Spiritual, Moral, Social and Cultural Development of Students

Reviewed and Approved by Governors: October 2012
Introduction

Ladybridge High School aims to provide an education that focuses on developing our pupils in all aspects of their lives. We recognize that the personal development of pupils, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve and develops their skills so as to be able to make an active contribution to both the community and world at large.

Rationale

Ladybridge High School is a close-knit community, with a ‘family feel’ to the relationships between adults and children. Here, pupils will find acceptance for themselves as unique individuals. However, pupils will also gain cultural awareness, respect and tolerance of those who follow other faiths and different backgrounds.
Pupils will be encouraged to explore and develop their own values, spiritual awareness, along with high standards of personal behavior.
Ladybridge high school places a strong emphasis on building positive, caring attitudes towards others, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. All adults will model and promote expected behavior, treating all people as unique and valuable individuals and showing respect for pupils and their families. The school community will be a place where pupils will learn to differentiate between right and wrong in as far as how their actions affect other people or society at large.
Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behavior and provide opportunities to celebrate pupils’ work and achievements.

Aims

The general aims of Ladybridge High School with regards to SMSC development of pupils are to:

- Ensure that SMSC issues are embedded throughout the school curriculum in a consistent way.
- Give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experiences.
- Enable pupils to develop understanding of their individual and group identity.
- Provide pupils with the opportunity to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- Give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
- While making provision for the SMSC development of pupils is the responsibility of the entire school community, the Director of Standards for SMSC will take the lead. Responsibility also lies with the Governing body and the Headteacher.

Spiritual Development

At Ladybridge High School we want to ensure that pupils are aware of what it means to be spiritual and support them in their spiritual development. Spirituality is about what it is to be human, to grow as a person, to become self-aware and to develop relationships with others.
At Ladybridge High School we aim to provide opportunities that will enable pupils to think, reflect and respond to the spiritual dimensions of life for themselves.
Our main aims are to:

- Give pupils the opportunity to explore their values and beliefs, the values and beliefs of others and how they affect peoples’ lives.
- Provide pupils with the opportunity for self-reflection
- Give pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful.
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- Encourage pupils to relate their learning to a wider frame of reference – for example, asking ‘why?’, ‘how?’ and ‘where?’, as well as ‘what?’.

**Moral Development**

Moral development is considered as a personal development relating to human behavior, especially the distinction between good and bad or right and wrong. In order to develop a pupil’s moral awareness at Ladybridge High School we aim to:

- Provide a clear moral code as a basis for behavior, which is promoted consistently through all aspects of the school.
- Promote measures to prevent discrimination on the basis of race, religion, age and other criteria.
- Encourage pupils to take responsibility for their actions; for example respect for property, care of the environment and developing codes of behavior.
- Provide models of moral virtue through literature, Humanities, Sciences, Arts, external speakers.

**Social Development**

Personal development in this respect is concerned with living in a community rather than alone. In order to develop a pupil’s social awareness at Ladybridge High School we aim to:

- Foster a sense of community, with common, inclusive values, which ensure that everyone, irrespective of ethnicity, nationality, gender, ability, sexual orientation and religion can flourish.
- Help pupils develop personal qualities, which are values in society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence and self-respect.
- Provide a conceptual and linguistic framework within which to understand and debate social issues.
- Work together cooperatively

**Cultural Development**

- understanding and 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 socio-economic groups in the local, national and global communities

**SMSC in the Curriculum**

All curriculum areas make a contribution towards a child’s SMSC development and opportunities for this will be planned in each area of the curriculum. Below are some examples of how SMSC development has been integrated into the curriculum.
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**English, Drama and other curriculum areas** make a major contribution to pupils’ SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity;
- Enabling pupils to understand and engage with the feelings and values embodied in poetry, fiction, drama, film and television;
- Developing pupils’ awareness of moral and social issues in fiction, journalism, magazines, radio, television and film;
- Helping pupils understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language;
- Through written and discussion work, pupils will debate and reflect on a number of social and moral issues;
- Studying literature and art from different cultures supported by visits from writers and artist participating in workshops.

**Mathematics** can provide a contribution to pupils’ SMSC development by:

- Supporting whole school policy on issues such as discipline and behavior.
- Enabling pupils to acknowledge the important contribution made by Mathematics by Non-Western countries.
- Making sense of the world around us through Mathematics.
- Studying the ethical side of money.

