

SOCIAL, MORAL, SPIRITUAL AND CULTURAL DEVELOPMENT POLICY

Introduction

We provide a curriculum which is broad and balanced, recognising that every pupil is unique. Our curriculum is designed to enable every pupil to discern their vocation and to be well equipped to follow it as an active citizen to the world. We also provide a wide range of extra-curricular activities and strong pastoral support. We incorporate democratic principles, value the rule of law, support individual liberty and foster a community in which different faiths and beliefs are respected. We are committed to the promotion of students' spiritual, moral, social, vocational and cultural development.

Defining social, moral, spiritual, vocational and cultural development

Social Development: the use of a range of social skills in different contexts, including working and socialising with pupils 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 pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. Pupils are enabled to acquire a broad general knowledge of and respect for public services and institutions in England. Where political issues are discussed in subject or tutorial sessions, we will ensure that partisan views are not promoted and that balanced debate occurs. On a personal level, our school experiences will engender in each student a readiness to be self-reflective and to develop their own self-knowledge, self-esteem and self-confidence.

Moral Development: the ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in doing so, 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. Pupils are encouraged to accept responsibility for their own conduct, to show initiative and to show they understand how they can contribute positively to the lives of those living and working in the locality where they live, to society more widely, and as a global citizen. We particularly promote 'learner agency' -students acquiring a broad set of overarching learning competences through their studies; for example the ability to resolve conflict or to be creative. In doing so, we encourage them to be active not passive learners and to be 'agents' for positive change in the world.

Spiritual Development: the ability to be reflective about their own beliefs, spiritual or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feeling 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 learning.

Vocational Development: provide access to a range of activities that inspire young people, including employer talks, career fairs, motivational speakers, colleges and university visits, coaches and mentors; build strong links with employers to boost young people's attitudes and employability skills; offer high quality work experience; widen access to advice on options post-16, for example apprenticeships, entrepreneurialism or other vocational routes alongside the more traditional A levels and university route; provide face-to-face advice and guidance to build confidence and motivation; work with local authorities to identify vulnerable young people; provide information to



students about the financial support that may be available to help them stay in education post-16; consciously work to prevent all forms of stereotyping in the advice and guidance we provide.

Cultural Development: 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 and the wider world; 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 equality and diversity, as shown by their tolerance and respect towards different religious, ethnic and socio-economic groups in the local, national and global communities. Tolerance and harmony between different cultural transitions is actively promoted by enabling pupils to acquire an appreciation of their own and other cultures. Respect for other people is encouraged, paying particular regard for the protected characteristics set out in the Equality Act 2010.

This ethos is reinforced both inside and outside of the online classroom through:

- The curriculum
- Tutor-time
- Trips and special events
- Outside guests and speakers
- Extra-Curricular activities
- guidance for parents
- Student Voice

The aims of this policy fully reflect and support the curriculum area of Citizenship and the schools' commitment to the development of the whole person.

Appendix – Defining spiritual, moral, social and cultural development (Ofsted)

The spiritual development of pupils 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 pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries 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 ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those 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; they 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 pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those 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, musical, 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 socioeconomic groups in the local, national and global communities.