



## **Spiritual, Moral, Social and Cultural at Cape Cornwall School**

This statement supports the schools vision and values: inspiring learning, ambition and aspiration, support and guidance, respect, fostering talent, widening horizons. All staff at Cape Cornwall school work collaboratively to create a positive, challenging, stimulating, inspiring and caring environment for students learning journey.

The school works consistently to develop a community which encourages all stakeholders to have a healthy respect for one another. At Cape Cornwall School we believe that social, moral, spiritual and cultural development is key to allowing students to take their place in a 21<sup>st</sup> century society.

SMSC permeates all of the work that we do at Cape Cornwall school, both academically and pastorally.

### **Spiritual development**

#### **Aim**

The aim of spiritual development is to encourage and allow opportunities for students to reflect upon their own beliefs and the beliefs of others, religious or otherwise.

#### **Objectives:**

Students are encouraged to:

- help develop students' self-esteem and growth mindset
- allow them to develop their own personal beliefs, morals and values
- allow students to gain an understanding and respect for others beliefs
- explore spiritual values through a range of subjects such as music, art, drama and RE amongst others
- allow students to express themselves
- develop empathy

#### **What this looks like in the curriculum...**

- A broad and balanced RE curriculum that follows the SACRE
- A broad and balanced PSHE curriculum that meets statutory requirements
- PSHE lessons that involve themed discussions
- A tutor programme that includes links to cultural capital and current global affairs
- An opportunity for students to explore pathways of development through Careers, Education, Information and Guidance (CEIAG)
- Trips and visits which help to develop a sense of awe
- Guest speakers who develop students awareness of the wider world
- A reflective approach to learning with reflection tasks set in lessons and scheme of learning
- A positive rewards system which includes house points, celebration assemblies, tutor stars of the week and postcards home
- Displays of students work in the classrooms and corridors to promote a sense of pride
- Development of a school council who feedback on areas of school development

## **Moral development**

### **Aim**

The aim of moral development is to develop students understanding of what is right and wrong.

### **Objectives:**

Students are encouraged to:

- create a culture of excellent behaviour
- be kind, respectful and helpful to others
- develop empathy
- develop listening skills
- promote the Fundamental British values of; mutual respect and tolerance, individual liberty, the rule of law and democracy

### **What this looks like in the curriculum...**

- All staff and students model excellent behaviour
- Staff follow the schools behaviour system of rewards and sanctions
- Use of restorative practise to help resolve conflict
- Study of UK parliamentary systems, criminal and civil law, voting and typed of government
- Use of the school council to feedback to school leaders
- A stable PSHE programme that incorporates moral issues
- Fund raising for local, national and international charities
- Filtered access to the internet
- Discussions about morality and behaviour in cultural capital sessions

## **Social development**

### **Aim**

The aim of social development is to provide opportunities for students' to develop skills for life. These skills will help them to live and function in a modern society.

### **Objectives:**

Students are encouraged to:

- maintain positive an respectful relationships within the school
- take an interest in opportunities provided within the school
- develop an understanding of local, national and international communities
- gain an understanding of the local community
- participate in school events both within school and outside of school

### **What this looks like in the curriculum...**

- Interact with all stakeholders in an outstanding manner
- Students are involved in all aspects of the school through student voice, house council, student ambassador roles, student panels
- House council representatives and elected by their peer group
- English speaking and listening skills developed though the English curriculum

- Numeracy skills developed through the maths curriculum
- Development of transferable skills through the comprehensive careers programme
- Development of growth mindset and resilience through the PSHE curriculum
- Work experience programmes in year 10
- Voluntary work with local organisations and charity events
- A well developed PSHE programme that focuses on the development of skills

## **Cultural development**

### **Aim**

Cultural development at Cape Cornwall School aims to develop students understanding of cultures locally, nationally and internationally in order to prepare for life in a globalised world. Students will develop an understanding of the unique elements that make up societies and groups.

### **Objectives:**

Students are expected to:

- develop an understanding and respect for others and their beliefs, religious and non religious
- develop an understanding of different cultural art, music and customs
- understand similarities and differences between societies and groups
- experience a range of cultural events; music, sports, art, drama, dance and other media

### **What this looks like in the curriculum...**

- Opportunities to showcase talents in various subjects including sport, drama and music to name a few
- Creative work in art; art through culture
- Creative work in music; looking at different cultures and music
- Sporting events including; swimming, football and netball
- RE and assemblies provide students with an opportunity to learn about different events in various religious calendars
- In English students engage in texts from different cultures
- Making links with global events such as the Olympics, Winter Olympics or World Cup
- Music lessons offered to students plus a range of music extra-curricular clubs
- Opportunities for musicians and speech and drama pupils to perform to their parents and the community
- Drama productions performed to wider community
- Visits from employers linked to careers

### **Role of Senior Leaders and Key Staff**

- To monitor SMSC delivery through drop ins, book looks and student voice
- To provide the curriculum time to deliver events that promote students SMSC development
- To encourage staff and students to take part in events that help develop SMSC
- To promote student voice opportunities in the curriculum through; house councils, student ambassadors and house councils
- To organise weekly cultural capital sessions
- To arrange assemblies that link to SMSC
- To provide opportunities for the school to engage with the local community