The Thomas Adams School

Development of Social, Moral, Spiritual and Cultural Education Statement

Thomas Adams SMSC Statement

Intent

- At our School we want to create an ethos, which develops students spiritually, morally, socially and culturally to allow students to maximise their opportunities in life in order to take their rightful place in the community on a local, national and global level.
- We want to ensure that students are treated as individuals and their personal development of students is a fundamental part of the academic and pastoral system at our School.
  - Through our SMSC programme, we intend for students to:
    - ❖ Develop spiritual values and reasoned personal and moral values
    - ❖ Consider the diverse nature of society, developing their understanding and respect for those with different religions, beliefs and ways of life
    - ❖ Value everyone equally
    - ❖ Develop personal relationships, based on trust, self-esteem and mutual respect
    - ❖ Become active, responsible citizens in a democratic society
    - ❖ Develop an appreciation of human achievements and aspirations
    - ❖ Develop an understanding of the world in which they live and the interdependence of individuals, groups, nations and the environment

Implementation and Definitions

We deliver spiritual, moral, social and cultural education through all aspects of school life; the curriculum, extra-curricular activities including educational visits, the pastoral system, PSHE and assemblies.

Spiritual Development

Spiritual development is concerned with how a student develops:
- Personal values and beliefs
- A willingness to reflect
- An ability to communicate these beliefs in discussion and through their behaviour
- An understanding of the value and role of faith and religion in societies
- Tolerance of other people.

It includes imagination, inspiration and creativity, as well as an awareness of self-identify and self-worth.

We promote spiritual development as part of a student's personal development including through:
- Reward system
- Religious Education
- Assemblies

The following are examples of Spiritual Development within subjects:

Year	Subjects	Example
7	Music	• Exploration of different styles of music, including African,

	English	Classical and the works of Mozart. • Exploration of different country's beliefs as part of a Travel Writing activity which explores student's personal beliefs and those within their class.
8	RE Art	• Development of students understanding of Life and Death. • Using art to reflect upon nature and the world around them and a study into artists who were inspired by spirituality.
9	RE	• A critical analysis of why there is suffering within the world where students consider the different types of evil and possible solutions.
10	Business Studies English	• Students explore discrimination with the work place and their own feelings. • Exploration of different faiths through poetry units.
11	RE English	• Students study a unit entitled "Muslim Beliefs" for Paper 2 which explores the idea of peace and justice within Islam. • Discussions around power and conflict through Animal Farm, Lord of the Flies.
12	Psychology Sociology	• Study on individual differences throughout the A Level course. • Exploring Criminology and the impact that has on spirituality, this features a visit to the local Dana Prison.
13	History RE	An analysis of the impact of the Communist takeover on religion and the impact of World War 2. Philosophical discussions on the existence of God as part of a unit of the same title.

Moral Development

Moral development is concerned with students' knowledge, understanding, intentions, attitudes and behaviour in relation to right and wrong within the accepted codes of society. Their knowledge and awareness of values and attitudes of individuals and society as a whole and socially acceptable codes of behaviour is important. The quality of relationships that students experience, the standards of behaviour in the school as well as the values promoted by the school's code of conduct form a basis of any judgment on moral development as well as the extent to which students show:
- An understanding of the difference between right and wrong
- Respect for people, truth and property
- A concern for how their actions may affect others
- The ability to make responsible judgements on moral issues
- Personal conduct that they take responsibility for their own actions
- Personal behaviour through principles rather than fear of punishment
- A knowledge of standards of morality

At Thomas Adams, we promote moral development through a range of activities and opportunities within and outside the classroom such as:

- The PSHE Curriculum, both in drop down days and form time
- The Religious Education Curriculum
- Assemblies including Thought for the Week
- Rewards and sanctions
- Welfare and guidance

At our school we reject:
- Bullying
- Cheating
- Deceit
- Cruelty
- Obscenity
- Intolerance of any of the protected characteristics discrimination

