

## Context

Madeley School serves a large mainly rural area west of Newcastle-under-Lyme, with approximately students drawn from Market Drayton and the wards of Madeley, Loggerheads, Whitmore and Keele. The social and demographic indicators for the area are largely positive, though variable across the catchment. There are issues of rural deprivation for some of the community.

The percentage of students with English as an additional language is 2.29%. 16.13% of students have SEN needs and 9.68% have an Education Health and Care Plan. 5.43% of students are eligible for free school meals (FSM). 15.30% are pupil premium. The gender balance is almost 50% for males and females.

Employment is above the national average, although North Staffordshire is a low wage, labour intensive area. Our students are aspirational and value learning, both within school and across their community. They have a clear sense of civic responsibility and play an active role in community cohesion.

As a small secondary school in a rural area, it remains a clear strategic responsibility of the school to ensure that the students are able to access a wide range of spiritual, moral, social and cultural experiences that reflect the diversity and vibrancy of global citizenship and reinforce the equality of opportunity for all.

## 1. Introduction

Madeley School aims to provide an education that focuses on developing our students in all aspects of their lives. We recognise that the personal development of students requires a holistic approach as it encompasses their enrichment; spiritually, morally, socially and culturally and therefore plays a significant part in their ability to learn and achieve, alongside being able to contribute to the community as an active citizen. To strengthen our Core Values, we also recognise the need to identify, celebrate and develop our understanding of our British Values.

## 2. Policy

The school is a community where students will find acceptance for themselves as unique individuals. This policy is based around British Values and School Values. However, students will gain cultural awareness, respect and tolerance of those from other backgrounds. The diversity of spiritual traditions will be recognised, and students will be given the opportunity to explore alternative views. Students will be encouraged to explore and develop their own individual liberty through their own values, beliefs and spiritual awareness, along with high standards of personal behaviour and conduct. Madeley School will place a strong emphasis on building positive, caring attitudes towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. The rule of law and democracy are British Values that are embedded with the school to allow students to respect, value, work and grow alongside each other.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for students and their families. The school community will be a place where students will learn to differentiate between right and wrong in as far as their actions affect other people. Students should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate students' work and achievements.

The General Aims of Madeley School are to:

- Ensure that Social, Moral, Spiritual and Cultural issues are embedded throughout the school curriculum in a consistent way.
- Give each student a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experiences.
- Enable students to develop an understanding of their individual and group identity.

- Provide students the opportunity to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- Give each student the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility, ensuring that the values and aims of the school are explicit.
- To reflect the school's values and British values across the whole school so students may inspire excellence.

### **3. Spiritual Development**

At Madeley School we want to ensure that students are aware of what it means to be spiritual and support them in their spiritual development. Spirituality is about what it is to be human, to grow as a person, to become self-aware and to develop relationships, with others and – for believers – with God. It does not relate to the 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. We aim to provide opportunities that will enable students to: think, reflect and respond to the spiritual dimensions of life for themselves. Ideas will be based on the six principal world religions as well as those from non-religious and multi-religious accounts. Aspects will include beliefs, a sense of awe/wonder (numinous), search for meaning, self-knowledge, creativity and emotional awareness.

Our main aims are to:

- Give students the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives.
- Provide students with the opportunity for self-reflection.
- Give students the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful.
- Encourage students to relate their learning to a wider frame of reference- for example, asking 'why?' 'how?' and 'where?' as well as 'what?'.
- Help students on their path of achieving wide spiritual literacy.
- To educate students to be tolerant of different beliefs and faiths and to show mutual respect.

