



Spiritual, Moral, Social and Cultural development policy

Key staff members:	All staff
Responsible body:	Project Steering Group/Local Governing Body
Adopted:	June 2017
Last reviewed:	n/a
Next review:	June 2018

1. Introduction

The spiritual, moral, social and cultural development of every student at Mulberry UTC is recognized as being of fundamental importance for their education by governors, staff and parents of the school. This is taught through all subjects of the curriculum, including Religious Education and Personal, Health and Social Education (PHSE). The policy supports all areas of learning and aims to make a contribution to each student's motivation to learn.

"Spiritual, Moral, Social and Cultural Development have to do with relationships with other people and, for believers, with God. It has to do with the search for individual identity and with our responses to challenging experiences...and encounters with good and evil. It is to do with the search for the meaning and purpose in life and for the values by which we live" (NCC document)

The implementation of this policy is the responsibility of the Principal and all members of staff because it is accepted that 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.

2. Aims of this policy

The aim is that through the implementation of this policy all students will inculcate a positive attitude towards themselves and others, show respect for the world in which they live and deal with everyday life experiences in a confident and understanding way

3. Spiritual Development

3.1 The Education Reform Act refers to a dimension of human existence which is termed 'spiritual' and which applies to all students. It goes on to state that the potential for spiritual development is open to everyone.

3.2 In developing the spirituality of young people at Mulberry UTC, the aim is to help them become aware of:
The human search for meaning and purpose of life

- The joy of being alive
- The beauty of the natural world
- The mystery and wonder of existence
- The world of imagination and creativity
- The value of non-material dimension of life
- The need to understand themselves and their feelings
- The need to value themselves and their feelings
- The need to recognize the feelings and achievements of others

3.3 In this way, spiritual development encourages:

- Self-awareness
- Reflection
- Reasoning
- A sense of identity
- Good relationships co-operation and empathy
- The formation of ideas

3.4 The UTC aims to promote spiritual development by:

- Engendering high-self-esteem by encouraging the students take risks or face challenges within a secure and positive environment
- Demonstrating its appreciation for the work of the students' imagination and provide opportunities for them to employ their own creativity and imagination.
- Offering opportunities for aesthetic experience in art, music, dance, drama, literature etc.
- Making time for stillness and reflection
- Posing questions that encourage students to consider issues of meaning and purpose
- Developing students' good listening skills; the UTC takes account of students' views through a variety of channels, including the School Council.
- Fostering emotional well-being by encouraging students to express their feelings and to have the ability to control their emotional behaviour.
- Improving co-operation and understanding in relationships

- Developing the capacity for evaluative reasoning and critical thought by encouraging students to look beyond the surface.

As a school we value the contribution that can be made to the spiritual development of the child by all areas of the curriculum.

4. Moral Development

4.1 Moral development relates to students' developing an understanding of what is 'wrong', 'right' and 'fair'.

4.2 The moral development of the Mulberry UTC student is concerned with:

- Developing their awareness and understanding of the moral code of the school and the community(ies) in which they live
- Helping students to realize that to enjoy rights, they must also accept responsibilities
- Developing students' understanding of why rules are necessary
- Developing students' self-discipline so that rules are observed as a point of principle and not out of the fear of sanctions.
- Giving students the knowledge and ability to question and reason so that they are capable of deciding on the most appropriate action after considering the consequences of an action
- Valuing physical well-being, privacy, feelings, beliefs and rights of others.

4.3 Mulberry UTC seeks to promote the moral development of its students by:

- Showing respect to all
- Having a consensus of core values that are stated explicitly and clearly and owned by everyone within the school community
- Building up the self-esteem of all students
- Encouraging all at Mulberry UTC to behave in an acceptable ways towards each other
- Training students to understand the consequences of their actions

It is crucial there is a consistency in the approach to this among all staff.

