

# INTRODUCTION TO SMSC AT LUDLOW CE SCHOOL

We aim to create a climate and ethos at Ludlow School, where the development of Spiritual, Moral, Social & Cultural Development (SMSC), enables all our students to grow and flourish, become confident individuals, and appreciate their own worth and that of others.

Outstanding SMSC can be seen where SMSC development underpins all the school's curriculum and teaching. Impact is evident in and beyond all classrooms, and through our students' attitudes.



## Defining Spiritual, Moral, Social and Cultural Development

Providing a definition of SMSC that is universally accepted is not straightforward. However, the Ofsted Inspection Framework says (Sept 2018):

“The **spiritual development** of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.
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The **moral development** of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The **social development** of pupils is 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 British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The **cultural development** of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those 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 in continuing to develop 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 socioeconomic groups in the local, national and global communities."

### **Desired Outcomes**

At Ludlow School, we aim to ensure all students experience and demonstrate the following in the four SMSC areas:

#### **Spiritual Education**

- Develop personality and character
- Are self-aware and sensitive to the needs of others
- Think deeply and reflect
- Experience a sense of awe, wonder and mystery
- Have clear personal values and are open to new ideas
- Appreciate the importance of beliefs and values in human affairs
- Have a clear sense of identity and belonging
- Are able to express their feelings and emotions openly
- Are creative, imaginative and perceptive
- Are curious about the world around them
- Respond with interest and develop from new experiences

#### **Moral Education**

- Take personal responsibility for their actions
- Know the difference between right and wrong
- Tell the truth and keep promises
- Respect the rights and property of others
- Exercise self-discipline
- Understand the consequences of the actions of themselves and others
- Help those less fortunate than themselves
- Show a keen interest in ethical issues
- Make reasoned and responsible responses to moral dilemmas
- Reassess values in the light of experiences
- Articulate their own attitudes and values
- Help set guidelines to govern their own behaviour and behave consistently in accordance with these principles

#### **Social Education**

- Co-operate effectively with each other and participate successfully in the community as a whole
- Develop the inter-personal skills necessary for successful relationships
- Exercise responsibility
- Participate successfully as a member of a group or team
- Show respect for people, living things, property and the environment
- Relate well to other people's social skills and personal qualities
- Accept others' rights to hold different views / beliefs
- Respect others' needs and interests
- Resolve conflicts intelligently and seek consensus
- Challenge, when necessary and in appropriate ways, the values of a group or wider community
- Reflect on their own contribution to society and to the world of work

- Benefit from advice offered by those in authority or counselling roles
- Appreciate the rights and responsibilities of individuals within the wider social setting
- Understand how societies function and are organised in structures such as the family, the school and local and wider communities
- Participate in activities relevant to the community
- Understand the notion of interdependence in an increasingly complex society.

### **Cultural Education**

- Understand that cultures are always changing and equip students to cope with change
- Have insight into their own and others' cultures
- Embrace and celebrate diversity
- Challenge any form of prejudice
- Recognise and understand their own cultural assumptions and values
- Appreciate cultural diversity and accord dignity and respect to other people's values and beliefs
- Are open to new ideas and demonstrate a willingness to modify cultural values in the light of experience
- Develop an ability to use language and understand images / icons – for example, in music, art, literature – which have significance and meaning in a cultural context
- Are willing to participate in, and respond to, artistic and cultural enterprises
- Experience a sense of personal enrichment through encounters with cultural media and traditions from a range of cultures
- Have a regard for the heights of human achievement in all cultures and societies
- Appreciate the diversity and interdependence

### **Evidence**

Evidence can be found in many different forms. It could include:

- Positive attitudes and values
- Lesson observation of teachers' promotion of SMSC opportunities
- Curriculum contribution to SMSC of different subject areas
- The range and uptake of opportunities provided by the school outside the formal curriculum
- Assemblies and tutor time activities
- PSHE, RE, RSE and Citizenship programmes
- Analysis of behaviour/ bullying/ racist/ discrimination incidents
- Evaluation of students' attitudes and changes over time – student voice
- Classroom climate for learning: students' attitudes and response from lesson observations and learning walks
- School ethos (from student/parent surveys, external evaluation, learning walks, visitor feedback)
- Relationships developed by the school with the wider community

# ENGLISH

The English Department is proud to offer a range of Spiritual, Moral, Social and Cultural experiences through English lessons and extra-curricular activities.

