

Title and Description	Spiritual, Moral, Social & Cultural Development Policy
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Date of last review	May 2023
Approved by	Local Governing Board
To be reviewed by	Local Governing Board
Responsibility	Assistant Headteacher
Review period	Bi-annually
Date of next review	May 2025

1. Introduction

This policy relates to the whole life of the school and our role in promoting the spiritual, moral, social and cultural development (SMSC) of our students, taking account of our ethos.

Framwellgate School Durham: Ethos and Values Statement

Excellence, Compassion and Respect for All

Our school promotes academic excellence and embraces the shared values of honesty, integrity, respect and compassion. We want our students to be ambitious, kind, resilient and hardworking, and have a genuine passion for learning. We want them to change the world with the knowledge, skills and confidence they have learned here; to champion fairness, have friendships for life, and pride in our school. Above all, we want our students to be happy.

British Values

All staff are expected to uphold and promote fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

2. Spiritual Development

Aims

This relates to the beliefs, feelings and emotions through which students acquire worthwhile insights into their own lives. All areas of the curriculum may contribute to spiritual development. Although education and spiritual development are not synonymous, school experiences can make a significant contribution to spiritual development.

Objectives

At Framwellgate School Durham our students will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

- develop their self-esteem, self-knowledge and awareness of society as a whole
- allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs
- explore the spiritual values of others through stories, drama, music, art, religious education and other curriculum areas
- allow them to express themselves in a variety of ways and give them time to reflect on their own experiences
- allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others

In practice at Framwellgate School Durham, this is delivered through:

- a religious studies programme which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values
- a PSHE programme from Y7 – Y13 which is delivered through taught lessons, the tutor programme and drop-down sessions to involve all students in opportunities for themed discussions and personal reflections
- an assembly programme to address the spiritual aspect of reflection – in particular using past and present role models from the world and encouraging community participation
- a student support structure that is focused on learning and provides appropriate information, advice and guidance for students as well as opportunities to explore pathways of development

- educational enrichment trips, creative partnerships and visiting speakers that provide students with a range of experiences, which may promote a sense of awe and wonder about the world
- a reflective approach to learning through formative assessment techniques – students having ownership and understanding of where they are, where they need to get to and how they are to do it
- A rewards system developing student self-esteem through achievement stamps, certificates, prizes, and awards
- displays of student work bringing a sense of pride in the work students produce and therefore a sense of expressing the talents of the individual
- the use of school council, prefects and other student leaders to involve students in the life of the school
- provision of a quiet room for reflection and prayer for Muslims on Fridays and to be set aside for specific religious activities such as Ramadan for example

3. Moral Development

Aim

Moral development refers to our students' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong, shown in how they conduct themselves within the school and wider community. The school has a well-established Behaviour Policy and staff promote a supportive approach to the management of challenging behaviour.

Objectives

At Framwellgate School Durham we want our students to be:

- kind and considerate
- helpful to others and listen to what they have to say
- committed to school and classroom rules
- committed to a healthy, safe and environmentally friendly school
- committed to looking neat, clean and tidy with a pride in the FSD uniform
- Equipped and ready to learn

In practice, at Framwellgate School Durham this is delivered through:

- clear models of good behaviour from staff and senior students and reinforcement of school and classroom rules both inside and outside of lessons
- a pastoral support system used by all staff that is focused on conflict resolution and restorative justice.
- a pastoral calendar that links and supports key themes in social and moral behaviour
- themed tutor time and discussions based on moral issues, where appropriate, across the school community from the start of the day in tutor time and across all lessons.
- a PSHE programme for Years 7-13.
- assembly themes on moral issues, developed and reinforced during tutor time.
- fund-raising activities for nominated charities, in addition to national charity events which give rise to discussion around morality.
- the use of students in teams across the school: student council; prefect team; anti-bullying ambassadors
- supervised and filtered access to the internet together with regular assemblies and tutoring sessions focused on the dangers of the internet and related issues.
- looking at local, national and global incidents, in addition to existing programmes of study, which give an opportunity for teaching about morality and behaviour

4. Social Development

Aim

Social development refers to the skills and personal qualities necessary for individuals to live and function effectively in society.

Objectives

Students will be encouraged to:

- maintain and develop relationships within the school, working successfully with other students and adults in the wider community
- respond to the opportunities being offered, to show initiative and to take responsibility for their own learning in the school community
- gain an understanding of wider society through their family and carers, the school, and local and wider communities
- actively participate in the school community and beyond, into the wider community outside of school.

In practice, at Framwellgate School Durham we provide opportunities for students to:

- interact with all staff in school and with external partners of the school in an appropriate and outstanding manner
- work in teams across the school: student council; prefect team; sports teams; peer and cyber mentor support team; SAM's, charity teams; and other clubs and societies detailed in our enrichment offer
- become elected school council representatives to feed back views, ideas and concerns to their tutor groups and to the senior leadership team
- experience, in programmes of study, the development of skills in speaking, listening and key reflective work where they have the ability to learn both with teacher interaction and support, but increasingly with more independent study
- complete a diverse PSHE programme across Years 7-13.
- experience excellent IAG in school through pastoral and career advice in which all staff are involved throughout the year. A range of talks and wider careers experiences support the development of students' aspirations. Subject specific advice is given at certain milestones of a student's life at the school and dedicated careers staff have a permanent office in school to offer support on career/further or higher education planning.
- participate in the wider community through work experience in year 10 and volunteer support work in the local community. This is tracked through school on a database of student activity both in school and in the wider community

5. Cultural Development

Aim

Cultural development refers to students' increasing understanding and response to those elements, which give societies, and groups their unique character. The school will promote the cultural traditions of our own area and the ethnic and cultural diversity of the world.

Objectives

The students will be encouraged to:

- appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills

- recognise that similarities and differences may exist between different societies and groups
- experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport, and other areas
- broaden, develop and enrich their interests and insights through interacting with opportunities the school and the wider community provides.

In practice at Framwellgate School Durham we encourage:

- educational visits at home and abroad to experience other cultures and ways of life
- educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments – schools colleges and universities – in order to better understand other cultures and ways of life.
- full participation in our PSHE programme across Years 7-13.
- MFL/historical visits to other countries such as France, Spain, Germany and Belgium
- themed assemblies – a themed approach that give rise to many opportunities to explore SMSC and cultural diversity. Other events are also celebrated with drama, art, dance and presentations along with specific services, e.g. Remembrance Day
- provision of a quiet room for reflection and prayer for Muslims on Fridays and to be set aside for specific religious activities such as Ramadan for example.

6. Role of Senior Leaders and Key Staff

- to undertake audits and observations of department developments in SMSC provision
- to promote and facilitate enrichment events in school.
- to organise themes for the half termly and weekly focus in tutor group time with links to an assembly programme.
- to promote student voice opportunities and maximise student participation.
- to compile and update a portfolio (photographs and programmes) to record the school's support for SMSC development
- to celebrate equality and the diversity of the school community
- to oversee a database of student involvement in activities both inside and outside of school
- to encourage staff and students to be involved in enrichment activities which are spiritually, morally, socially and culturally engaging both inside and outside the classroom.