**Science** provides opportunities for pupils’ SMSC development through examples such as:

- Encouraging pupils 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 scientific developments.
- Showing respect for differing opinions, for example, on creation.
- Cooperation in practical activities.
- Raising awareness that scientific developments are the product of many different cultures.

**ICT** can contribute to SMSC development by:

- Making clear the guidelines about the ethical use of the internet and other forms of communication technology.
- Establishing boundaries in society by considering what is acceptable
- Raising pupils’ awareness through the use of ICT.

**History** makes a contribution to SMSC by:

- Looking at the establishment of multi-cultural Britain.
- Enabling pupils to reflect on ethical issues such as slavery and imperialism.
- Showing an awareness of the moral implications of the actions of historical figures.
- Taking pupils on relevant trips to develop their moral and social consciousness and empathy skills.
Geography contributes to SMSC where:

- Opportunities for reflection on the earth’s origins, future and diversity are given.
- Reflection on the fair distribution of the earth’s resources.
- Studies of people and places give pupils the chance to reflect on the social and cultural characteristics of society.

MFL contributes to SMSC through:

- Pupils may gain insights into the way of life, cultural traditions, moral and social development of other people in lesson time and through relevant trips.
- Pupil’s social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral work.
- Boosting knowledge and understanding of other cultures.

Religious Education makes a distinctive and substantial contribution to the delivery of SMSC:

- Learn about beliefs, values and the concept of spirituality
- Reflect on the significance of religious teaching in their own lives
- Develop respect for the rights of others to hold beliefs different from their own.
- Show an understanding of the influence of religion on society.
- Appreciation and understanding of different cultures, religions and traditions.

Art may contribute to SMSC by:

- Giving pupils the chance to reflect on nature, their environment and surroundings.
- Opportunities to study artists with a spiritual and religious theme.
- Examining pieces of art based ethical/ moral concerns raised by artists i.e: War, the Holocaust, racism, violence.
- Giving pupils the opportunity to reflect on thought provoking questions.

Physical Education helps actively promote SMSC development by:

- Individual activities that provide the opportunity for self-reflection, awareness and challenge i.e dance, movement.
- Activities involving cooperation, teamwork, competition, rules, self-discipline and fair play i.e team games.
- Creating links where possible with other schools to allow pupils to develop a healthy sense of competition.
- Providing a range of sports and activities to allow pupils to explore their likes and dislikes as well as their own boundaries. Being accepting of other’s strengths and limitations.
- Providing an excellent basis for learning about others and accommodating other’s styles and skills.

PSHE/Citizenship

- Providing the opportunity for pupils to challenge all that would constrain the human spirit, for example, discrimination.
- Understand how societies function
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- Appreciate rights and responsibilities
- Show respect for property, environment, life
- Foster a sense of community
- An appreciation of the diversity and interdependence of cultures

**Links with parents/Carers** SMSC is promoted through the school’s links with parents/carers. This includes:

- The school receiving the Leading Parent Partnership Award
- Parent forum
- Child Action meetings/meeting with parents during admission interviews
- Meeting parents before a child comes back into school following a period of exclusion
- Involving parents in discussions when a child’s attendance falls.
- Inviting parents to various evening events, for example, SEN Evenings, G&T Evenings, Year 7 Settling in Evening, Induction Evening, Parents Evenings, Progress Evenings, Sports Presentation Evening, Key Stage 3 & 4 Presentation Evening, Productions, Option evening.
- Home, School Agreement
- Parents are invited to some key assemblies in the year.
- We have an open door policy to any parent who is considering sending their child to Ladybridge High School, so that they can come to school on any day, at any time and have a guided tour of what happens on a day to day basis.
- Parents from year 7 receive a newsletter once a fortnight, informing them of what has been happening in school, reminding them of expectations, reporting on Learnacy groups attendance and informing them of upcoming events.
- Year 8 & 9 also receive a newsletter every ½ term, which is produced with the help of pupils from those year groups.
- The whole school has a newsletter every term.
- Parents are sent text messages, as well as letters home to keep the lines of communication clear.
- Family support workers
- Email addresses of parents are encouraged to be exchanged with a child’s Learnacy Coordinator
- The School Calendar is issued at the beginning of each academic year and includes dates for formal and informal events. Parents are encouraged to ‘save the date’.

