Policy/Procedure Name:	Spiritual, Moral, Social and Cultural Development Policy (SMSC Policy)		
Policy/Procedure Number:	SMT071		
Date of Approval:	31ST May 2017		
Effective Date:	September 2016		
Revised Date:	April 2023		
Review by Date:	April 2025		
Policy/Procedure Author:	Head of School		
Policy/Procedure Owner:	Principal		
Management Committee Approved By:	SMT		
Governor Committee (where appropriate) Approved By:	Not applicable		
For Action By:	All School Staff		
For Information to:	School Students and Parents		
Approval requested to upload on the Treloar's Website:	Yes ☑ (tick if requested)		
Who is carrying out EIA?	Lorna Woodcroft	Date of EIA?	14th April 2023
Have we shown due regard for the 9 protected characteristics within the policy/procedure?	Yes ☑ No ☐		
Are all opportunities to promote equality taken within the policy/procedure?	Yes ☑ No ☐		
Refer Policy/Procedure to EDI Co-ordinator for further assessment	Yes o No ☑		

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1. Policy/ Procedure Aim

At Treloar's we recognise that the personal development of students, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides students with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards people and an understanding of their social and cultural traditions.

2. Policy/Procedure Details

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum.

Treloar's recognises that the spiritual, moral, social and cultural (SMSC) element of students' education is crucial to their development as individuals, allowing them to take their rightful place in their community as local, national and global citizens. SMSC is about the values students are encouraged to hold and their attitude towards learning, knowledge and society. SMSC is fundamental in preparing young people for society, and at Treloar's students are helped to develop positive attitudes and beliefs by being given opportunities to:

Develop spiritual values and reasoned personal and moral values

- Consider the pluralistic nature of society; developing their understanding and respect for those with different religions, beliefs and ways of life
- Value everyone equally
- Make and develop personal relationships, based on trust, self-esteem and mutual respect
- Become active, responsible citizens in a democratic society
- Develop an appreciation of human achievements and aspirations
- Develop an understanding of the world in which they live and the interdependence of individuals, groups, nations and the environment

At Treloar's SMSC permeates the life and work of the school. Through SMSC we seek to develop attitudes and values that will enable students to become responsible and caring members of society. We give students the opportunity for spiritual reflection and encourage them to explore the fundamental questions of life, including their own personal existence, journey and purpose. We provide students with a curriculum that will enable them to develop a knowledge and understanding of diverse cultures, particularly those within their own society. We seek to foster an attitude of acceptance towards those from a culture and background different from their own. Students are encouraged to develop an understanding of the world, society and the community and accept responsibility as a citizen as well as the capacity to tackle moral and spiritual dilemmas and to try to reach independent judgements which reflect universal human principles. Through perception and sensitivity, acceptance and respect for others as individuals and in groups we would also expect students to develop questioning, enquiring minds and learn how to express their ideas appropriately.

At Treloar's we believe that:
- All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development.
- All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing care and respect for students and their families.
- The school community will be a place where students will find acceptance for themselves and the opportunity to start again, where forgiveness is fundamental to the ethos of the school.
- Students should learn to differentiate right and wrong in as far as their actions affect others.
- Students should understand the need for rules within our community.
- Staff are aware of their role in developing students' morals.
- Offer opportunities to develop students' interpersonal skills, self-esteem and prepare students for the opportunities, responsibilities and experiences of adult life.
- Ensure we celebrate student achievement, foster a sense of community, explore relevant SMSC issues and involve students as active participants as much as possible.
- Students should be prepared to cope with the demands of Modern Day Britain.
- British Values are seen as part of SMCS (For further details on British Values see our British Values section on our website). We agree with the Department for Education's five-part definition of British values as:
    - democracy
    - the rule of law
    - individual liberty
    - mutual respect
    - tolerance of those of different faiths and beliefs

General aims:
- To ensure that everyone connected with the school is aware of our values.
- To ensure a consistent approach to the delivery of SMSC issues through the general life of the school.
- To ensure that students know what is expected of them and why.
- To give students an opportunity to reflect and discuss feelings and beliefs.
- To enable students to appreciate and understands cultures and traditions.
- To enable students to explore and develop a sense of social and moral responsibility.
- To enable students to take part in a range of activities requiring social skills.

