



**Spiritual, Moral, Social  
and Cultural Policy**

## **Introduction**

Spiritual, moral, social and cultural education helps children develop personal qualities, which are valued in a civilised society. For example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self respect. At Ferryhill Business and Enterprise College we seek to teach these qualities across the curriculum and throughout school life. It is linked closely to our school aims and philosophy.

## **Definitions**

Ferryhill Business and Enterprise College uses the following definitions of Spiritual, Moral, Social and Cultural:

### **Spiritual**

Beliefs, religious or otherwise, which inform pupils' perspective on life and their interest in and respect of, different people's feelings and values; Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible; Use of imagination and creativity in their learning willingness to reflect on their experiences.

### **Moral**

Ability to recognise the difference between right and wrong and pupils' readiness to apply this understanding in their own lives; Understanding of the consequences of their actions; Interest in investigation and offering reasoned views about moral and ethical issues.

### **Social**

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 social settings, cooperating well with others and being able to resolve conflicts effectively; Interest in, and understanding of, the way communities and societies function at a variety of levels.

### **Cultural**

Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage; Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities; Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes to different religious, ethnic and socio-economic groups in the local, national and global communities.

## **Aims of SMSC:**

At Ferryhill Business and Enterprise College we share, support and strive to achieve the Ofsted 2012 pupil aims for SMSC.

- Being reflective about beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning
- Developing and applying an understanding of right and wrong in their school life and life outside of school
- Taking part in a range of activities requiring social skills
- Developing an awareness of, and respect towards, diversity in relation to, for example gender, race, religion and belief, culture, sexual orientation, and disability
- Gaining a well – informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training
- Overcoming barriers to their learning
- Responding positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, for example developing an appreciation of theatre, music and literature
- Developing the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain
- Understanding and appreciating the range of different cultures within school and further afield as an essential element of their preparation for life

How the curriculum contributes to SMSC:

## **The contribution of English**

English contributes to our pupils SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television
- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film
- Helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes. To the use of language
- Group work encouraging them to listen to values of others

Amongst others when appropriate

## **The contribution of Mathematics**

Mathematics can provide a contribution to pupils' SMSC by:

- Supporting whole school policy on issues such as discipline and behaviour
- Enabling pupils to acknowledge the important contribution made to mathematics by non-western countries

Amongst others when appropriate

## **The Contribution of Science**

Science contributes to our pupils SMSC development through:

- 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
- Considering differing opinions, on creation for example
- Co-operation in practical activity
- Raising awareness that scientific developments are the product of many different cultures

## **The contribution of Information Communication Technology**

ICT contributes to our pupils SMSC developments through:

- Preparing the pupils for the challenge of living and learning in a technologically-enriched, increasingly inter-connected world
- Making clear the guidelines about the ethical use of the internet
- Acknowledging advances in technology and appreciation for human achievement

Amongst others when appropriate.

## **The contribution of History**

History makes a contribution to SMSC by:

- Looking at the creation and evolution of British society
- Enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism
- Showing an awareness of the moral implications of the actions of historical figures

Amongst others when appropriate.

## **The Contribution of Geography**

Geography contributes to our pupils SMSC development 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 and issues surrounding climate change
- Studies of people and physical geography gives our pupils the chance to reflect on the social and cultural characteristics of society

Amongst others when appropriate.

## **The contribution of Modern Foreign Languages**

French contributes to the pupils SMSC development through:

- Pupils' may gain insights into the way of life, cultural traditions, moral and social developments of other people
- Social skills are developed through group activities and communication exercises
- Listening skills are improved through oral/aural work

Amongst others when appropriate.

## **The contribution of Art**

Art contributes to SMSC by:

- Art lessons develop pupils' aesthetic appreciation
- In turn, Art evokes feelings of 'awe' and 'wonder'
- Giving pupils the chance to reflect on nature, their environment and surroundings
- Studying artists with spiritual or religious theme

Amongst others when appropriate.

## **The contribution of Design and Technology**

Design and Technology makes a contribution to pupils SMSC development through:

- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives
- Awareness of the moral dilemmas created by technological advances
- How different cultures have contributed to technology
- Opportunities to work as a team, recognising others' strengths, sharing equipment

Amongst others when appropriate.

## **The contribution of Music**

Music makes a contribution to pupils SMSC development by:

- Exploring values and beliefs, for example through collective singing (e.g. study of Indian music)
- Discussing/reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances)
- Lead pupils to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience
- Offering a range of high quality off-timetable music enrichment activities, for example access to individual instrumental/vocal lessons with specialist peripatetic teachers

Amongst other when appropriate.

## **The contribution of Physical Education**

Pupils SMSC development is actively promoted through PE by:

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

Amongst others when appropriate.

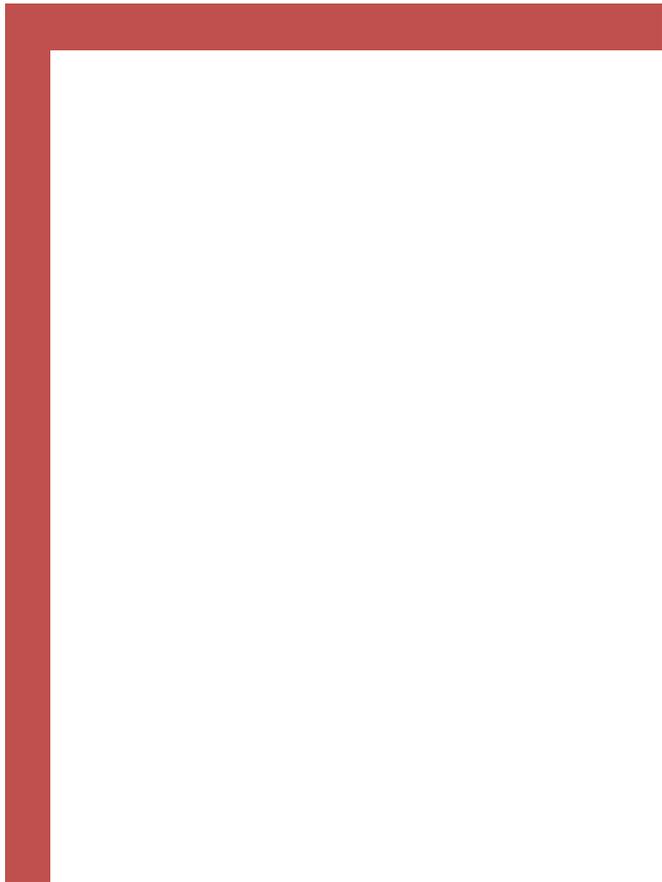
## **Beyond the curriculum**

We deliver SMSC through a variety of ways beyond the curriculum:

- Every assembly has a Spiritual, Moral, Social or Cultural theme (every pupil attends one assembly each week)
- Extra-curricular Music and Physical Education programme
- School productions
- Eddy group projects working in the community to promote social aspects of curriculum
- Visits and events linked to Anne Frank Trust to include Amsterdam, Durham Cathedral
- School Council and Peer Mentor system
- Student voice and “have your say”
- Tutor time activities and quizzes
- Big Learning Day
- Awareness and involvement in a number of charities
- Rewards trips and educational trips
- Student ambassadors, eg. Sports Leaders, Science, Anti Bullying, LGBT

## **Tracking**

As a school we track the involvement of students in activities, trips and events and measure the impact through student questionnaires and quotes. This is then publicised in the school newsletter, local press and displays around school.



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