

# **Saffron Walden County High School**



## **Spiritual Moral Social and Cultural Development policy Collective Worship Policy**

**Date adopted or ratified; 12<sup>th</sup> September 2016**

**Reviewed July 2019**

**This policy is regularly reviewed following recommended guidelines**

At SWCHS we recognise that the promotion of SMSC development is central to the education of all students and prepares them to play a full and positive role in modern British society. We actively promote all students' spiritual, moral, social and cultural development within curriculum time, through our day-to-day interactions and use of our Community Code and through the many wider opportunities given to students.

Our comprehensive PSHEE programme, assembly programme and our use of tutorial time further supports the development of the knowledge, skills and attributes our students need to enable them to be the responsible, reflective and participating citizens we wish them to be.

This policy should be read in conjunction with the school policies on PSHEE, Religious Education, Equal Opportunities, SEND, E-Safety, Safeguarding and Child Protection.

### **How are these aspects defined within school?**

Spiritual Development: is about providing opportunities for students to consider/develop their own values, attitudes and beliefs and to help them to be able to respond appropriately and sensitively to the ideas of others. It promotes enjoyment of learning about oneself, others and the surrounding world and using and celebrating imagination and creativity. Students' spiritual development is shown by their:

- sense of enjoyment and fascination in learning about themselves, others and the world around them.
- ability and engagement with discussing spiritual questions and issues and their development of a set of values, principles and beliefs (which may or may not be religious) to inform their perspective on life and their behaviour and also to ensure an interest in and a respect for different people's faiths, feelings and values.
- ability and confidence to defend their beliefs/ideas. This includes their preparedness to challenge unfairness and other issues that would constrain their own and others' personal growth such as poverty of aspiration, aggression, greed, injustice, narrowness of vision and all forms of discrimination.
- recognition of the value and worth of each individual; their sense of community and their ability to build up relationships with others.
- engagement with creative opportunities to express innermost thoughts and feelings through, for example, art, music, literature and crafts; exercising the imagination, inspiration, intuition and insight and being able to reflect on these experiences.

Moral Development is about pupils having a framework of moral values which regulates their personal behaviour and ensures they recognise right from wrong; respect the law; understand consequences; investigate moral and ethical issues and can offer reasoned views. Students' moral development is shown by their:

- ability to recognise the difference between right and wrong and to apply this understanding to their lives and to know legal boundaries and respect these
- understanding of the consequences of behaviour and actions
- willingness to exploring different viewpoints and values and to develop a reasoned opinion about issues.
- understanding of society's shared and agreed values, and understanding that society's values change.
- understanding of a range of views and being able to account for/explain the reasons for this range.

Social development is about helping young people gain the social skills and experiences to work effectively with others, appreciate diverse viewpoints and thus to participate successfully in the community as a whole. Students should develop the skills that will allow them to participate and co-operate, resolve conflict, and

engage with fundamental values of democracy, the rule of law, liberty, respect and tolerance. Students' social development will be shown 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
- 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.
- acceptance and engagement with the fundamental values that underpin British society values: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- development and demonstration of skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural development is about pupils' ability to appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity. Students' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values and the continuing development of Britain.
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### **SMSC provision and development:**

The Head of RPE and Citizenship works with the Deputy Head responsible for SMSC to track provision, evaluate impact, and to research and organise further opportunities for students to maximise SMSC development and to ensure the development and understanding of the identified core "British Values". They will ensure all members of staff are aware of the importance of SMSC development and that any training needs are met.

### **Key aspects of provision include:**

- The Spiritual, Moral, Social and Cultural development of students is supported by all subjects and is embedded in lessons. ACs have a responsibility for tracking SMSC in their area and ensuring staff are aware of the importance of their role. Audits are completed on a biennial basis.
- Community Code. This underpins the way we speak to each other and behave towards each other and our school environment. It promotes respect and responsibility. Incidences of students being involved in bullying incidents are logged and followed up. Where necessary tutorials support students with social skills and encouraging involvement in the extra-curricular programme as well as with their academic progress.
- Assemblies and Reflection Activities. The Assembly coordinator has responsibility for ensuring a broad and balanced programme of assemblies that promote SMSC and the sense of school community. Half termly reflection activities are used within tutor time to focus on an important and topical issue and to stimulate debate/reflection on that.