## Spiritual

Spiritual education in English focuses on reflective and empathy skills. Through studying a range of novels, poetry, plays and non-fiction texts, students engage with characters' feelings and values. Such texts also provide opportunities to explore important themes and ideas like death, religion, compassion and creativity. Indeed, discussing particular emotions and themes encourages students to reflect on their own lives and question their own beliefs. The study of certain texts, such as WW1 poetry, facilitates students' understanding of the society that they inhabit today, increasing their sense of identity. Responding to texts from our literary heritage allows students to discuss today's society and what we can learn from the past.

## Moral

Moral education in English includes topics such as equality, discrimination, prejudice, gender, justice and responsibility. Moral development involves students exploring and analysing appropriate texts which equips them with the knowledge and ability to question and reason; this will enable them to develop their own value system and to make reasonable decisions. Students develop an awareness that life throws up situations where what is right or wrong is not universally agreed. Novels and plays are selected that extend students' ideas and their moral and emotional understanding. For instance, moral dilemmas, consequences of actions and issues are promoted in some of our texts like *The Boy in the Striped Pyjamas*, *An Inspector Calls*, *Of Mice and Men* and *To Kill A Mockingbird*. Through reflection on a writer's presentation of ideas or the motivation and behaviour of characters, students articulate informed personal opinions; their discussions on literary characters and the decisions they make, promote understanding of people's behaviour and its consequences. For instance, when studying *Romeo and Juliet* or *Macbeth*, students explore the characters' choices and moral values. Students are given opportunities to talk for a range of purposes, including exploration and hypothesis, consideration of ideas, argument, debate and persuasion. In discussion, they should be encouraged to take different views into account and construct persuasive arguments.

## Social

Social development in English involves students reading a range of fiction and non-fiction that offers perspectives on society and the community, and their impact on the lives of individuals. Students are provided with opportunities to read texts that portray issues and events relating to contemporary life or past experience. For instance, students will study clusters of poetry on themes such as relationships, power and conflict; exploring how characters resolve issues relating to such themes enables discussions about pupils' own experiences. Furthermore, social development in English centres on being a successful communicator. Students are provided with opportunities to take different roles in group discussions and develop their understanding of what makes an effective speaker and listener. In preparation for the GCSE speaking and listening endorsement, the KS3 curriculum offers ample scope for students to discuss, present and accurately express their ideas using Standard English.



## **Cultural**

The specific study of novels, poetry and plays set in other cultures promotes cultural awareness and empathy. Texts include *Of Mice and Men*, *To Kill A Mockingbird*, *The Boy in the Striped Pyjamas*, Greek myths and *Literary Shorts* (a collection of stories covering English literary heritage, seminal world literature & contemporary writers). These texts encourage students to empathise with the backgrounds, feelings, experiences and concerns of others in order to develop their sensitive understanding of other people's attitudes, ideas and behaviour. Moreover, we have a year 8 poetry unit titled 'Poems from Other Cultures' aimed at promoting an understanding of different experiences and cultures. Since one of the assessment objectives in the new GCSE English Literature specification continues to focus on students showing an understanding of the relationships between texts and the contexts in which they were written, the skill of linking a text to its social, historical and cultural context is embedded within our KS3 curriculum. It is also a key component of a study of a Shakespeare play, a collection of poetry or a novel.

# MATHEMATICS

## **Spiritual, Moral, Social and Cultural Development**

The Mathematics Department at Ludlow CE School supports the development of SMSC in the education of its students, not only through specific topics in the curriculum, but also how we teach and how we conduct ourselves as professionals. The development of critical thinking skills enable students to analyse, evaluate and reflect upon their solutions - encouraging a positive mind-set is essential when learning to cope with new mathematical methods and/or difficult problems in order to develop perseverance in our students.

Mathematics is important in everyday life and it is something we use all the time, often subconsciously: many jobs require being able to use and apply concepts and most subjects will use ideas encountered in Mathematics. As such it is difficult to identify every opportunity within the taught curriculum where SMSC is developed.

Our aim is that opportunities for SMSC development are formally documented through the 5 year (all through years 7 to 11) scheme of work that is being developed and delivered on an ongoing basis as part of the new 2017 Mathematics GCSE. This involves identifying real-world and problem solving opportunities, in addition to sourcing good quality resources that provide a variety of opportunities to vary the activity types when teaching a specific topic.



