

Policy and Procedure on

Spiritual, Moral, Cultural and Social Development (SMSC)

Cambian Scarborough School

Policy Author / Reviewer	Andrew Sutherland/Kicha Mitchell
Approval Date	September 2024
Next Review Date	September 2026
Policy Level	School
Staff Groups Affected	All school staff

Contents

1. Monitoring and Review.....	1
2. Terminology	2
3. Introduction	2
4. Purpose	3
5. Policy.....	3
6. Procedure.....	4
7. Defining spiritual moral social and cultural development.....	5

Monitoring and Review

The proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than three years from the date of approval shown above. The headteacher is responsible for the continuous monitoring of the local content of this policy.

Signed:



Andrew Sutherland
Representative, Proprietor - Cambian Group
March 2022



Michelle Goodwin
Headteacher
September 2024

Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

'Establishment' or 'Location'	This is a generic term which means the Individuals school. This is Cambian Scarborough School.
Individual	Means any individual or young person under the age of 18 or young adult between the ages of 18 and 25. At Cambian Scarborough School we have 20 young people attending between the ages of 8 and 18 years.
Service Head	This is the senior person with overall responsibility for the school. At Cambian Scarborough School this is the Headteacher Michelle Goodwin.
Key Worker	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
Parent, Carer, Guardian	Means parent or person with Parental Responsibility.
Regulatory Authority	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At Cambian Scarborough School this is Ofsted.
Social Worker	This means the worker allocated to the individual/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
Placing Authority	Placing Authority means the local authority or agency responsible for placing the individual or commissioning the service.
Staff	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.

1. Introduction

Context of the school

Our School strives to provide a safe caring, nurturing environment that supports pupils with social, emotional and mental health difficulties so that they are able to fulfil their potential and become worthwhile productive citizen.

Why is SMSC important?

The spiritual, moral, social and cultural (SMSC) development of the individual is recognised as being of fundamental importance for the education of all individuals by Proprietors, staff and parents of our school. SMSC helps to make pupils rounded, worldly and empathetic young people capable of conducting themselves in a range of social situations. Therefore, the understanding and knowledge expected of the pupils in Cambian Beverley School as an outcome of our positive approach to SMSC includes

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to hold other faiths and beliefs is protected in law;
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- An understanding of the importance of identifying and combatting discrimination.
- It enables pupils to gain insights into the origins and practices of their own cultures and into those of the wider

community and we take steps to ensure that the pupils appreciate racial and cultural diversity and avoid and resist racism.

2. Purpose

Whilst it is not a statutory requirement to have SMSC policy, Cambian Scarborough School feels it is crucial to outline how the school will meet the standards outlined in Part 2 of the Independent School standards Regulation.

This states that independent schools must:

- Actively promote the fundamental British values
- Ensure that principles are actively promoted which –
 - enables pupils to develop their self-knowledge self-esteem and self confidence
 - Enables pupils to distinguishes between right and wrong and to respect the civil and criminal law of England
 - encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
 - enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
 - develop further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
 - encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
 - encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;
 - precludes the promotion of partisan political views in the teaching of any subject in the school or presentation of political issues to individuals through any activities within our setting.

This policy further outlines the roles and responsibilities of leaders, Governors and staff and describe how the promotion of SMSC connects with the ethos and values of the school.

3. Policy.

Roles and responsibilities of school leaders and governors

Governors have a responsibility to ensure that leaders fulfil their duty in ensuring the standards relating to spiritual, moral, social and cultural development are met consistent. Leaders are to ensure that SMSC is embedded in the ethos and across the curriculum and that staff model the behaviours that are trying to develop in the individuals in their care. Leaders are to ensure that SMSC is evident in planning and seen in the classroom as evident through lesson observations and learning walks.

Expectation for staff

All staff are to be aware of their responsibilities in supporting the SMSC development of all individuals have opportunities through carefully planned lessons and activities, the use of appropriate resources, purposeful interactions and by setting positive example through their own conduct. Staff should also share good practice and must also be alert to the many every day, unplanned and incidental opportunities that can provide important starting points.

