

# Framwellgate School Durham

## Spiritual, Moral, Social and Cultural development

### Introduction

The Spiritual, Moral, Social and Cultural (SMSC) development of students at this school arises out of our ethos and expectations for life and learning here. School documentation outlines our key values of Respect, Responsibility and Right Attitude.

In recent years there has been a focus on the fundamental British Values of democracy, the rule of law, mutual respect and individual liberty. This duty to promote British Values support students' SMSC development.

**Respect** – Demonstrating consideration for all members of the school and the local communities through high standards of behaviour and co-operation.

**Responsibility** – Demonstrating an understanding and acceptance of the expectations of the school in relation to issues such as punctuality and attendance, uniform and personal organisation.

**Right Attitude** – Demonstrating high aspirations and levels of commitment in all areas of learning.

The school's policies on Behaviour Management (Culture for Learning) as well as on Equality, Diversity and Community Cohesion emphasise these values. The school's pastoral system, assemblies, student leadership programme, rewards system and programme of clubs and visits allow the school to promote Spiritual, Moral, Social and Cultural development. The curriculum directorates all recognise their responsibility to emphasise SMSC qualities as they arise naturally in their subject matter.



## **Definitions - What is Spiritual, Moral, Social and Cultural development ?**

### **Spiritual development**

Students' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses as well as their will to achieve their potential. 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 they need to foster their own inner lives and non-material wellbeing.

### **Moral development**

Students' moral development involves students acquiring an understanding of the difference between right and wrong as well as an understanding of moral conflict, a concern for others and the will to do what is right. It includes a willingness to reflect on the consequences of their actions and learn how to forgive themselves and others. Students develop the knowledge, skills, qualities and attitudes they need in order to make responsible moral decisions and act on them.

### **Social development**

Students' social development involves students acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global). It involves an ability to relate to others and to work with others for the common good. Students should 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 their community.

### **Cultural development**

Students' cultural development involves students acquiring an understanding of cultural traditions and the ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

## **Spiritual, Moral, Social and Cultural development**

### **Spiritual development**

In terms of supporting students in their own religious faith, the school provides a prayer room which can be used by any student. We also have a Christian Union Club.

There have been opportunities for solemn reflection in recent years when the school has commemorated the lives of members of the school community who have died. The 2014 World War One commemorations involved students placing poppies in the area of remembrance and standing in silence as The Last Post was played. Our remembrance area was filled with poppies again this academic year on 11<sup>th</sup> November. At 11 a.m. on 11<sup>th</sup> November each year the school is silent in an act of remembrance.

In the annual celebration events we remember the lives of past students as awards have been donated in their names and that gives us the opportunity to reflect on lives well lived.

There are visits to churches and synagogues where students have the opportunity to meet people with a professed faith and ask them questions. Our students have visited Auschwitz in previous year. For many of these students that visit represents one of the most profound experiences of their lives.

The sense of awe and wonder at the beauty of the natural world can be a profound spiritual experience and some students have had the opportunity to visit spectacular natural environments in Germany and Iceland in recent years.

The Christian Gideon's Organisation takes Year 7 lessons in order to give students the opportunity to ask questions about faith and the profound questions of life. They offer students a copy of the New Testament.

Assemblies encourage appreciation of the deeds of others and respect for different people's faith and values as well as fundamental British Values. Some Assemblies have provide an insight into the values of Humanism.

### **Spiritual development in the curriculum**

All Directorates strive to encourage creativity and a sense of enjoyment and fascination in learning. Staff encourage students to reflect on their experiences.

Some extracts from the Directorate Handbooks show how spiritual development is promoted.

*Technology. (Spiritual development) can be promoted in D&T through helping pupils recognise their own creativity and the creativity of others in finding solutions to problems, and through recognising the tension between material and non-material needs.*

*PE. (Students should) demonstrate creativity and 'think outside the box'*

*MFL. Pupils should understand the importance of valuing and appreciating the contribution of others*

*Social Sciences. The following are some of the principles which underpin our contribution to the spiritual and moral development of the students at FSD: To respect persons, to value reason-giving, to practise reciprocity, to accept contestability and value self-awareness, to value open-mindedness and tolerance of other beliefs and practices, to promote fair and accurate representation of others.*

## **Moral development**

Students are encouraged to recognise the difference between right and wrong in all aspects of school life. Classrooms and corridors are ordered places where good behaviour is praised, rewarded and celebrated. Behaviour falling short of our high expectations is responded to reinforce our expectations. We would wish students to apply their own moral values to their behaviour and to accept the intrinsic reward of satisfaction in 'doing good'. Students expect there to be consequences for poor behaviour and are aware to the House points system as an extrinsic reward for good behaviour in all its forms. (All students are quick to point out any perceived unfairness in any reward or sanction!)

Our Tutor system and Assemblies are used as a forum by which morally good behaviour and actions are celebrated and rewarded. Certificates for students who have accumulated large numbers of House points are awarded publicly in Assemblies. House reward events such as free lunches served by senior staff and reward trips have been instrumental in raising the profile of morally good behaviour.