# SCIENCE

## **Spiritual**

Spiritual Education in Science involves the search for meaning and purpose in natural and physical phenomena. It is the wonder about what is special about life, an awe at the scale of living things from the smallest micro-organism to the largest tree, and the interdependence of all living things and materials of the Earth. It concerns the emotional drive to know more and to wonder about the world and aesthetically appreciate its wonders, including for example the enormity of space and the beauty of natural objects or phenomena, plants, animals, crystals, rainbows, the Earth from space etc.

## **Moral**

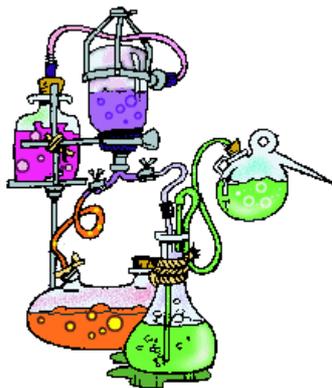
Science encourages students to become increasingly curious to develop open-mindedness to the suggestions of others and to make judgements on evidence, not prejudice. Students realise that moral dilemmas are often involved in scientific developments. When considering the environment, the use of further natural resources and its effect on future generations is an important moral consideration. The ethics of cloning and GM food are given due thought.

## **Social**

Social Education involves group practical work, which provides opportunities for pupils to develop team working skills and to take responsibility. Students must take responsibility for their own and other people's safety when undertaking practical work. Science has a major effect on the quality of our lives. Students are encouraged to consider the benefits and drawbacks of scientific and technological developments and the social responsibility involved.

## **Cultural**

Science involves thinking of scientific discoveries, as much of a part of our culture as great music and films. Credit is given to scientific discoveries of other cultures. Science is also seen as a contemporary activity and developments are made all over the modern world. It is, therefore, an activity undertaken by a wide range of men and women in many different cultures, both now and in the past. The interdependence of the world in environmental issues is central to Science.



# MODERN FOREIGN LANGUAGES

## Spiritual

Development in MFL concerns students wondering at the number of different and similar ways that people have developed to express themselves and ideas. Students also look at the simplicity and the complexity of these ideas and the ways in which we learn and construct our languages.

## Moral

Moral Education in MFL concerns students using the vehicle of languages they have to make a personal response to right and wrong. All languages carry messages about every aspect of life, including moral development, and pupils are able to consider other people's responses to moral issues.

## Social

MFL concerns communicating for a purpose with people from other cultural and social backgrounds. The social element of language learning comes both from learning about other societies and learning together in the classroom.

## Cultural

Cultural Education is achieved through students valuing all languages and therefore learning to understand and respect other people.

Examples of Spiritual, Moral, Social and Cultural Education in Modern Foreign Languages include:

- Looking at cultural festivals for example Christmas and seeing how these are celebrated in different countries, as well as looking at festivals, such as Semana Santa in Spain.
- Aiming to breakdown stereotypes and looking at the similarities as well as the differences between countries and cultures – Nationalities/Foods/School day.
- Researching projects on different countries and preparing presentations and leaflets to express our ideas e.g. healthy eating posters and environment projects.
- Students taking part in educational visits to France and Spain to give students the opportunity to experience another culture and speak another language – KS3 French Trip & Xmas Market.
- Allowing students to develop an appreciation of theatre, music, art and literature by listening to French and Spanish music and watching French and Spanish films. A theatre company visited school to perform a show in French and Spanish in February 2013.
- Encouraging students involvement in debates and discussions on healthy lifestyles, environmental issues, marriage/divorce, single parent families, poverty and charitable organisations. Students also discuss issues such as bull fighting in Spain, vegetarianism and cultural differences between countries.
- Students working together on an information gap activity or joint project.



# GEOGRAPHY

## Spiritual

Geography inspires awe and wonder at the natural world: both at the physical and human features. It also inspires wonder of the natural environment such as rivers, mountains, hills, volcanoes and the effect of weather and climate. It also includes the effect that the environment continues to have on settlement and peoples' daily lives.

## Moral

Geography provides opportunities for students to recognise that development takes place within a global context, and that local decisions affect and are affected by decisions and processes in other countries, for example river pollution. Issues of justice, fairness and democracy are central and can be debated in terms of students' own experiences, as well as using geographical issues as contexts.

## Social

Geography involves the study of real people in different societies. In looking at their own locality and others in the world, students' sense of identity and community can be strengthened.