4. Procedure

Defining Spiritual Moral Social and Cultural Development (SMSC)

Spiritual Development

The term 'spiritual' need not be synonymous with 'religious'. Spiritual development is associated with the search for meaning and purpose in life. It relates to a dimension of life which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions and attitudes and beliefs. Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes the need to foster their own inner lives and non-material well-being.

Moral Development

Moral development is concerned with pupils' ability to make judgements about how they should behave and act, and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them. We acknowledge that values and attitudes can change over time and as a school we plan carefully to support our individuals to understand the codes and conventions of conduct agreed by society, to make judgements on moral issues and to take responsibility for ones' own actions and understanding the consequences of actions for self and others.

Social Development

Social development refers to the development of abilities and qualities that pupils need to acquire if they are to play a full and active part in all aspects of society. Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

They learn to exercise responsibility and initiative and to participate cooperatively and productively alongside how various individuals relate to each other.

Cultural Development

Cultural development refers to the development of knowledge and understanding and the appreciation of differing cultural beliefs, customs and traditions; the diversity of religious, social, aesthetic, ethnic and political traditions and practices. This understanding of beliefs, customs, values, knowledge and skills forms the basis for identity and cohesion in society. This helps individuals acquire a respect for their own culture and that of others, an interest in others' way of doing things and curiosity about differences. A central theme concerns the development of a sense of personal identity whilst, at the same time, acquiring interest, awareness, understanding, respect and tolerance regarding the cultural traditions of others. This also allows individuals to able to evaluate the quality and worth of cultural achievements. The exposure to other culture prompts to appreciate the wider cultural aspects of society allowing them to develop new interests, extending their horizons beyond the immediate to the highest artistic, musical and literary achievements.

How SMSC will be developed and implemented within the school

To ensure that SMSC development is prioritised across the school, we focus on three main avenues:

- The Ethos of the school: The values and attitudes promoted by the staff influence the behaviour and attitudes within the school. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the individuals. As a school we create the climate within which Social, Moral, Spiritual and Cultural development can flourish. This is described well in the school aims.

- The Pastoral support for individuals which should reflect these aims, and creates a deliberate structure through which the care and concern for pupils can be given.
- The Curriculum, which sets out to ensure that there is planning to introduce and explore the elements of SMSC there this is appropriate. It is taught through all subjects of the curriculum (see appendix) in particular RE and PSHE education as well as through weekly themed SMSC sessions as laid out in the School Participation Charter. It supports all areas of learning and can contribute to the individual's motivation to learn as well as enrich the individual's appreciation of life's experiences and their relationships with others. As part of our Behaviour Policy our School believes that all individuals and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

Promotion of Fundamental British Values:

We encourage pupils to respect the Fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Evidence of our commitment to promoting British values can be seen across the school, Prospectus and other documentation and policies and is clearly evident in our practice.

We provide positive experiences through planned and coherent opportunities in the curriculum through extra-curricular activities such as mock elections, through teaching resources from a wide variety of sources and through interactions with teachers and other adults for our pupils. We provide a range of artistic, sporting and other cultural opportunities through the curricular and extra-curricular programme; pupils are encouraged to participate in these opportunities. We differentiate lessons to learners needs. We deliver through assemblies and/ or themed SMSC sessions in which we explore a variety of topical issues and allows students to use a variety of skills including planning, organizing, thinking and problem solving.

We also develop links with the Wider Community in a variety of ways:

- Visitors are welcomed into our school where this is appropriate (e.g. religious leaders, eclipse etc).
- Visits to places of worship, cultural venues such as theatres, cinemas and libraries are actively encouraged.
- We offer courses and instruction in a wide variety of establishments in the areas.
- Children are taught to appreciate and take responsibility for the environment.

We also ensure that SMSC **principles** are actively promoted which enables pupils to develop:

Self-Knowledge self-esteem and self-confidence. We plan our personal, social, health education and citizenship through tutorials, assemblies and 'circle time' to help our pupils acquire values and skills to enable them to develop independence and choose their path in life.

