BALLARD

BESPOKE EDUCATION

SPIRITUAL, MORAL, SOCIAL & CULTURAL EDUCATION POLICY	
Reviewed by:	**Chris Jackson – Deputy Head Pastoral and Zoe Thesiger-Pratt (Head of Wellbeing)**
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Next Review due:	**September 2027**

Spiritual, Moral, Social & Cultural (SMSC) Education Policy

INTRODUCTION

The ultimate test of SMSC isn't where it is "delivered", but on the impact it has on learners.

We recognise that the personal development of pupils, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. SMSC underpins everything we do, and this includes actively promoting British values.

Ballard aims to provide an education that provides children with opportunities to continually explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour and personal challenge, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. Ballard School is a School which seeks to develop confident, independent, caring and enquiring individuals who are prepared for the future. We believe in fostering lifelong learning through providing an environment that values mutual trust and respect, honesty and equality and seeks to develop everyone's potential. We provide excellent learning opportunities for all and celebrate the successes of individuals and the whole community.

All curriculum areas contribute to the pupils' spiritual, moral, social and cultural development.

All adults model and promote expected behaviour; treating all people as valuable individuals and showing respect for pupils and their families. Children learn to differentiate between right and wrong in as far as their actions affect other people and to take responsibility for their actions. They will be encouraged to value themselves and others.

Pupils should understand their rights and responsibilities and the need to respect the rights of others. The ethos of the School and classrooms promote high expectations of behaviour. All curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teachers' planning and learning resources.

GENERAL AIMS

We aim to ensure that:

- That everyone connected with the School is aware of our values and principles; knowing every child, aiming high, valuing everyone, developing character and purpose, building confidence for the future, and celebrating individuality
- A consistent approach to the delivery of SMSC issues through the curriculum and the general life of the School.
- That a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.
- That children have a good understanding of their responsibilities.
- That we promote the fundamental British values (FBV) of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and belief.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree.
- Experience good role models.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Through classroom discussions we will give the children opportunities to:

- Build and maintain positive working relationships built on mutual respect.
- Share their achievements and successes with others in a 'safe' environment.
- Challenge the pupils to be the best they can and aspire.
- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Explore relationships with friends/family/others.
- Provide reflection time where appropriate.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g., empathy, respect, open-mindedness, sensitivity, critical awareness etc.

SPIRITUAL DEVELOPMENT

Pupils should have their own space for reflection to nurture their sense of 'Awe and Wonder'. (Awe and Wonder is the sense of amazement, or wow, or the light bulb moment where someone understands how this really impacts on them).

Spirituality uses elements such as "empathy" and "faith" in the resources.

Evidence from pupil behaviour:

- Respect for and interest of different people's 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 experiences.

School should support pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.

Examples

- RS: Beliefs about God. Children learning that people of all faiths and people of no faith can still be spiritual beings.
- PSHE: Reflection on the meaning of positive relationships.
- History: Reformation, Holocaust, Remembrance.
- IT: Creating their own apps "use of imagination and creativity."
- Form time: Review and Guidance, Reflection on progress made. Pupils reflecting on behaviour, “Votes4Schools,” drop everything and read (DEAR) initiative, drop everything and listen (DEAL) initiatives.
- Science: Understanding feelings and emotions, IVF - fertility treatments, stem cell research.
- Maths: Awe and Wonder of Mathematics.
- PE: Dance.
- Technology: Creation of pupils’ own design ideas and realisation of these design ideas - pupils are encouraged to learn through trial and error.
- Music: Year 8: Reggae Music.
- Christian Union: Weekly meetings to reflect on world issues and consider the tenets of the Christian faith.
- Careers: Unifrog online service - offers pupil quizzes to determine traits and core views, assists in pathways and career suitability.

MORAL DEVELOPMENT

- How pupils make judgements on what is right and wrong.
- Morality elements address concepts such as "justice" and "integrity".

Evidence from pupil behaviour:

- Ability to recognise right from wrong and to be able to apply this to their own lives.
- Understanding of the consequences of their actions.
- Interest in investigating and offering reasoned views about moral and ethical issues.

School should support pupils to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of other.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.
- Take action for justice.

Examples

- Break times - encouraging pupils to behave appropriately at mealtimes.
- Extensive activities programme.
- Assembly time - anti-bullying and the theme of being an “upstander”.
- Form time – debates on current affairs
- Eco-warriors’ group - looking after our environment.
- Theme days/weeks - Black history month, “odd socks day”.
- School Council - working together in different year groups to help direct the School.
- All areas - appreciation of and respect for the work and performance of other pupils regardless of ability.

- Heads of Section - rewards, sanctions, School Council, monitors, prefects, sports leaders, House captains.
- House system - charity events
- Geography: Developmental and sustainability.
- English: Relationships, attitudes to infidelity, sex, love, jealousy, domestic violence, poetry, moral dilemmas in fictional texts.
- English: Racism (e.g. execution of Lennie in Of Mice and Men).
- PSHE: Consent
- RS: Year 10: Abortion, fertility treatment.
- RS: Year 11: Euthanasia, animal testing, genetic engineering.
- Science: Ethics of transplants, cloning, stem cell research, conservation.
- Technology: Pupils become more responsible designers taking into account sustainability and the changing needs to the words - pupils should focus upon the impact their design has upon the environment.
- Food Technology: Pupils look at the social and moral impact of making the correct food choice looking at food miles, carbon footprints and a wide range of dietary needs.
- IT: Copyright and computer misuse acts.
- History: Slavery (Trans-Atlantic).
- PE: Inter-house and inter School matches, importance of teamwork and RFU values - “TREAD,” “sweep the shed” ethos.
- PE: Sport Ed unit, Health Related Fitness, taking on the role of an official, sports fixtures.
- MFL: Distinguish right from wrong: Age limits for healthy living - drinking and smoking, riding scooters etc, social media - pros and cons, quiet time - 2.00pm - 4.00pm in Germany, exploring differences and similarities in school rules in other countries.