### **4. Moral Development**

Moral development is considered as personal development relating to human behaviour, especially the distinction between good and bad or right and wrong. In order to develop a student's moral awareness in the school we aim to:

- Provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.
- Promote measures to prevent discrimination based on race, religion, gender, sexual orientation, age and other criteria; supported by clear anti-bullying and equal opportunities policy/practice.
- Encourage students to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour.
- Provide models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.
- To develop student's needs to allow them to be proud and show respect

### **5. Social Development**

Social development is concerned with living in a community and being able to make a positive contribution to that society. In order to develop a student's social awareness in the school we aim to:

- Foster 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.
- Help students develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect; supporting student voice through clear structures such as the Madeley Parliament.
- Provide a conceptual and linguistic framework within which to understand and debate social issues.
- Work together co-operatively.
- Promote a community of learners, where students are taught about a variety of learning needs: understanding dyslexia, visual/aural impairment, learning disabilities and learning styles.
- Develop students to be aspirational and to develop resilience and show positivity.

## 6. Cultural Development

Cultural development is concerned with the total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social acceptance. Madeley School aims to provide our students with the opportunity to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Provide opportunities for students to explore their own cultural assumptions and values.
- Present accounts of the attitudes, values and traditions of diverse cultures which includes politeness and confidence.
- Extend students' knowledge and use of cultural imagery and language; recognizing and nurturing particular gifts and talents.
- Provide opportunities for students to participate in literature, drama, music, art, and other cultural events and encouraging students to reflect on their significance.

## 7. SMSC in the Curriculum

All curriculum areas have a contribution to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. Below are some examples of how SMSC development has been integrated into the curriculum.

7.1 **English** makes a major contribution to students' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity;
- Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television;
- Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film;
- Helping students to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language;
- Through written and discussion work on points of view and arguments students will reflect on a number of social and moral issues.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.
- Exploration of texts from different cultures helps to make students aware of our diverse global community.
- Variety of non-fiction texts are studied which allow students a forum to discuss moral and social issues, such as stereotyping
- Within library lessons and the study of pre and post-1914 texts, students are able to explore emotions of characters and apply these to real-life situations
- Students are often asked to discuss a variety of different social issues and debates. They are then given the opportunity to create an argument, for or against an issue, either verbally or when constructing written arguments
- As a department we promote the idea that the opinions of all students are valid and that through discussion we should respect each other and listen to one another. We provide students with the relevant vocabulary to do this on a regular basis. This is also explored through techniques such as Philosophy for Children and Socratic Circles
- Students also study the social, historical and cultural context of texts, which allows them to determine the significance of that piece of literature

7.2 **Mathematics** can provide a contribution to students' SMSC by:

Spiritual Development in Mathematics:

Developing deep thinking and questioning the way in which the world works, promotes the spiritual growth of students. In Maths lessons students are always encouraged to delve deeper into their understanding of Mathematics and how it relates to the world around them. The skills of analysing data are taught from Year 9 to Year 11 to enable students to make sense of vast amounts of data available in the modern world around them.

Moral Development in Mathematics:

The moral development of students is an important thread running through the entire mathematics syllabus. In KS3 students spend time working on various projects when students to use Maths in real life contexts, applying and exploring the skills required to solve various problems. In Year 8 students study surface area and volume as part of the Operation Christmas Child shoe box appeal.

Social Development in Mathematics:

Problem solving skills and teamwork are fundamental to Mathematics, through creative thinking, discussion, explaining and presenting ideas. Students are always encouraged to develop their Mathematical reasoning skills, communicating with others and explaining concepts to each other. Self and peer reviewing are very important to enable students to have an accurate grasp of where they are and how they need to improve. Working together in pairs or groups and supporting others is a key part of Maths lessons.

Examples of Cultural lessons in maths:

1. Students investigating different number sequences and where they occur in the real world
2. Allowing discussion on the cultural and historical roots of mathematics, such as Pythagoras' theorem
3. Students discussing the use of mathematics in cultural symbols and patterns
4. Mathematics is a universal language
5. Students to have the ability to use exchange rates for foreign travel

**7.3 Science** provides opportunities for students' SMSC development through examples such as:

- Encouraging students to reflect on the wonder of the natural world;
- Awareness of the ways that science and technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many different cultures.