Ability to distinguish between right from wrong. We enforce our behaviour support policy along with a range of activities that enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.

We ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

Responsibility for behaviour. Pupils are led towards distinguishing right from wrong and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions.

We also provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities.

Knowledge of Public Services: Pupils are enabled to acquire a broad general knowledge of and respect for public institutions and services in England. We use our schemes of work and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. Our school encourages an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain

independence. Pupils understand that the freedom to hold other faiths and beliefs is protected in law and appreciate that living under the rule of the law protects individual citizens and is essential for their wellbeing and safety.

Tolerance and harmony: Tolerance and harmony between different cultural traditions are encouraged and pupils are enabled to acquire an appreciation of and respect for their own and other cultures. We promote tolerance and community cohesion in the widest sense, by helping young people to gain an understanding of different lifestyles and cultures which make up our wider community. We promote a number of cultural days across the school year and try and establish links with other schools who serve individuals from different backgrounds, in order to make our pupils aware of the breadth of cultures which make up modern British society and to encourage them to develop a positive attitude to those with different backgrounds and faiths and in different circumstances.

Regards for the Equality Act 2010: We pay particular regard to the protected characteristics set out in the Equality Act 2010. We support all individuals to develop respect towards diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability.

Respect for democracy: Pupils are also encouraged to have respect for democracy and support for participation and decision making in the democratic processes, including respect for the basis on which the law is made and applied in England.

Promotion of non- partisan political views: We do not 'promote' teachings, beliefs or opinions that conflict with our own, nor do we promote discrimination against people or groups on the basis of their belief, opinion or background. We also take such steps as are reasonably practicable to ensure that political issues are brought to attention of pupils:

- while they attendance the school;
- while they are taking part any extra-curricular activities which are provided or organized by or on behalf of the school;
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere. Pupils are offered a balanced presentation of opposing views.

4.1. Provision for Staff Development and training

All staff within the school will receive training to develop their awareness of SMSC and to ensure that they understand their responsibilities in ensuring that they are providing opportunities within lesson and other activities that actively promotes the development of SMSC.

4.2. How SMSC will be monitored and reviewed

Termly SMSC audits will take place so that the provision of SMSC education can be evaluated and actions taken to develop areas; including the training of staff. The school will keep a tracker of the activities that promote SMSC across the curriculum. Opportunities for the promotion of SMSC will be identified when planning for lessons and activities.

5. Standard Forms, Letters and Relevant Documents

Legal Status:

- Complies with Part 2, paragraph 5 of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

Applies to:

- the whole school inclusive of activities outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

Related documents:

- Equality and Diversity including Equal Opportunities and Racial Harassment
- Personal, Social, Health and Economic Education (PSHE education)).
- Curriculum policies
- Policy on Ethos, vision and Values
- Policy on Behaviour Support
- Antibullying Policy

Appendix A

How SMSC can be promoted across various subject areas:

Art

- Studying great works of art can give an insight into the culture of other people and provide a strong link with the past.
- Art can provide a valuable tool to study the past and make social or moral comment on it for example, what do the people in works by Lowry tell us about the social conditions of the time?
- Multicultural art, the art of different religions, the art of ancient societies all reinforce the value of societies other than our own and help us to appreciate their value and the value of our own.
- The appreciation of great works of art and the appreciation of our own attempts helps to build up an awareness of aesthetics and gives an uplifting experience.

Design Technology

- The aesthetic aspect of good design is an important area, as is the question 'How will this affect the environment?' Appreciating design in nature.
- The study of technologies from different cultures – historical and geographical – and how these have evolved provides important lessons in cultural awareness.
- Group working – sharing of equipment and designing together.

English

- The studying of different texts – classical, contemporary, serious, funny can provide challenging starting points and give an appreciation of the beauty of great language and literature.
- Exposure to great literature and poetry and its place within a culture – appreciating moral or social aspects e.g. Dickens social commentary or knowing that we can learn a lot about other cultures from its writing.
- Drama and stories which create opportunities for moral judgements.
- Shared activities – shared reading, group drama, corporate writing that lead to an understanding of an appreciation of the importance of the group and other people's point of view.
- Knowledge of our language and its influence on our culture and the importance and value of other languages and cultures.
- Awareness of traditional tales and their cultural background.