Spiritual development:
Spiritual development is concerned with how a student develops:
- Personal values and beliefs
- A willingness to reflect, question and explore
- An ability to communicate these beliefs in discussion and behaviour
- An understanding of the value and role of faith and religion in societies
- Tolerance of other people
- A sense of awe and wonder at the natural world.
- A sense of intrigue, inspiration and wonder caused by the written, visual and musical arts.

Spiritual development is personal and unique to each individual. It is about the meaning in life, truth and ultimate values. It includes imagination, inspiration and creativity. It also includes an awareness of self-identify and self-worth.

As a school we aim to foster their emotional life and express their feelings. The use of adult and peer mentors, student interactions, supportive counselling and strong pastoral care will help to bring this about. We encourage our students to discuss their beliefs, feelings, values, responses to personal experiences and tragedies, form and maintain satisfying relationships. Finally, we would like our community to consider and celebrate the wonders and mysteries of life through events and lessons.

As a school, we aim to provide learning opportunities that will enable students to sustain their self-esteem in their learning experience. We would want them to develop a capacity for critical and independent thinking and this is done through the teaching of the curriculum and other experiences organised for our students

Moral development:
As a school, we recognise the unique value of each individual. We teach our students to listen and respond to the views of others. We want our students to gain the confidence to cope with setbacks and learn from their mistakes as well as make informed and independent judgements.

Moral development is concerned with students' knowledge, understanding, intentions, attitudes and behaviour in relation to right and wrong within the accepted codes of practices of society. Their knowledge and awareness of values and attitudes of individuals and society as a whole and socially acceptable code of behaviour is important. The quality of relationships that students experience and the standards of behaviour in the school will form the basis of any judgment on moral development as well as the extent to which students show:
- An understanding of the difference between right and wrong
- Respect people, truth and property
- A concern for how their actions may affect others
- The ability to make responsible judgements on moral issues
- Personal conduct ensuring they take responsibility for their own actions
- Personal behaviour through principles
- A knowledge of standards of morality
- The importance of compassion and tact

The school has values and expectations which are shared with parents/carers, staff and students including:
- Telling the truth
- Respecting the rights and property of others
- Being considerate towards other people
- Taking responsibility for one's own actions
- Self-discipline
- Respecting the beliefs and practices of others in a multicultural society

The essence of moral behaviour is to build a framework of values which regulate personal behaviour through principles rather than fear of punishment or reward. These values provide the framework for students to develop their attitudes and understanding on morality and develop the self-confidence to hold to this code of values against a variety of pressures. Moral development is about understanding the principles and social values behind actions and decisions. At Treloar's students are expected to reject any form of bullying, discrimination or cruelty.

Social Development
Social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society. Social development is based on the acceptance of group rules and the ability to see oneself in a wider context. The quality of relationships in school is crucial informing students' attitudes to good social behaviour and self-discipline. The school plans for social development of students through a range of teaching and learning activities including:

Classroom organisation and management
- Student grouping and opportunities for collaborative work
- The school code of conduct
- School Council
- School productions and concerts
- Trips and visits
- Celebrations of achievement
- PSHE curriculum
- School-industry links including work experience
- Extra-curricular activities,
- Charity fundraising
- Leadership and Ambassador Opportunities.

Cultural development:
A student's cultural development refers to an increasing understanding of those values, beliefs, customs, knowledge and skills which link groups together and give people a sense of identity. At Treloar's we seek to develop in students an understanding and awareness of their culture within a multi-cultural society and encourage personal values and self-esteem. There are opportunities for the following:

- Creative and performing arts
- Visits to centres of cultural interest such as museums, theatre productions and places of worship
- Extra-curricular activities
- Engagement with artists, musicians dancers etc.
- Perform to an audience or speak publicly in a drama production, act of worship, school council, etc.
- Participate in school and community events such as performances, fund raising events and charitable activities

Teaching and organisation:
- Development in SMSC will take place across all curriculum areas, within activities that encourage students to recognise the spiritual dimension of their learning and the challenges and implications on their own attitude and lifestyle. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Links with the wider community:
Visitors are welcome into our school. Parents are encouraged to see the school as their school and not just the children's. We regard home-school links as crucial enabling parents and teachers to work in an effective partnership to support the students. Finally, students will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Linking SMSC to PSHE across the Curriculum
The plan is updated annually and owned by the Head of School with the support of the PHSE / RE Coordinator.

