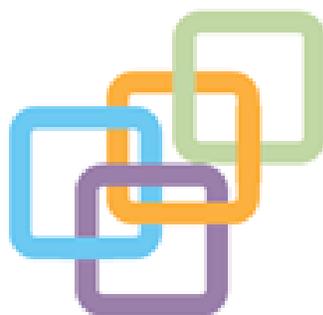


The Levett School



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Positivity | Determination | Reflection | Integrity

Social, Moral, Spiritual & Cultural Policy

<i>Policy agreed by Governors on:</i>	13 th November 2018
<i>Review date for Governors:</i>	November 2020
<i>Allocated Group/Person to Review:</i>	Claire Whitehead
<i>Agreed frequency of Review, by allocated person:</i>	Every Two Years
<i>Last Review date:</i>	05/10/20

Lower School, Melton Road, Sprotbrough, Doncaster, DN5 7SB

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Doncaster
Council

Social, Moral, Spiritual, Cultural Policy at Levett School

SMSC Background

In the revised Ofsted framework there is a renewed emphasis on the inspection of Spiritual, Moral, Social and Cultural Development (SMSC).

Inspectors will consider the climate and ethos of the school and what effect this has on enabling all students to grow and flourish, become confident individuals, and appreciate their own worth and that of others.

Outstanding SMSC can be seen where SMSC development underpins all the school's curriculum and teaching.

Impact is evident in and beyond all classrooms and nearly all students' attitudes.

Defining Spiritual, Moral, Social and Cultural Development

Providing a definition of SMSC that is universally accepted is not straightforward. However, the Ofsted Inspection Framework says (Sep 2014):

Defining spiritual, moral, social and cultural development

The spiritual development of students is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of students is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

The social development of students is shown by their:

- use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the students develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of students is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their

tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

The spiritual development of students is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The subsidiary guidance for Ofsted says:

Inspectors should investigate the impact of the curriculum on the students' Spiritual, Moral, Social and Cultural (SMSC) development.

This may be seen through:

- lesson observations of different subjects like RE, Art and Music. Discussion with students and staff will provide an important insight into how well SMSC is planned as part of the curriculum in other subjects
- observation of other activities. Inspectors should investigate whether there is a coherent approach to the promotion of SMSC through activities such as Tutorials, Citizenship Programmes and discussions with students about their work
- the range of opportunities created by the school for students to take part in a range of artistic, cultural, sporting, dramatic, musical, mathematical, scientific, technological and, where appropriate, international events and activities that promote aspects of students' SMSC development.

The Association of School and College Leaders (ASCL) suggests Ofsted will evaluate the school's promotion of Spiritual, Moral, Social and Cultural development by providing 'planned and coherent' opportunities in the curriculum and through interactions with staff to develop students':

- ability to reflect on their school experiences, use imagination, creativity and develop curiosity in their learning
- ability to apply an understanding of right and wrong in their school life (and, one would hope, beyond school)
- willingness to take part in activities requiring social skills
- understanding of options and challenges as they move through school and on to the next stage in their education/training
- willingness to overcome any barriers to their learning
- ability to respond positively to a range of artistic, cultural and sporting opportunities provided by the school
- skills and attitudes to participate fully and positively in democratic, modern Britain
- understanding of and respect for the range of different cultures within school and beyond as an essential part of their preparation for life.

In addition to what Ofsted say about SMSC, at The Levett School we aim to ensure all students experience and demonstrate the following in the four SMSC areas:

Spiritual Education

- Develop personality and character
- Are self-aware and sensitive to the needs of others
- Think deeply and reflect
- Experience a sense of awe, wonder and mystery
- Have clear personal values and are open to new ideas
- Appreciate the importance of beliefs and values in human affairs
- Have a clear sense of identity and belonging
- Are able to express their feelings and emotions openly
- Are creative, imaginative and perceptive

- Are curious about the world around them
- Respond with interest and develop from new experiences

Moral Education

- Take personal responsibility for their actions
- Know the difference between right and wrong
- Tell the truth and keep promises
- Respect the rights and property of others
- Exercise self-discipline
- Understand the consequences of the actions of themselves and others
- Help those less fortunate than themselves
- Show a keen interest in ethical issues
- Make reasoned and responsible responses to moral dilemmas
- Reassess values in the light of experiences
- Articulate their own attitudes and values
- Help set guidelines to govern their own behaviour and behave consistently in accordance with these principles

Social Education

- Co-operate effectively with each other and participate successfully in the community as a whole
- Develop the inter-personal skills necessary for successful relationships
- Exercise responsibility
- Participate successfully as a member of a group or team
- Show respect for people, living things, property and the environment
- Relate well to other people's social skills and personal qualities
- Accept others' rights to hold different views / beliefs
- Respect others' needs and interests
- Resolve conflicts intelligently and seek consensus
- Challenge, when necessary and in appropriate ways, the values of a group or wider community
- Reflect on their own contribution to society and to the world of work
- Benefit from advice offered by those in authority or counselling roles
- Appreciate the rights and responsibilities of individuals within the wider social setting
- Understand how societies function and are organised in structures such as the family, the school and local and wider communities
- Participate in activities relevant to the community
- Understand the notion of interdependence in an increasingly complex society.

Cultural Education

- Understand that cultures are always changing and equip students to cope with change
- Have insight into their own and others' cultures
- Embrace and celebrate diversity
- Challenge any form of prejudice
- Recognise and understand their own cultural assumptions and values
- Appreciate cultural diversity and accord dignity and respect to other people's values and beliefs
- Are open to new ideas and demonstrate a willingness to modify cultural values in the light of experience
- Develop an ability to use language and understand images / icons – for example, in music, art, literature – which have significance and meaning in a cultural context
- Are willing to participate in, and respond to, artistic and cultural enterprises
- Experience a sense of personal enrichment through encounters with cultural media and traditions from a range of cultures
- Have a regard for the heights of human achievement in all cultures and societies
- Appreciate the diversity and interdependence

Evidence can be found in many different forms. It could include:

- Positive attitudes and values
- Lesson observation of teachers' promotion of SMSC opportunities
- Curriculum contribution to SMSC of different subject areas
- The range and uptake of opportunities provided by the school outside the formal curriculum
- Assemblies and form time
- RE/PSHCE programmes,
- Analysis of behaviour/ racist/ discrimination incidents
- Evaluation of students' attitudes and changes over time
- Classroom climate for learning: students' attitudes and response from lesson observations and learning walks
- School ethos (from student/parent surveys, external evaluation, learning walks, visitor feedback)
- Relationships developed by the school with the wider community