4.4 At Mulberry, the moral development of students is underpinned by a belief in:

- Respecting the rights and property of others
- Being considerate to each other
- Caring for each other, and especially for those who are less fortunate
- Accepting responsibility for one's own actions
- Self-discipline

The school is firmly committed to a policy which is opposed to irresponsibility, dishonesty, selfishness. It seeks to recognize and affirm good conduct, commitment to service to others through its reward system and through celebration of achievements

5. Social development

5.1 Social development” encourages students to relate positively to others, take responsibility, participate fully in the community and develop an understanding of citizenship” (Ofsted Framework)

5.2 Students will acquire an understanding of being members of families and different communities (school, local, national and global) and an ability to relate to and work with others for the ‘common good’.

The UTC sets out to foster the commitment and ability to live and work with others, to share resources and show concern and responsibility for others in the school and wider community.

5.3 UTC students will display a sense of belonging and an increasing willingness to participate.

The UTC seeks to offer a wide range of educational, social, sporting and extra- curricular activities to all members of its community.

5.4 Students will develop knowledge, skills, understanding, and qualities and attitudes they will need to make an active contribution to the democratic process in each of their communities.

Classroom management will seek to promote group co-operation and mutual responsibility. students will be pointed to the value and importance of working and living together.

5.5 The UTC aims to develop social skills and insights through a full range of activities in school involving all members of the community, and by creating situations where they have opportunities to relate to visitors and do so with increasing politeness, tact and confidence

The UTC’s programme of fund-raising and the charitable causes chosen contribute to developing the habit of care and support for those in need. students are given the opportunity to choose charities the school community should support and to take an active part in their planning and carrying out fund-raising activities.

6. Cultural Development

6.1 Cultural development is concerned with teaching students to appreciate their own cultural traditions and the diversity and richness of other cultures. Culture is the embodiment of shared beliefs, knowledge, customs and values of that group. students need to appreciate the distinctive features of their own culture and those of others. We all need to remember that cultures are dynamic and are constantly changing.

6.2 The UTC aims to promote cultural development by:

- Introducing students to a range of cultural activities and experiences
- Building up an appreciation of their own cultural heritage and traditions
- Introducing them to examples of the variety of human cultures, beliefs and ways of life

6.3 Opportunities to nurture the cultural development of students will include:

- Experiencing and appreciating the rich heritage and range of cultures through all areas of the school's curriculum
- Developing links and sharing activities with other schools(both UK and international)
- Visits to museums, events and places of cultural and historic interest

7. Context for the spiritual, moral, social and cultural development policy at Mulberry UTC

In order to ensure that the policy works for the benefit of the school, it is important to have an awareness of other aspects of the school and how these contribute to the development of students' SMSCD.

7.1 Assemblies and Tutorial programmes

These provide opportunities to consider aspects of SMSC and bring to the fore matters of topical concern as well as recurrent issues

7.2 Department handbooks

Heads of Department are responsible for the inclusion and updating of relevant SMSC criteria in their handbooks, including current practice and relevance to schemes of work

7.3 External links

These provide a most useful channel for promoting SMSCD policy among students. Such relationships provide opportunities to help our students to develop an awareness and understanding of different cultures and practices.

7.4 Extra-curricular activities

Those with responsibility for running clubs, societies, trips and other events should develop their awareness of the opportunities their activities have for SMSCD policies and maximize the benefits they bring to students' learning.

8. Staff development

All members of staff should be aware of the importance of SMSC development and the enhancement it brings to the life of the UTC.

9. Other School Policies

The following policies need to be considered in connection with this SMSC policy:

- UTC Collective Worship (Assemblies) Policy
- UTC Curriculum Policy
- UTC Equality Policy
- UTC Inclusion Policy
- UTC Anti-Bullying Policy

10. Monitoring of this policy

The SLT will monitor the effectiveness of this policy through liaising with Directors of Progress and Department Heads.

11. Review

The policy will be reviewed by the Principal and staff. Following a review, any suggested amendments will be presented to the Local Governing Body at one of their regular meetings.