum. Ofsted has a duty to inspect and report on SMSC. This involves the strengths and weaknesses of the school's provision for the SMSC, through the curriculum and life of the school, and the example set by adults in the school.

Judgement will be based on the extent to which the school:

- Teaches the principles which distinguish right from wrong
- Encourages students to relate positively to others, take responsibility, participate in the community, and develop an understanding of citizenship.

SMSC is about the values students are encouraged to hold, their attitude towards learning, knowledge and society. SMSC is fundamental to the ethos of Driffield School and Sixth Form and in preparing young people for society.

Students should be helped to develop positive attitudes and beliefs by being given opportunities to:

- Develop spiritual values and reasoned personal and moral values;
- Consider the pluralistic nature of society; developing their understanding and respect for those with different religions, beliefs and ways of life;
- Value everyone equally;
- Develop personal relationships, based on trust, self-esteem and mutual respect;
- Make personal relationship, based on trust, self-esteem and mutual respect;
- Become active, responsible citizens in a democratic society;
- Develop an appreciation of human achievements and aspirations;
- Develop and understanding of the world in which they live and the interdependence of individuals, groups, nations and the environment.

### **2. Planning the Spiritual, Moral, Social and Cultural development of students.**

Spiritual, moral, social and cultural development (SMSC) should permeate the life and work of the school. Provision for SMSC is through:

- A planned approach to welfare and guidance;
- The work of form tutors;
- A contribution from all National Curriculum subjects;
- Extra-curricular activities.

### **3. Spiritual Development.**

Spiritual development is concerned with how a 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 ultimate values. It includes imagination, inspiration and creativity. It also includes an awareness of self-identify and self-worth.

### **3.1 How does the school provide for spiritual development?**

The school promotes spiritual development as part of personal development through:

- Ethics;
- All subjects of the curriculum (see SMSC audit);
- Assemblies;
- The School's aims and values, which encourage a culture of valuing each other

## **4. 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. Their knowledge and awareness of values (including British values) and attitudes of individuals and society as a whole, and socially acceptable code of behaviour is important.

### **4.1 Moral development will be judged by the extent to which students show:**

- An understanding of the difference between right and wrong;
- Respect 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.

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.

### **4.2 The school is a social organisation and its functioning depends on the broad acceptance of rules, codes of conduct and a Positive Behaviour for Learning policy based on a clear set of moral principles.**

The school has a clear code of conduct which are shared with students including:

- Telling the truth;
- Respecting the rights and property of others;
- Being considerate towards other people;

- Taking responsibility for one's own actions;
- Self discipline;
- Respecting the beliefs and practices of others in a multicultural society.

Driffield School's values reject:

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

The essence of moral behaviour is to build a code of conduct which regulate personal behaviour through principles rather than fear of punishment or reward. This provides the framework for students to develop their attitudes and understanding on morality. Moral development is about understanding the principles and social values behind actions and decisions.

#### **4.3 How does the school provide moral development?**

The school promotes moral development through:

- Working with teachers and form tutors;
- Ethics lessons;
- Assemblies;
- Positive Behaviour for Learning Policy;
- Rewards and sanctions;
- Welfare and guidance;
- Subjects of the curriculum (see SMSC audit);

### **5. 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.

#### **5.1 How does the school plan for social developments?**

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;
- The school code of conduct;

- Student Voice;
- School productions;
- Residential trips;
- Social trips;
- Ethics;
- Extra-curricular activities;
- Subjects of the curriculum (see SMSC audit);

## **6. 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 identify.

Driffield School and Sixth Form seeks to develop in students an understanding and awareness of their culture within a multi-cultural society and encourage personal values and self-esteem.

### **6.1 How does the school provide for cultural development?**

The school curriculum provides experiences of all aspects of culture for students including aesthetic, mathematical, literacy, technological, scientific, musical, political, economical and religious education.

The school provides a range of opportunities within its planned curriculum for students to develop their personal interests and experiences as well as opportunities for cultural visits and exchanges including:

- Creative and performing arts for all students;
- European exchanges;
- Cultural visits aboard;
- Visits to centres of cultural interest – theatres etc;
- Extra-curricular activities;
- Subjects of the curriculum (see SMSC audit);

The school keeps records of all school trips, cultural exchanges and cultural visits in which students take part.