**Links with the wider community**

- Through the Super citizen Days, year 7 visit St.Mary’s Church, Deane, Zakarriya Mosque and Krishna Temple, Bolton every year.
- Ladybridge High School has strong links with BCOM
- We have worked closely with ‘Bolton At Home’ on a number of community projects, for example, connected to Safety in the Community.
- Links with greater Manchester Police who have delivered session to year 9 students looking at Terrorism and Extremism, to promote Community Cohesion.
- Links with the Youth Offenders Institute, who have brought young prisoners into school, escorted by prison officers, who have spoken about prison life and their experiences.
- Guest speakers, for example, Shaun Attwood, who delivered a session on drugs.
- Links with Greater Manchester Fire and Rescue Service who involve us in their campaigns through their work on Super Citizen days and during assemblies. This covers topics such as...
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anti-social behavior, criminal damage, Bonfire night, Halloween, moorland and grass fires, water safety, safety in the home, ice safety, deliberate fires etc.

- We have invited theatre groups to come into school to perform and provide workshops on topics such as Transition, Bonfire night, Halloween, Bullying, alcohol, drugs.
- Patterdale Challenge Science residential
- Science trip to Oxford University
- Pupils have taken part in Bolton’s music and dance festivals
- 360 have delivered sessions in school about drugs and alcohol
- Fund raising by the students have resulted in the school being able to purchase a defibrillator
- We have had teams from Healthy Schools who have delivered SRE session, for example, Delay, Party Hard, Party Safe, and food tasting sessions. Also, Janet Graham from the EXIT team has worked with some of our more vulnerable students.
- Visitors from the oral hygiene team have delivered sessions in school
- We have specialist Bollywood and Street dancers who have been in school to teach our pupils their style of dance.
- Ladybridge has close connections with Runshaw College and other FE providers
- Our students have produced art work which is displayed in the farm building – use by other schools and groups of learners.
- CVS – Community Volunteer Service, delivered session to our Key Stage 3 students about the risk of shisha smoking, chewing tobacco and mouth cancer.
- Patsy McKay has been in school from ‘Women against violence’ to talk to our students about her tragic experiences as a result of Knife Crime and Gangs.
- We have had volunteers from MHIST – a local mental health organization, who have delivered sessions in school on mental health issues, for example, eating disorders.
- School is heavily involved in charity work for the wider community. We have participated fully in UNICEF Week over the past few years, with the whole school taking part in UNICEF assembly led by Ann Zammit and all Learnacy groups raising money by doing sponsored activities, for example, swimming, walks, runs, sponsored silence, tombolas, making and selling cakes, spong the teacher etc.
- Every year we have an assembly led by Sean Gallagher about the ‘Samaritan Purse’ when we encourage pupils to donate Christmas boxes for less fortunate children in other countries.
- We also have an annual afternoon with the local elderly, who come to Ladybridge for lunch made by our students and are entertained by our students.
- ‘Respect Me Too’ a project run in conjunction with Essa Academy, Raise the Youth foundation and Bolton At Home to explore issues of abuse and respect within teenage relationships.
- Staff have ran car boot sales at the weekend and quiz nights to raise money for UNICEF.
- Our staff, pupils and parents embraced the opportunity to watch the Olympic torch pass by Ladybridge this summer, together as one community.
- We have a fantastic staff and pupil turn out to the year 11 Prom each year, which is organized by the year 11 Prom Committee.
- We have links with our neighbouring school, Rumworth, with some of our pupils helping children with disabilities during their swimming lessons.
- Every year the History and Art departments take part in a Holocaust project with other Bolton schools
- We held a Careers Fair at school organized by Paula Doxey and pupils from Year 9 also had the chance to attend a Careers Convention at Bolton Arena prior to the Option Evening.
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- Pupils were also given the opportunity to attend an event at the Town Hall called ‘Future’s For Me’, which was organized by Sean Gallagher in order to give our pupils more information about their college choices.
- We have an annual non uniform day to raise money for Jeans for Genes Day in October. This is promoted through an assembly led by Zoe Philips.
- We have strong links with our local primary schools and there is a great deal of work done bringing primary school pupils to Ladybridge for lessons and our teachers delivering lessons at the local primary schools.
- The Pet Show was resurrected this year, which opened up our facilities to the wider community.
- We have good links with the Music Centre
- Mosaic challenge
- The office produce bulletins for our local church, St Mary’s, Deane.
- Myerscough have worked with groups of Year 10 and Year 11 pupils from other schools across Bolton. The farm now has a Year 11 Small animal Care Course and is developing a primary curriculum