The following are examples of Moral Development within subjects:

Year	Subjects	Example
7	RE	A study into "what difference does it make to be non-religious today?" A unit that attempts to answer and reflect upon this and how these people make moral decisions.
8	History	An investigation into if Guy Fawkes should be considered a terrorist or a freedom fighter and how this relates to a person's moral view.
	PSHE	Lessons in Year 8 which feature examples of morality include sexual consent and anger management.
9	History	Was the British Army right to execute perceived deserters during WW1? A lesson where students have to make moral decision, with a plenary of a conscience alley activity.
	RE	The Scheme of Learning includes a lesson on "Good, bad, right and wrong" this examines the absolute and relative morality people use to make decisions.
10	English	Discussions around power and conflict through Animal Farm, Lord of the Flies.
	Psychology	Students investigate the British Psychological Society's ethical guidelines on the use of human participants.
11	RE	Moral issues are examined in the units Crime and Punishment and War and Peace.
	Graphics	Students explore why works are made and the messages and issues conveyed within them, lessons include the opportunity to discuss one another's ideas.
12	Psychology	A discussion on the rehabilitation of offenders including issues surrounding Paedophilia.
	History	The issues relating to race and immigration between 1951 to

		2007.
13	Politics	Discussions relating to the impact of political outcomes or ethical dilemmas within the political realm.
	Philosophy and Ethics	The Ethical component considers different types of morality and looks at how different ethical systems may be applied to issues such as sexual ethics.

Social Development

Social development is concerned with developing the skills and personal qualities necessary for individuals to live and function effectively in society. Social development is based on the acceptance of group rules and the ability to see oneself in a wider context. The quality of relationships in School is crucial in forming students' attitudes to good social behaviour and self-discipline. The School helps prepare students to live in society by providing knowledge and understanding of society, its institutions, structures, and characteristics, political, non-political and economic organisations. The School systematically plans for the social development of students through:

- Classroom organisation and management
- Seating plans, opportunities for collaborative work in different subjects
- School Council and leadership opportunities
- Educational Visits, including overseas
- The Citizenship Curriculum which features in My Future Drop Down Days and as part of the PSHE form time curriculum.
- Links with Further and Higher Education Providers
- Extra-curricular activities
- Charity and fundraising activities

The following are examples of Social Development within subjects:

Year	Subjects	Example
7	English	Exploration of different country's beliefs as part of a Travel Writing activity which explores student's personal beliefs and those within their class.
	RE	"How are Sikh teachings on equality and service put into practice today?" A unit that focuses on Sikh teachings and how Sikhs put their beliefs into action today
8	Music	Throughout all Key Stages, performance is at the centre of the subject. By working and playing collaboratively, students develop social skills.
	Art	Students develop respectful interaction with their peers and teachers when discussing work and sharing equipment.
9	History	Students complete an extended study on Women's Rights by examining the Suffragettes and the rise of feminism through the 1900s.
	PE	Students have the opportunity to participate in team sports.

10	History	Societal developments are studied throughout the GCSE, including developments in 20th century America, Elizabethan society including lifestyles of rich and poor and popular entertainment.
	English	Students study gender and social hierarchy within the works of Shakespeare.
11	Psychology	Study into Social Influence, exploring the idea of obedience, conformity, bystander and crowd behaviour.
	RE	**"Living the Muslim Life"** a unit that examines the impact of religious practices on society today They also consider how issues such as crime, punishment, war and peace affect the society in which we live.
12	Business	Students work collaboratively on a management project for a real business.
	Sociology	Creation of a sense of community within the classroom.
13	Business History	Students work collaboratively on the Drapers Den challenge. Development of Russian Society between 1855 – 1964. Taught throughout the course. Impact of policies such as emancipation, collectivisation and the social thaw under Khrushchev.