**7.4 Computing** can contribute to SMSC development by:

- Making clear the guidelines about the ethical use of the internet and other forms of communications technology.
- Establishing boundaries in society by considering what is acceptable.
- Raising students' awareness through the use of ICT with a focus on disability.

**7.5 History** contributes to SMSC through:

- Looking at the establishment of multi-cultural Britain.
- A curriculum at both key stages that is embedded with SMSC topics such as crime and punishment in year 10
- Enabling students to reflect on ethical issues such as slavery, the holocaust and Imperialism.
- Showing an awareness of the moral implications of the actions of historical figures such as Hitler, Pankhurst and Wilberforce.
- Taking students on trips to Nottingham, London and York to develop moral and social consciousness and empathy skills.
- Carrying out Enrichment days with specific themes that focus in on developing SMSC skills, such as 'World War One' days.
- Playing an active part in community events such as laying a wreath every year on Remembrance Day at the local war memorial.
- Encouraging our students to sell poppies on behalf of the British Legion within their own social time.
- Strong links with local colleges in which year 9 students enjoy experience visits to colleges to listen to seminars.
- Allowing students opportunities to deliver assemblies to their peers on topics that are underpinned by SMSC

**7.6 Technology** makes a contribution to SMSC through:

- Reflecting on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life.
- Awareness of the moral dilemmas created by technological advances, the impact of 'winners & losers' ethos.
- How different cultures have contributed to technology.
- Developing students' skills to be able to work as a team, recognising others' strengths, sharing equipment.
- Providing students with the opportunity to make and evaluate food from other countries.

**7.7 Geography** contributes to SMSC through:

- Opportunities for reflection on the creation, earth's origins, future and diversity are given.
- Reflection on the fair distribution of the earth's resources.
- Studies of people and places give students the chance to reflect on the social and cultural characteristics of society.
- Giving students the opportunity to discuss, think and write about the concept of sustainability and consequences of our way of living.

7.8 **MFL** contributes to SMSC through:

- Students are given an opportunity to both consider the needs and experiences of people of other cultures, and reflect upon their own response to this.
- Students are encouraged to discover and discuss unfamiliar lifestyles, cultural traditions, moral and social developments of other people during lesson time.
- Students are encouraged to gain an appreciation of the culture and society of target language countries and communities through organised trips overseas.
- The study of languages has a positive effect on students and their understanding of the world around them.
- Student's social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.

7.9 **Religious Education** makes a distinctive and substantial contribution to the delivery of SMSC through:

- Assessing what it means to be spiritual/human.
- Exploring spirituality.
- Spiritual listening.
- Expressing spirituality.
- Experiential learning for spiritual growth and development.
- Developing an appreciation and understanding of different cultures, religions and traditions.
- Reflecting on the significance of religious beliefs and teachings in their own lives.
- Learning about beliefs, values, and the concept of spirituality.
- Analysing moral decisions and the impact that they may have on society.

(Abortion/euthanasia)

- Developing respect and tolerance of other religious beliefs and practices.
- Showing an understanding of the influence of religion on society.
- Appreciation and understanding of different cultures, religions and traditions.
- Increasing tolerance through the awareness and importance of community cohesion.

7.10 **Art** contributes to SMSC by:

- Giving students the chance to reflect on nature, their environment and surroundings.
- Studying artists with a spiritual or religious theme.
- Creating pieces of art based on ethical/moral concerns raised by artists i.e.: War/racism/violence.
- Giving students the opportunity to reflect on thought provoking questions through guided story expressing answers in an art format.

7.11 **Music** contributes to SMSC through:

- Considering the role of music in society and to see how music can cause conflict and differences of opinion.
- Looking at the way music can change moods and behaviour in different circumstances.
- Encouraging students to be open to the music of other cultures.
- Providing students with the opportunity to express thoughts and feeling through the use of music.
- Giving students the opportunity to hear and see live performances by professional actors, dancers and musicians.

