Spiritual, Moral, Social, Cultural (SMSC) Policy: IOWSS P1.8

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Policy Links:

- Health and Safety policy
- Behaviour policy

Spiritual, Moral, Social, Cultural (SMSC) Policy

1. **Introduction**
   At the Isle of Wight Studio School we believe in the importance of supporting student development and providing this support based on a student-centred approach. We accept and celebrate all the pupils and members of our school community and the different contributions everyone can make. We will continue to work together to ensure the best outcomes for all pupils.

2. **Key Definitions**: The Isle of Wight Studio School uses the following definitions of Spiritual, Moral, Social and Cultural:

   Spiritual
   - Beliefs, religious or otherwise, which inform students' perspective on life and their interest in, and respect of, different people's feelings and values.
   - A 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 and willingness to reflect on their experiences.

   Moral
   - Ability to recognise the difference between right and wrong and students' readiness to apply this understanding in their own lives.
   - Understanding of the consequences of their actions. Interest in investigating 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 students from different religious, ethnic and socioeconomic 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 having an 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 towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

3. **SMSC at the Isle of Wight Studio School**
   There are planned opportunities in several areas of the curriculum which provide SMSC. We discretely deliver a PSHCE programme, a comprehensive briefing and form time structure. All areas of the curriculum contribute to SMSC at the Isle of Wight Studio School.

4. **How the curriculum contributes to SMSC**
4.1 **The Contribution of English**
   - Developing confidence and expertise in language, which is an important aspect of individual and social identity.
   - Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.

- Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping students to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.

4.2   The Contribution of Mathematics
- Spiritual development: through helping students obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.
- Moral development: helping students recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.
- Social development: through helping students work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.
- Cultural development: through helping students appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.

4.3   The Contribution of Science
- Encouraging students 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 and from scientific developments.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many.

4.4   The Contribution of Physical Education Enrichment
- 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.

4.5   The Contribution of Music Enrichment
- Teaching that encourages students to be open to the music of other cultures.
- Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances).
- Lead students to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience.
- Looking at the way music can change moods and behaviour.
- Offer a range of high quality off-timetable music enrichment activities, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers.

4.6   The Contribution of Food Technology Enrichment
- Giving the opportunity to examine cultural differences in food and diet.
- Reflecting on the social issues around food such as price and income.
- Acknowledging government guidelines for health and dietary requirements.

- Sustainability and environmental issues of the food industry

4.7 The Contribution of Design and Technology
- 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
- Analysis of promotional materials, development of products that are targeted at specific target markets, market sensitivities.
- Morality of fashion, cultural fashion as a design brief at GCSE
- Ethical fashion and Product design, globalisation and child workers. Working conditions
- Product Design: reflecting on the moral issues concerning food production in third world countries.
- Products meeting types of lifestyles
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4.8 The Contribution of Art Enrichment
- Art lessons develop students' aesthetic appreciation of the world around them.
- There is focus to teach students how to 'look', drawing from observation and noticing the relationship between objects/areas to get accurate and proportional drawings.
- Students are taught about colour, and how to select various colour schemes from the colour wheel.
- Students are given the chance to reflect on nature, their environment and surroundings.
- Schemes of work provide opportunity to create both 2D as well as 3D work
- Individual working is balanced with group work, where students are encourage to communicate and work as part of a team
- Heavy focus on having a 'growth mindset'- that excellent work comes from working hard and persevering
- Art from different cultures is celebrated and students are inspired by learning about different cultures or ways of working
- Students research various artists from different periods of time over history and research ethical, moral or political issues

4.9 The Contribution of Religious Education (through PSHCE)
- Students learn about beliefs, values and the concept of spirituality.
- RE reflects on the significance of religious teaching in their own lives and how it may apply to important ethical issues.
- Develops respect for the right of others to hold beliefs different from their own.
- Shows an understanding of the influence of religion on society.

- Fosters appreciation and understanding of different cultures, religions and traditions.
- Enables students to discuss and reflect on important social, moral and spiritual topics relevant to modern society, such as Euthanasia, war and the environment.

4.10 The Contribution of History
- Looking at the creation and evolution of British society.
- Enabling students to reflect on issues such as slavery, the holocaust and Imperialism.
- Showing an awareness of the moral implications of the actions of historical figures.
- Through study of how people have fought for the right to vote and the growth of democracy students learn about the evolution of democratic systems
- Students are taught to engage with challenging cultural and political issues, such as the Holocaust & slavery, and how to reflect and tackle these
- Enables students to show a wider understanding of the world today by engaging with the actions that led to situations such as the Middle East, race relations and religious conflict.
- Teaches students about the impact of significant individuals from History and how they helped to challenge and shape the world around us.
- Teaches students about the importance of protesting about the topics that they feel passionately about and the growth of these ideas
- Focuses on the development of students as critical thinkers to challenge beliefs and ideas in the world around them
- Gives students an understanding of the political spectrum and the wider implications of extreme political beliefs.

- Helps to challenge stereotypes about particular groups through studying events such as the civil rights movement, terrorism and Nazi Germany
- Helps to create an understanding of the importance of the welfare state and the reasons why this was implemented
- Helps students to understand mass immigration and why this has come about and the importance of living in a multi-cultural society.

4.11 The Contribution of Geography
- Opportunities for reflection on the creation of earth and its' origins, future and diversity.
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change.
- A study of people and physical geography gives our students the chance to reflect on the social and cultural characteristics of society, and gives opportunities for students to challenge misconceptions and stereotypes.

4.12 The Contribution of Vocational Computing
- Preparing the students for the challenges of living and learning in a technologically enriched, increasingly interconnected world.
- Making clear the guidelines about the ethical use of the internet.
- Increasing awareness of the ethical and legal issues arising from the use of computers
- considering ways of minimising/mitigating the environmental impact of computers
- investigating the impact of digital inclusion and the digital divide locally, nationally and globally

5. Beyond the Curriculum
Beyond the formal curriculum, the school leads various out of school activities and community links and these reflect the importance of these opportunities to develop children's interests, talents and abilities whilst supporting and enhancing the curriculum.

We deliver SMSC through a variety of ways beyond the curriculum:
- Student Leadership.
- Work Experience
- CREATE curriculum.
- Briefings have a Spiritual, Moral, Social or Cultural theme.
- Through community based projects
- Our extensive Extra-Curricular Programme.
- Project based learning

6. Monitoring and Implementation Of The Policy
- Provision for SMSC is monitored and reviewed by SLT
- Regular discussions are held at staff meetings.
- Staff share classroom work and practice.
- The implementation of this policy is the responsibility of all staff.

7. Moving forward
The school has an SMSC SLT coordinator who works together with the staff and students to continue to develop the school's provision of SMSC.

We plan to promote SMSC in the next two academic years by:
- Using briefing and form time structure to effectively deliver key SMSC topics
- Running whole staff training on SMSC
- The development of an SMSC school page on the main website to promote and celebrate the work currently undertaken
- Introducing a school system to enhance students SMSC development.
- Continue to enhance students understanding of British values.