## Cultural

Cultural education involves the study of real people in real places in the present. It provides opportunities for multi-cultural education through recognising commonalities and differences. It also encourages students' to reflect on their own personal reality of sense of space.

Examples of Spiritual, Moral, Social and Cultural Education in Geography include:

- Students learning about the power of the Earth's forces, for instance the effects of earthquakes and their impact on people
- Understanding the threats to the planet, both now and in the future, including global warming
- Students understanding and debating the conflicting values and opinion held by different groups of people involved in issues such as tourism and conservation
- Students discussing the consequences of globalisation and its impacts on workers and their possible exploitation
- Students discussing the changing urban environments, as well as discussing people's role in the decision making process
- Students becoming aware of the social problems of settlement decline
- Understanding the social consequences of a variety of topics, including trade and aid around the world



# HISTORY

## Spiritual

Spiritual education in History involves the mystery of how and why events in the past happened and their many causes, and helping students to a realisation that events did not have to happen that way; they could have taken other directions. It also involves realising the incredible significance that some individuals have had in the past, the distortions that can take place through time, and the multitude of different interpretations that can be made about one single event. History allows students to see the similarities between people now and in the past, and sometimes through sources and artefacts, we feel that we can almost reach and touch them. Artefacts, for example, can bring us closer to people through touching what they felt, feeling their shoes, clothes etc.

## Moral

History involves students being encouraged to comment on moral questions and dilemmas. History is a story of right and wrong, and students develop the ability to empathise with the decisions which ordinary people made at the time, based on their historical situation.

## Social

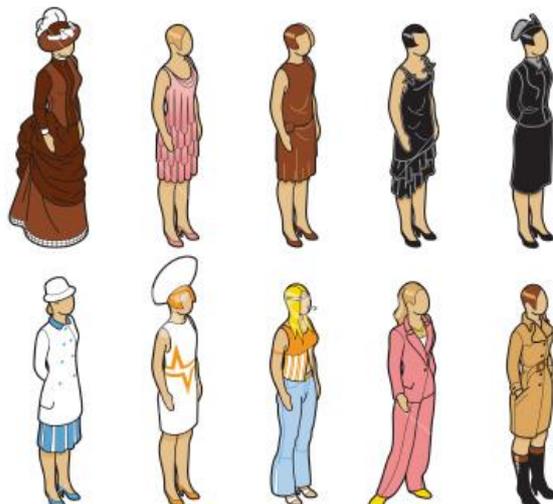
History encourages students to think about what past societies have contributed to our culture today. Students' own social development is encouraged through working together and problem solving. History also has a role to play in helping people to express themselves clearly and communicate better.

## Cultural

Cultural education involves students developing a better understanding of our multi-cultural society through studying links between local, British, European and world history.

Examples of Spiritual, Moral, Social and Cultural Education in History include:

- Students being given the opportunity to explore the beliefs and values from past societies and from a range of different countries. They are then able to use this information to compare and contrast with their own values and beliefs and also those of modern Britain
- Students questioning the moral codes of different societies
- Students exploring the nature of slavery and the slave trade in the 18th and 19th centuries. They compare the values with their own beliefs about rights and slavery
- Students exploring why men joined the army in 1914, and the issues of right and wrong in fighting for your country
- Students examining the Bayeux Tapestry and the story it tells
- Students exploring the treatment and persecution of minorities in Hitler's Germany



# RE

## Spiritual

RE involves the experience and search for meaning, the purpose in life and the values by which we live. In learning about different religions and why people believe, students should have the opportunity to learn from their experiences, to reflect on and interpret spirituality and their own lives and discuss and reflect on ultimate questions.

## Moral

RE allows students to learn about shared and differing moral values. RE allows students to debate moral dilemmas about right and wrong, good and bad, peace etc. RE allows students to discuss issues, such as people's responsibility towards the world and future generations. Through RE, students have the opportunity to make a personal response to right and wrong and to consider other peoples' responses to moral issues.

## Social

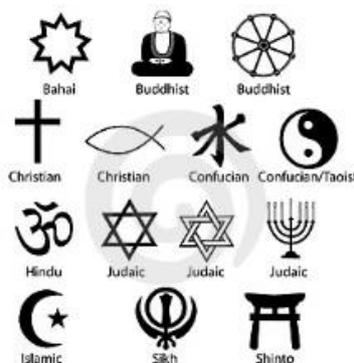
RE involves exploring similarities and differences in religions and cultures through which students should begin to link religion to personal action in everyday life. This is reflected in their relations with others in the classroom and their ability to work together co-operatively.

