Spiritual, Moral, Social & Cultural Education Policy

Rationale
Horndean Technology College (HTC) is committed to providing a rich and comprehensive experience of Spiritual, Moral, Social and Cultural (SMSC) education and experience for all of its students. All staff are encouraged to provide opportunities to develop SMSC through the curriculum and this is monitored through lesson observations. We actively ascribe to the Rights, Respecting (RRSA) philosophy and our working party consisting of staff, students and parents, have contributed to the development of this policy. The policy was drawn up using a range of national and local documents including the Hampshire framework for SMSC.

Definitions
1. HTC seeks to recognise that there is a spiritual dimension within each person. The spiritual development of a child relates to the inner life, the ability to reflect, and to know that there is something deeper and more enduring than the outward and the material. It is important to acknowledge that 'spiritual' is not synonymous with 'religious', but offers the opportunities for students to reflect and use their imagination and creativity in their learning.

2. Moral development enables each child to build a framework of values which regulates personal behaviour through principles which are promoted in the life of the College; the College teaches those principles that separate right from wrong. It also helps students become effective citizens who understand the impact that they can make in society.

3. Social development encourages students to relate effectively to others, take responsibility, participate fully in the community and develop an understanding of citizenship. Moral and social development is closely related and depends upon the College fostering values such as honesty, fairness and respect for truth and justice. These will be developed through the use of Restorative Justice Techniques, ‘Thought for the Day’ messages, assemblies and intergenerational activities. Students will be encouraged to challenge prejudice and stereotypes.

4. Cultural development is concerned with both participation in and appreciation of cultural traditions. The College seeks to increase knowledge and awareness of the rich and diverse features of students’ own and other traditions celebrating where appropriate.
Aim
The College aims to enable its students, whatever religious tradition or, indeed, if they do not have a religious tradition, to become aware of the spiritual dimension which is within them, and within all life. The College believes that every area of the curriculum, whether scientific, literary, religious, cultural or sporting, may contribute to the students' inner development. It is the hope of the College that such spiritual, moral, social and cultural development in education will contribute to the wholeness and well-being of the individual student's life and relationships in turn, to her/his larger family life, society and world.

HTC promotes fundamental British values and principles which all those living in the UK should respect and support. These values are reflected in the responsibilities, rights and privileges of being a British citizen or permanent resident of the UK. They are based on history and traditions and are protected by law, customs and expectations. There is no place in British society for extremism or intolerance.

The fundamental principles of British life that we promote at HTC include:
- Democracy.
- The rule of law.
- Individual liberty.
- Tolerance of those with different faiths and beliefs.
- Participation in community life.

Achieving the Aim
Religious Education forms an essential part of the curriculum for all students. They will study the beliefs and values of many world religions, with a particular emphasis on Christianity. All Teachers are expected to develop a sense of awe and wonder through their subjects.

There is an expectation that SMSC forms an integral part of all lessons. Formal lesson plans make SMSC opportunities explicit and lesson observation forms include explicit reference to SMSC. The PSHRE curriculum and additional learning opportunities also support a rich and varied SMSC experience for our students.

In addition, opportunities are provided in tutorial time to discuss and reflect upon a wide range of values-led issues. These include explicit RR materials and audits to assess student understanding of UNICEF principles and how these apply to the lives of our students and to those in other communities.

Students are guided towards a wide range of opportunities to assume responsibilities and to experience leadership. These include a Prefect system, College Council, Student Subject Leaders, Peer Mentoring, Student Guides, Equality and Rights Advocates and Young Ambassadors as well as a variety of working groups.

In addition to being supported by a tutor, students belong to mixed age-group Houses which are linked to the College reward system and for which they can be nominated to have achieved a house value badge such as friendship or courage each half term.

A wide range of trips, extra-curricular activities, competitions and experiences are available to our students. Students are often represented at or form the main membership of working
parties and development groups such as the Publicity group and Rights Respecting working party. Also Equality and Rights Advocates of both College and County level.

Training opportunities for staff are provided through dedicated INSET and updates about RR and SMSC developments at staff meetings.

The progress of SMSC development within the college takes place on at least a termly basis by the RR working party and the SMSC steering group. The Hampshire self-evaluation audit will be conducted on an annual basis from which actions will be built into the College Development Plan.

SMSC within the College puts children’s health and well-being at the centre of what we do in College though the delivery of SRE in PSHRE, Health and Well-being Drop in Centre, through our Healthy Schools Award and our continuing work with Stonewall.

HTC is committed to supporting staff in the promotion of SMSC and regular INSET is provided.

**Assemblies and Collective Worship**

All students attend assemblies on a weekly basis, as often as the time within the Tutorial/PSHRE Programme and College’s facilities allow, in which we seek to develop moral values and a sense of spirituality.

The Governing Body is aware that the College does not meet the statutory requirements regarding collective worship but has decided that the cost of meeting the statutory requirements at present would be unacceptable since it would:

- add additional time to each working day
- disrupt the formal curriculum
- require a huge network of ‘deliverers’, most of whom would have to come from outside the College

However, it is the College’s policy to offer at least one “quality” experience in assembly for each Year Group, each week based on the aims as expressed in this document and meeting the spirit of the 1988 Education reform Act and DfE circular 1.94.

We will seek to use suitable external agencies and to maintain continuity of contact, where possible, between Year Leaders and their students during examination periods by using the Sports Hall when appropriate.

Thought for the Week supports Collective Worship and is published in the staff bulletin for use in the Tutorial Package. Themes/ideas from Thought for the Week are also developed through assemblies and applied in other subject areas through the use of a variety of cross-curricular teaching and learning opportunities.

Parents shall have the right to withdraw their children from acts of collective worship and Religious Studies. The policies followed in the College mean that assemblies and Religious Studies lessons extend to all beliefs and cultures, and those of none. Parents who are considering exercising this right are asked to contact the Headteacher in order to discuss their concerns.
Linked Policies
Bullying Policy
Relationship Management Policy
Equal Opportunities Policy
Global Dimension Policy
Sex and Relationships Policy
Safeguarding Policy