Cultural Development

A student's cultural development refers to an understanding of those values, beliefs, customs, knowledge and skills which link groups together and give people a sense of identity. At our School we seek to develop in students an understanding and awareness of their culture within a multi-cultural society and encourage personal values and self-esteem. Our curriculum provides experiences of all aspects of culture including languages, aesthetic, mathematical, literacy, technological, scientific, musical, political, economic, citizenship and religious education.

There are opportunities for cultural activities and visits:

- Creative and Performing Arts subjects as part of the curriculum for all students at KS3
- Cultural visits aboard including Normandy through History and opportunities to do charitable work through Camps International.
- Visits to centres of cultural interest including Liverpool
- Extra-curricular activities including adjazz and choir.
- Mock elections during PSHE days
- Charity and fundraising activities
- An understanding of international exploitation

The following are examples of Cultural Development within subjects:

Year	Subjects	Example
7	Art	Study artists from a variety of cultures and eras.

	English	Yr 7 Unit 2: Magician's Nephew: change in culture and beliefs
8	RE	The unit **"What is good and what is challenging about being a Muslim teenager in Britain today"** explains how the beliefs and teachings of Islam guide Muslims in responding to the challenges of life in Britain today.
	PE	Throughout Key Stage 3, students are given a taster session on a range of Olympic sports that include an awareness of the sport's origins.
9	English	Unit 1: Blood Brothers: Tragedy, class, culture of Liverpool, industrialisation and capitalism and Unit 2: Dystopian Fiction: effects of differing governments, how race and class affect culture
	PSHE	Students learn about British Politics and the importance of democracy. Other lessons look at British cultural icons with a focus on an appreciation of multi-cultural Britain.
10	English	Poetry unit: power and conflict between those of different cultures Shakespeare: patriarchy, gender roles, effect of religion and monarchy
	PSHE	Students look at the culture of North Korea and its political institutions.
11	RE	In Year 10 the unit **"Living the Muslim Life"** that examines the impact of religious practices on culture
	Psychology	A debate into the nature V Nurture argument.
12	History	The extent to which Britain became a multicultural society by 2007
	Psychology	Studies into the impact different cultures have on individuals.
13	Politics	Exploring British political culture and various political ideological impact on the contemporary world eg Socialism, Liberalism, Conservatism, Realism in international relations
	Philosophy and Ethics	All units in Philosophy, Ethics and Developments in Christian Thought examine issues that impact our culture, but the unit on **"Secularism"** is particularly relevant

British Values

In addition to developing spiritual, moral, social and cultural opportunities for students, we also ensure that the British Values of democracy, the rules of law, individual liberty and respect/tolerance permeate the work of the School.

This is achieved in:

- Subject Lessons
- PSHE Curriculum including form time which has a strong focus on the different British Values.
- Assemblies

DELIVERY OF SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT IN THE SCHOOL

- All departments should identify and consider ways in which they can contribute to the personal development of each student
- Collective worship provides a regular opportunity to help students in their personal development.
- The PSHE programme will provide an opportunity to focus on specific issues and events which are in line with SMSC requirements and also give time for reflection upon students own identity and life both in and out of the School.
- The rewards and consequences system in the School promote moral understanding at all times.
- Extra-curricular activities
- Development days and events

IMPLEMENTATION OF THE SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY

- Throughout a students' life at our School we will offer positive and realistic examples and role models for students to follow.
- The School's vision and aims need to be shared by the whole School and everyone should work together to achieve the agreed goals
- Consistency in staff responses to students with regard to rewards and sanctions is essential

MEASUREMENT OF IMPACT

IMPLEMENTATION, MONITORING AND EVALUATION OF THE IMPACT OF THE POLICY

- Responsibility for SMSC lies with the Assistant Headteacher for Personal Development and the Deputy Headteacher for Behaviour and Personal Development. A tracking system will be introduced in 2022/23 which includes an impact analysis sheet and tracking document and an online survey.