Students choose each year which charity their House will support and are encouraged to fundraise for those less fortunate than themselves as a morally right thing to do. The school also supports national events (eg Comic Relief Day) and local charities (eg St Cuthbert's Hospice annual firework display).

## **Moral development in the curriculum**

Moral issues arise naturally in many areas of the curriculum. For example, Geography in Year 8 includes a unit entitled 'The Geography of Crime' including the school security arrangements and the police work involved in designing safer residential areas. Ethical considerations surface in many curriculum areas.

Moral issues are central to the Restorative Justice programme run by the Achievement Centre staff when there has been a dispute between students.

Some extracts from the Directorate Handbooks show how moral development is promoted.

*Humanities. Moral development through helping students to recognise that actions have consequences by considering the results of events and decisions. A respect for rational argument and non-violent methods of resolving conflict.*

*Technology. This can be promoted in D&T through helping students to reflect on how technology affects the environment so they can make informed choices when designing and making and through discussing the moral dilemmas posed by introducing technologies within different values systems and the advantages and disadvantages of new technologies to local, national and global communities.*

## **Social development**

The inclusive nature of the school intake means that students get the chance to meet and socialise with people from different religious, ethnic and socio-economic backgrounds. Our tutor system means that students interact with a range of age groups.

Our students interact with the local community. For example, our students help in old people's homes and local primary schools. Our science buskers have interacted with members of the public in a wide range of contexts. The Year 12 internship students meet with industrial mentors and their colleagues in a range of local workplaces.

Many of our Year 10 and 12 students volunteered to help with the work of the Humanutopia social enterprise group when they presented to Year 5 students and at mental health and wellbeing Conferences for younger students.

Understanding of and participation in democratic processes happens in various parts of school life. For example, the election of representatives on Councils and the Sixth Form President.

The school works to actively promote British values. For example, the PSHCE curriculum in Year 7 includes work on 'the law and me', parliament and law making. Tutor time activities have included units on Suffragettes, Civil Rights, Family and the Rights of the Child, Politics in the UK and Conflict. The KS3 politics event involved all KS3 students in making up political parties, writing manifestos and competitively promoting these policies at hustings. Some tutor groups watch and discuss the News. The GCSE and A level curriculum for History cover these British citizenship values and issues and, obviously, the A level politics students study these issues in great depth.

Appreciation of the British criminal law system is fostered when our students work with the police in the Drive Safe programme and as part of the EDDY community project. Year 12 students visit the high courts in Newcastle.

## **Social development in the curriculum**

Some extracts from the Directorate Handbooks show how Social development is promoted.

*English. Students are encouraged to read a variety of genres by a variety of authors. Our stock of books encompasses both male and female writers, and representations of a variety of social groupings, life-styles and cultures. Students should be encouraged to recognise and challenge stereotypes and discuss the issues which arise from these areas. While we teach students to differentiate between Standard English and non-standard dialects, care should be taken to ensure that we avoid denigrating the language background of individual students. Teachers should wherever possible draw on students' wider linguistic backgrounds. Students for whom English is not their first language should be given the same opportunities to access the curriculum.*

*Science. Encouraging students to be aware of and understand environmental and social issues, responding to any discussion or questions they raise related to work completed in tutor groups or school assemblies. Encourage students to recognise their and other people's responsibilities as a citizen.*

## **Cultural development**

The extra-curricular clubs programme and many of the educational visits undertaken by our students are important contributors to cultural development. Our students show a willingness to participate in and respond positively to artistic, sporting and cultural opportunities. It would be difficult to argue that any of our clubs was not promoting cultural or social development. All of the clubs run by MFL and PE are clearly promoting cultural development.

Many of our students have their first experience of travelling abroad with trips to Iceland, Germany, France, Spain and Poland being planned to give students an understanding of the distinctive culture of those countries.

The Rheinhausen exchange has enabled families in both countries to get to know each other really well. A strong indicator of close cultural understanding is demonstrated by the English and German exchange families going on holiday together outside of the arranged exchange.

Science and technology weeks, maths weeks and literacy weeks are planned to expand the range of cultural experiences available to our students.

## **Cultural development in the curriculum**

Some extracts from the Directorate Handbooks show how cultural development is promoted.

*English. Understanding that texts from the English literary heritage have been influential and significant over time and exploring their meaning today. Exploring how texts from different cultures and traditions influence values, assumptions and a sense of identity.*

*Maths. Students being made aware of the contribution of mathematicians from other countries to our knowledge of mathematics. Examples are used which have race and gender equality, and reflect our cultural diversity*

*Science. Students being made aware of the contribution of scientists from other countries to our knowledge of science.*

*Humanities. Providing opportunities for students to discuss the nature and diversity of societies in Britain and the wider world. (Promoting) Cultural development through helping students recognise differences and similarities between cultures and within cultures over time, and explore a range of sources and different interpretations of what constitutes culture and cultural development.*

*MFL. Staff and students will develop a broad understanding of our role as global citizens through a co-ordinated programme of events, activities and global links while at school. In so doing we will appreciate human difference, celebrate diversity, identify what unites and make our contribution in creating a more just and fair world.*

**Revised: February 2017**