SOCIAL DEVELOPMENT

- How pupils relate to one another and the wider world.
- Society resources focus on "community" and "harmony" elements.

Evidence from pupil behaviour:

- Working and socialising with pupils from different religions, ethnic and socio-economic backgrounds.
- Willingness to take part in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively.

School should support pupils to:

- Develop an understanding of their individual and group identity.
- Help others in the School and wider community.

Examples

- Extensive activities programme.
- Red nose day/Charity work.
- Cake sales.
- Activities week
- Assemblies - visitors into School
- Key Skills — Year 7: Making sandwiches together, tasting unusual food, Island project, working with pupils and parents, working with pupils and parents and learning for life, Poetry Party, Parents’ meal together, Trips.
- PE: Sport Ed unit, teamwork.
- IT: Impact of apps and digital devices "look up", impact of social networks on society.
- Music: Participation in live performances and attending live performances
- Maths: Group work on investigations.
- RS: Year 9: Relationships (divorce, homosexuality), roles of men and women.

- RS: Year 10: Religion and the media.
- Technology: Within the workshop environment pupils learn to be considerate and responsible for the health and safety of themselves and others
- Science: Participating, co-operating, using social skills and developing personal qualities.
- Heads of Section: Social events (e.g., film night), House events, Charity events, prefects, monitors, School Council, dining room mealtimes, educational visits.
- English: Group presentations (e.g., English Speaking Board).
- Careers: Year 8 Hotel Day. Year 10 Personal Statement & Day in the Life Workshop: both offer pupil interactions and exposure to socially diverse people and situations; developed personal and group identity.
- MFL: Foreign Language Leader Award (2021 onwards), leading parts of assemblies, topic of the environment is regularly explored with different year groups e.g., litter picking morning followed by vocab specific display work in all 3 languages.

CULTURAL DEVELOPMENT

- How the world around our pupils impacts on them — from popular culture to historic culture and everything in between.
- Culture materials focus on "diversity" and “heritage” elements.

Examples

- Science: Understanding feelings and emotions, IVF - fertility treatments, stem cell research; pedigree analysis; Big Bang Theory; Theory of Evolution.
- Maths: Awe and Wonder of Mathematics.
- English: Shakespeare touring company visit allowing opportunities for pupils to hear and see live performances by professional actors, studying literature from different cultures supported by visits from writers and participating in workshops.
- Spanish: Digital Divide topic on the GCSE course.
- PE: Dance and the Sport Ed unit, as well as the variety of sports, teamwork.
- Art: Studying art from different cultures supported by visits from artists and participating in workshops.
- History: Regular development of pupil’s historical cultural identity.
- Music: Learning songs from different cultures and playing a variety of instruments.
- Technology: Impact of designs from different cultures, the impact of different designers and their impact upon the world around us.
- History: Studying the contributions to society that certain famous people have made
- Careers: Careers Hub on Teams, Years 10 and 11: technology deployed to advise/expose pupils to careers opportunities in a fast-paced world. Discussion of Traditional Vs Modern pathways. Samee Project links (charitable & careers provider). New Unifrog online service in launch mode.
- MFL: French Independence Day, le 14 Juillet, Tag der Deutschen Einheit- den 3 Oktober, Dia de la Hispanidad - el 12 de octobre
- Food Technology/School dinners: Opportunities to make and evaluate food from other countries.
- Heads of Section - Assembly themes to explore important aspects of our heritage and other cultures and considering the contributions to society that certain famous people have made, e.g. Festival days, the patron saints and global events, Dr Martin Luther King; “India day”.
- Educational trips - New York trip, exchanges, Erasmus programme allowing pupils to meet people from different cultures and countries.
- D of E - Working together in different groupings and situations.
- Extensive activities programme.
- School Council - active and making regular improvements to the School that are explicit and responding to pupil voice.
- Pupil Interview panel for interviewing applicants.
- Meeting people from different cultures and countries in Cross Curricular days.
- E-Safety CPD for staff.

Links with the wider community

- Visitors are welcomed into our School.
- The School will support the work of a variety of charities.
- The development of a strong home-School relationship is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.
- Children will be taught to appreciate and take responsibility for their local environment. Liaison with other schools to support the curriculum e.g. PE and games, Sixth Form exhibition.

Monitoring and evaluation

Provision for SMSC is monitored and reviewed on a regular basis.

This achieved by:

- Monitoring of teaching and learning and work scrutiny by PSHE co-ordinator, Leadership Team.
- Regular discussions at staff and governor's meetings.
- Review of schemes of work in departments.
- Behaviour and Conduct Monitoring.
- Audit of policies.
- Sharing of classroom work and practice.
- Technology - All machines and tools are yearly serviced by law to ensure they are safe for all staff and pupils.

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Policy Log:
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