



Chipping Campden School

Inspired to learn, empowered to excel

Spiritual, Moral, Social and Cultural Development Policy

Document Owner	Vice Principal (Pastoral)
Author	Vice Principal (Pastoral)
Committee	SLT
Policy Number	Pol36
Date established	2005
Frequency of Review	Every 3 years
Date of Last Review	March 2020
Date approved by SLT	05/03/2020
Date of next review	February 2023

Spiritual, Moral, Social and Cultural Policy

Spiritual, moral, social and cultural development is defined in the OFSTED School Inspection handbook November 2019.

The spiritual, moral, social and cultural development of all pupils at Chipping Campden School is central to our mission as a school community. SMSC development is the over-arching umbrella that encompasses personal development across the whole curriculum and is evidenced on our own mission statement and school rules.

As a school we are committed to the spiritual development of pupils by providing the opportunity for pupils to:

- be reflective about their own beliefs (religious or otherwise) and perspective on life
- have knowledge of, and respect for, different people's faiths, feelings and values
- have a sense of enjoyment and fascination in learning about themselves, others and the world around them
- use imagination and creativity in their learning
- show a willingness to reflect on their experiences
- As a school we are committed to the moral development of pupils 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
- their 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

As a school we are committed to the social development of pupils 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
- their 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
- their 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.

As a school we are committed to the cultural development of pupils by:

- their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- their understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- their ability to recognise, and value, the things we share in common across
- cultural, religious, ethnic and socio-economic communities
- their knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- their willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities

Spiritual, Moral, Social and Cultural Policy

- their interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Expectations in RE: Knowledge, skills and understanding

These are the key aspects of learning in religious education.

These are described in the two attainment targets for RE as ‘learning about religion’ and ‘learning from religion’.

<p>Learning about religion: 1. Students should learn to:</p>	<p><i>Learning from religion:</i> 2. <i>Students should learn to:</i></p>
<p>a. investigate and explain the differing impacts of religious beliefs and teachings on individuals, communities and societies;</p> <p>b. analyse and explain how religious beliefs and ideas are transmitted by people, texts and traditions;</p> <p>c. investigate and explain why people belong to faith communities and explain the reasons for diversity in religion;</p> <p>d. analyse and compare the evidence and arguments used when considering issues of truth in religion and philosophy</p> <p>e. discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues;</p> <p>f. apply a wide range of religious and philosophical vocabulary consistently and accurately,</p> <p>g. recognise both the power and limitations of language in expressing religious ideas and beliefs;</p> <p>h. interpret and evaluate a range of sources, texts and authorities, from a variety of contexts;</p> <p>i. interpret a variety of forms of religious and spiritual expression</p>	<p>a. reflect on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas and using reasoned arguments;</p> <p>b. evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas;</p> <p>c. express insights into the significance and value of religion and other world views on human relationships personally, locally and globally;</p> <p>d. reflect and evaluate their own and others’ beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment, communicating their own ideas.</p> <p>e. express their own beliefs and ideas, using a variety of forms of expression.</p>

Life Learning

Tutor based activities and Personal, Social Health and Citizenship Education (PSHCE) topics

The programme, along with tutorial programme, provide opportunities for student to reflect on the moral choice that will shape their own lives. Topics such as healthy relationships, bullying and internet safety are covered. Again, external visitors are brought in to provide a fresh perspective and challenge and engage with students’ developing opinions. Students are encouraged to plan and deliver charity fund raising activities. Tutor group assemblies also have a moral or spiritual focus.

Spiritual, Moral, Social and Cultural Policy

Assemblies

Collective Worship

While it is not feasible to have assemblies involving the whole school every day, assemblies do take place every day on clear cycles. Assemblies may be year or house-based. At the end of the summer term, with the absence of Y12 and Y13 a 'whole school assembly' has been arranged in the Sports Hall to end the year with collective celebration and worship. This is a logistical challenge but manageable on special occasions.