Food Technology contributes to SMSC by:

- Giving pupils the opportunity to examine cultural differences in food and diet.
- Reflecting on the social issues around food such as price and income.
- Acknowledging government guidelines for health and dietary requirements.
- Reflecting on the moral issues concerning food production in third world countries.

Geography

- The study of different localities helps individuals to understand the background, way of life and values of different people and cultures. For example, the Inuits (Eskimo) and their way of life and values are to a large degree the result of habitat – as is our own.
- Tolerance of other people's differences, overcoming stereotyping, racism and prejudice can all be highlighted through the study of different peoples and their way of life.
- Local studies will encourage an awareness of the individual's place, family, home, dependency upon other individuals, people and cultures and needs in the great scheme of things.
- Environmental issues and concerns can be discussed – for example, what are the effects and the issues involved in urbanising an area.

History

- The study of artefacts, buildings, churches etc. gives individuals a sense of their place in the historical scheme of things. It also helps to develop an awareness of beauty and aesthetics.

- Moral issues can be considered. For example, was it right that war was fought or that individuals were forced to work in factories and mines in Victorian Britain, or that Anne Frank was forced into hiding?
- Studying the cultures of other times – Egyptians, Romans etc. builds an awareness of the value and importance of other societies and cultures and the relative value and importance of our own. It also stresses the interdependence of cultures

I.C.T.

- Working together to create a graphic design or study.
- Researching religious artefacts on the website.
- Setting up e-mail with another school from a different country and following the Internet Access Policy.

Mathematics

- Group work on a shared topic or investigation promoting an appreciation of the input of all members of the group.
- An appreciation of the inherent pattern and beauty of mathematics.
- The promotion of positive attitudes towards mathematics through appropriate groupings.
- An understanding that mathematics has an historical and cultural base – Greek, Arabic, Egyptian. An understanding of the role and importance of these cultures.

Music

- Listening to music, performing, joining in with it gives pleasure, lifts spirits and has an emotional dimension that individuals need to experience. Music experienced in our services and assemblies helps the pupils in their spirituality.
- Listening to and appreciating the great music of our culture and its folk music builds an important awareness of our culture and that of other lands. Music of other cultures is important for the same reasons.
- Music of the fields, sea shanties, slave songs etc. can be used to build an awareness of the importance of music and its place in social history and the accompanying moral and social questions that arise out of it.
- Group music making is an important social activity – working together and experiencing the same feelings together.

Personal, Social, Health Education/Citizenship

- Listening to others.
- Holding debates and discussions leading to written work.
- Drama and role play linked to choices.
- Drawing pictures of feelings and emotions.

Physical Education

- Caring for our bodies and respecting the health of others.
- Obeying the rules of the game, being a 'good sport', learning to be a good winner and a good loser, learning to take part and doing one's best is important.
- Appreciating the aesthetic beauty of the movements of gymnastics or dance.
- Building team spirit, being a good team member, valuing the contributions of others to the team.
- Learning that sport is an important element of many cultures – Ancient Greeks, Romans, the history of great sporting events such as the Olympics or the Ashes.
- Appreciating that different individuals or groups have different skills because of their background or habitat e.g. Austrian skiers, Dutch speed skaters.

Religious Education

- The exploration of moral and spiritual questions through discussion.
- Appreciating and valuing other faiths and beliefs of both groups and individuals.
- Learning about being a member of a pluralist society and respecting and tolerating others and their belief and needs.
- Knowing about the historical, social and religious aspects of our own culture and that of others.

Science

- The development of an understanding of our place in the great scheme of things by studying space or life processes.
- An appreciation of moral questions as scientific knowledge increases e.g. the use of animals for research.
- An awareness of the cultural background of science.

- Encouraging pupils 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 and raising awareness that scientific developments are the product of many different cultures.