Other Ways SMSC is promoted in school

The learning environment is reflects the school’s commitment to SMSC in many ways:

- The school walls display SMSC ‘messages’ for all to read as they move through the school.
- We have a SMSC notice board at Student Reception with some key messages about what SMSC is, what our students can or have been involved in which promotes SMSC development.
- We have SMSC messages on the television screens at Main Reception and at Student Reception
- Our Reception area is a welcoming place, where music is played and awards and certificates are displayed.
- Students Receptionists to greet guests
- Staff regularly eat with our pupils in the dining area
- We have trained first aiders
- Year and School Council
- Prom committee
- Hoodies committee
- Litter picking duties
- Deep Learning Experiences, for example, the Jubilee Party
- Welcome charter
- Internet Code of conduct
- Our quad is looked after by students and is a memorial to a past pupil who died of cancer. It is affectionately known as ‘Tom’s Garden’.
- Expectations of uniform
- The PPM promotes the rights of the child
- The PPM outlines the Rules of Fair Play
- Teenage Health work, including counseling, advice on diet, SRE etc.
- The celebration of sporting success and sports stars
- School discos
- UFA activities
- Residencies
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- Sporting fixtures
- Duke of Edinburgh award
- Intervention – for low literacy levels, or for pupils at Key Stage 4 who are struggling with Maths, English, History, Geography, MFL or Science.
- Enrichment Activities, for example, the ski trip, trip to Paris, PGL, Kingswood, trip to Parliament, other trips to London, trip to local magistrates courts, visits to the Anderson Centre.
- Eco group
- Visits from writers
- Assemblies – involving pupils and staff
- Induction Day
- Associate SLT
- Head boy and Head girl
- Ambassadors, for example, health ambassadors who have had first Aid training and carried out sessions with other pupils about health issues, ambassadors that help out during Open Evening or Parents Evening.
- Enterprise
- Student Voice
- Encouraging behavior at lunch time, for example, the use of cutlery and returning their tray.
- Visitors into school
- Taking part in activities during Learnacy or through assembly for special days, for example, St. George’s Day
- The opportunity for pupils to watch performances, for example, Hairspray and the Wizard of Oz.
- Partaking in dance from different parts of the world.
- Nurture groups
- Year 11 visit to the Chinese buffet
- Revision classes after school and during the holidays
- Breakfast club before an exam
- Rewards assemblies – pupils are presented with awards, certificates
- Reward lessons
- Afternoon tea rewards, based on achievement points on sims
- Pupils BBQs
- Volunteer work
- Year 9 Fashion Show, which pupils with self esteem issues where invited to take part.
- Key Stage 3 Science challenge
- Participation in the Physics Olympics at Bolton school
- Visit to the Space Centre in anticipation of students opting for GCSE Astronomy
- Rewards Trips – Camelot, Alton towers, Blackpool Pleasure Beach, Light Water Valley etc at the end of the summer term.
- Star Player rewards trips
- Learning conversations
- Learning Conventions
- Army Days
- Work through Connexions
- Theatre trips, e.g. year 7 Pantomime, Key Stage 4 Blood Brothers
- Pupils have worked on the Grace Centre Garden
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- Royal Marines have been in school teaching pupils the skills of surviving on rations and cooking from basic ingredients
- Website links in the PPM
- Youth Parliament – pupils participated in voting for candidates they wanted to represent them through an assembly. We have since worked with some of the candidates, one who was elected as Youth MP and one who did not get elected but has a lot to offer our students in terms of his experiences and what he has made of the opportunities presented to him.
- Students have been involved in planting flowers around the school.
- Sharing our site with others
- The EAL department
- Teenagers and toddler groups
- An acknowledgement of achievement and success out of school on the Learnacy notice boards under the heading of ‘above and beyond’.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of teaching and learning, through subject Learning Walks
- Work book scrutiny
- Schemes of Learning
- Lesson Plans
- Extracurricular activities
- Discussions at staff and parents’ meetings
- Student voice activities
- Year and School Council
- Display boards – specifically the SMSC board at student reception and notices which are displayed on the television screens at Main and Student Reception.

It is important to note that other policies directly influence, support and promote SMSC. For example, the school’s Behaviour Policy and Equal Opportunities Policies, which are an integral part of daily classroom practice.