3. Implications of Policy/Procedure

3.1 Training Requirements

Policy to be discussed in teacher's meeting and further developed as part of curriculum development days

3.2 Communication Requirements

How will the Policy/procedure be communicated:	SharePoint Staff briefing	
Who will ensure the above communication is carried out::	Head of Quality Head of School Leaders of Learning	
Do the changes made to this policy/procedure affect any other policies/procedures? If yes, has this been communicated to the policy/procedure author/owner	No	

3.3 Inclusive communications

If you require this document in an alternative format, such as large print, audio description or a colour background, please contact Jo Cox at jo.cox@treloar.org.uk

3.4 Other Implementation Requirements

None

4. Monitoring and Review

Every two years minimum

5. Links to other related policies, procedures or documents (internal)

- Student Charter
- Student Code of Conduct
- ED001 Equality, Diversity and Inclusion Policy
- SMT016 Treloar's Behaviour policy
- SMT026 Student Involvement Policy
- SMT045 PSHE and Citizenship Policy
- SMT058 School Pastoral and Religious care and education policy

6. Further sources of information (external)
- [Promoting fundamental British values through SMSC - GOV.UK (www.gov.uk)](www.gov.uk)

- DFE Guidelines

7. Revision History

Listed below is a brief audit trail, detailing amendments made to this policy procedure in last 4 years

Page/para No.	Brief description of the change(s)	Change made by	Date
Page 7 - 20	Adding in the PSHE curriculum grid to showing mapping of SMSC	Jo Cox	May 2017
Pages 7-20	Removed details of curriculum to be referred to including staff member responsible.	Annette Danaher	December 2018
	Update and addition of links to government website	Lisa Bond	April 2023

IMPORTANT NOTES:

It is essential for those with designated responsibilities to familiarise themselves with the sources of information, referred to above.

Policy documents describe mandatory minimum standards and will be subject to audit and review. Line managers are required to ensure suitable and sufficient arrangements are in place to meet policy requirements, including the provision of information and instruction to staff.

Appendix 1 - **Equality Impact Assessment (EIA) - Stage 1**

Name of Policy / Function/Decision	Spiritual Moral Social and Cultural Development Policy	
Name of Assessor / Author /Lead	Lorna Woodcroft	
Start Date	14th April 2023	
This EIA is being undertaken because it is:	• **A result of a policy revision**	

Screening	
Does the policy affect employees, students or other stakeholder groups? Could the impact be significant to that group of people?	N
Is it a major policy with a significant effect on how our core business is delivered?	N
Does it involve a significant commitment of resources? **However this proposal will be giving back and reducing 'commitment of resources' not increasing**	N
Does it relate to an area where there are known inequalities (e.g. gender pay gap, hate crime, accessibility of IT)	N
If the answer to any of these questions is 'YES' then continue to complete Equality impact assessment. If you are unsure about the answer to any of these questions please contact EDI co-ordinator or Head of Quality for further support.	
Has the screening identified the policy as having relevance to the any of the following groups?	

Age	N	Disability	N	Sexual Orientation	N
Race	N	Sex/Gender	N	Religion or Belief	N
Gender Reassignment	N	Pregnancy or Maternity	N	Marriage or civil partnership	N

Have we shown due regard for the 9 protected characteristics within the policy/procedure/decision?	Yes
Are all opportunities to promote equality taken within the policy/procedure/decision?	
Have we stated how we will monitor the implementation and impact of this policy/decision?	Yes
Date of Screening	3rd April 2023
Approval by EDI	Lorna Woodcroft
Refer Policy/Procedure to EDI Co-ordinator for further Stage 2 Assessment (if required)	Yes ☐ No ☐