7.12 **Physical Education** contributes to SMSC through:

- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.
- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.

7.13 **Personal Development** contributes to SMSC through:

- Active Citizenship projects
- Discussion forum opportunities to allow students to discuss social, cultural and ethical issues with peers and external visitors
- Exploration of the importance of diversity and attitudes towards others
- Developing students' understanding of their responsibilities in their local community as well as their responsibilities as global citizens
- Supporting and promoting fundraising across the school for a variety of charities
- Consideration of their own behaviours and how this impacts on others and the environment around them

- Group and Team skills evidenced throughout lessons
- Preparing students to lead a successful life after they leave school, it helps them to develop as good citizens as well as prepare them for the social and cultural diversity they will experience in the wider community
- Social and emotional aspects of learning (SEAL) being integral to the subject as well as being a dedicated module being taught to Y7 to promote these skills

7.14 **Drama** contributes to SMSC through:

**Devised performance based on a social theme:**

Spiritual: Self-reflection on ideas created and work produced.

Moral: Appreciating the values of others.

Social: Collaboration and team-work

Cultural: Popular culture used as a teaching tool to explore an issue (for example, Refugee Crisis using 'Theatre of the Absurd'; Suffragette Movement).

**Shakespeare/Pantomime:**

Spiritual: Self-reflection on contribution and aspirations

Moral: Various themes considered throughout 'Blood Brothers' and Shakespeare. Pantomime explores the idea of good always conquering bad.

Social: Working in teams to ensure success

Cultural: Heritage and the history of theatre. Pantomime and Shakespeare are both important aspects of British Culture.

Students develop co-operation and group working skills, whilst gaining confidence to pursue their own ideas.

Students use reflecting skills to refine their own work and give feedback to support the work of their peers.

Certain topics look at our moral responsibility to be kind and how important this is to us all as human beings. This is explored through physical theatre, group work and story-telling.

**Summer / Christmas Talent Shows – Whole School Activity:**

Spiritual: Reflection on contributions and development of self within a group situation for a shared view.

Moral: Variety of performances and public exposure to build on confidence and collaboration.

Social: Teamwork – interaction to prepare a performance integrating new skills with that of others

Cultural: Popular TV culture/reality TV

**School Musical**

Spiritual: personal role and the development of self

Moral: fulfilling a team role and meeting responsibilities

Social: Grouping and interaction with students from other year groups

Cultural: Presenting performances to the general public in the style of musical theatre

## 8. Links with the wider community

In order to develop students SMSC we believe that it is important to have close links with the local and global communities. We play an important role in promoting shared values and encouraging our students to actively engage with other people in the community to understand what they have in common. In order to help all our students grow in SMSC and build close relationships with the community we:

- Welcome visitors into the school.
- Visit places of worship of other faiths to support the understanding of different cultures.
- Support the work of a variety of charities such as LEPR, Children in Need, Sport Relief.
- Encourage the development of a strong home-school relationship which is regarded as very important, enabling parents and teachers to work in an effective partnership to support students.
- Teach students to appreciate and take responsibility for their local environment.
- Liaise with local primary and secondary schools and organisations with regards to the curriculum.

## 9. Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of teaching and learning and work scrutiny by SLT.
- Regular discussions at staff and Academy Council' meetings.
- Audit of policies and units of study including the school's approach to collective worship.
- Faculty Reviews & Development Plans
- Subject audits
- Making reference to SMSC in schemes of work.

It is important to note that other policies directly influence, support and promote SMSC. E.g. our Whole-school Behaviour Policy and Equal Opportunities Policies and these policies form an integral part of daily classroom practice.

### Policy Review:

Signed by:



(Principal)

Signed by:



(Chair of Academy Council)

Date: 9<sup>th</sup> December 2021

Next Review Date: December 2024