## Cultural

Cultural education in RE involves learning about other religions, giving students an opportunity to learn what it means to belong, to develop confidence in themselves, and be able to respond positively to similarities and differences in our multi-faith and changing society.

Examples of Spiritual, Moral, Social and Cultural Education in Religious Education include:

- Students being given the opportunity to explore the beliefs and values from a range of different religions and cultures, and learning about shared and differing views and beliefs
- Students exploring beliefs and values on key moral and ethical issues from different perspectives e.g. euthanasia, abortion, life after death, why we are here and science vs religion
- Students exploring and examining a range of different religions and cultures, giving them opportunity to develop an understanding of multi-culturalism, diversity and respect for others
- Students becoming aware of the positive impact in society of different religions through knowledge of how religion can affect daily life and moral decisions made by religious people
- Students examining aspects of religious architecture, religious paintings and religious symbols and their meanings



# CHILD DEVELOPMENT

## Spiritual

Child Development allows students the opportunity to consider and discuss questions relating to the meaning of life, the nature of humanity and the recognition of individual worth. The concepts permeate the study of Child Development and will develop naturally from the sense of awe and wonder engendered by the birth and development of a child.

## Moral

Child Development involves students recognising and understanding that values, attitudes and beliefs in what is right or wrong, bad or good, will differ in both individuals and communities. These issues will impact directly on the day-to-day decisions that have to be made by parents, or those considering parenthood, with regard to their responsibilities towards their child.

## Social

Social Education in Child Development involves students learning to understand and respect different approaches to child development and how these are influenced by the society into which a child is born. Opportunities also exist to consider questions of group identity, belonging and behaviour which directly influence both parents and children. They will also investigate the stages of socialisation.

## Cultural

Child Development involves students considering the values, attitudes and roles of people that prevail in societies and communities. They will learn to understand and respect different approaches to child development and how these are influenced by the community into which a child is born. Questions of parents' responsibilities, attitudes to child care and provision of communal services will be particularly relevant. Students also consider the ways in which children are brought up in different cultures, which is both interesting and valuable.

Examples of Spiritual, Moral, Social and Cultural Education in Child Development include:

- Students having the opportunity to study birth control and the views of different groups of people on this issue
- Students having the opportunity to study the views of different groups on the conception of a child
- Students studying birth and then considering the views of different groups of people in relation to pain relief during birth
- Students having the opportunity to consider how different groups of people have different approaches to raising a child including the diet and health of the child
- Students learning about different types of family and the impact this can have on the development of the child
- Students learning how child development can be influenced by the society or community into which a child is born
- Students studying types of child care provision and the economic factors that affect the choices people make on the types of care and support provided for children



# HEALTH & SOCIAL CARE

## **Spiritual**

Spiritual education in Health and Social Care allows students the opportunity to consider and discuss questions relating to the meaning of life, the nature of humanity and the recognition of individual worth. The concepts permeate the study of life from birth to death.

## **Moral**

Health and Social Care involves students recognising and understanding that values, beliefs in what is right or wrong, bad or good, will differ in both individuals and communities. These issues will impact directly on the day to day decisions that have to be made by individuals at all ages.

## **Social**

Social education in Health and Social Care involves students learning to understand and respect different approaches to the decision making processes and how this can be influenced by the society in which they are living in. Opportunities exist to consider questions of group identity, belonging and behaviour which directly influence individuals at different life stages.

## **Cultural**

Health and Social Care involves students considering the values, attitudes and roles of people that prevail in societies and communities. They will learn and respect different approaches to the different life stages, and how these are influenced by the community in which they were born in to and live.

Examples of Spiritual, Moral, Social and Cultural Education in Health and Social Care include:

- Students have the opportunity to study religious and cultural factors that affect development
- Students have the opportunity to study what is meant by a diverse culture, and the meeting of needs of different religions and cultures
- Students have the opportunity to study how different factors of life experiences affect development
- Students have the opportunity to study how different social and emotional factors affect development in the different life stages
- Students have the opportunity to study a variety of legislation that is the basis of 'care values' - Human Rights, Children's act, Mental Health act, Disability and Discrimination act