- PSHEE education. The PSHEE coordinator ensures a broad and balanced programme that develops students' awareness through a series of timetable collapses and through the use of external speakers/groups and trained pastoral teams.
- Politics events. To raise awareness and encourage participation mock elections/referenda are held. A Politics day is part of our Activities Week for Year 9. Engagement with the Parliament Education Service is high – resource boxes are used and opportunities such as to Skype the Speaker (Year 8 2016) taken up.
- Student Voice. Elections and SV action encourage participation and promote democracy. It also gives students opportunities for leadership and to have responsibility/impact on their school and local community and also ensures they have involvement in the way we approach teaching and learning. Prefects in Year 11 and the 6<sup>th</sup> Form Committee give further opportunities to be actively involved in the school community and have leadership roles. Peer mentors are also active and groups such as the LGBT group both educate/raise awareness and provide peer support.
- Charity/Community work. Students are encouraged to be involved in charity/community work and to be advocates for the causes they espouse. This is developed in curriculum time in RPE and SPE lessons and the Purple and Green Voice student groups also lead on these issues and the One World Group campaigns and fundraises. Charity/Community work is also encouraged through the Saffron Award for years 9, 10 and 11. The Duke of Edinburgh Award Scheme is very popular in the school and this also promotes community/charity work. The 6<sup>th</sup> form are encouraged to become actively involved under guidance of ALK/JS. The OAP party is hosted by the 6<sup>th</sup> form and is a highly popular event for OAPs from the local community. The 6<sup>th</sup> Form Leisure groups organise events as a part of their cause and fundraise for charities at the same time. Charities Week sees the whole school involved in choosing charities and fundraising for them.
- Arts provision (both within and outside of the classroom). We have a Gold Arts Award recognising the quality of this and we work closely with Saffron Hall and the Guildhall School of Music and Drama. The school is a partner in the Saffron Centre for Young Musicians.
- Cultural Exchanges/Foreign visits. A wide range of exchanges and visits are offered each year. Our International Schools Award recognises our work in this area as well as the cultural learning that goes on within classrooms
- Extra-Curricular groups and activities provide a wide range of further opportunities to develop skills including team work and to develop a wide range of sporting, cultural, political and other interests. Take up is monitored by form tutors and for PPG students by PPG Champions.

## Collective Worship Policy

We believe that collective worship both supports and strengthens what we aim to do in every aspect of life at SWCHS. We have a caring ethos and we value the development of the whole person; spiritually, morally, socially, culturally and intellectually. This is reflected in our collective worship as a learning organisation. It is a legal requirement that all registered school age pupils take part in an act of worship each day. These acts of worship must be “wholly or mainly of a broadly Christian character” for the majority of the time. They must also be “appropriate, having regard to the ages, aptitudes and family backgrounds of the pupils”.

Families who send their children to SWCHS are from a range of faith backgrounds and also students from non-faith backgrounds. The faith or non-faith background of every member of staff and every young person is respected at all times.

Through our collective worship we aim to provide a caring and supportive environment for children to:

- Reflect on their own views and grow in confidence to express and explain them
- Develop understanding of the feelings and views of other people in everyday situations and beliefs;
- Explore the language which people use to express their feelings;
- Deepen their sense of wonder about the world around them;

- Explore and celebrate diversity and affirm each person's life stance, whether it be religious or not.

#### Practice at SWCHS

Each week, every student attends a year group assembly. The programme is determined in advance by the Assistant Head responsible for assemblies.

In addition, Form Tutors lead Tutor Groups through activities and reflections during Tutor Time every day.

Parents of pupils and students have a right to withdraw their children from collective worship. If a parent asks for their child to be wholly or partly excused from attending collective worship the school must comply unless the request is withdrawn. Any parent who wishes to exercise this right should consult their Year Achievement Co-ordinator in the first instance.