



Eastbrook School

Spiritual, Moral, Social and Cultural Development

Together We Learn

Rationale

The education that we plan for our students at Eastbrook School provides them with a wide range of learning experiences and interactions every day. These experiences are a part of the preparation for our students to take their place as active citizens in society.

We believe that in preparing for life as an active citizen in a democratic society within a world where there is much social, economic and cultural change requires more than a straight forward academic curriculum. Whilst providing a good education enabling students to achieve their academic ability we also prioritise learning opportunities that enhance our students' spiritual, moral, social and cultural awareness.

Eastbrook School is a part of a rapidly changing local community. Our curriculum and school ethos values cultural diversity – Together We Learn.

What is Spiritual, Moral, Social and Cultural Development?

The National Curriculum provides the following definitions:

- Students' **spiritual development** is the growth of their sense of self. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material well being.
- Students' **moral development** is the understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions.
- Students' **social development** is an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.
- Students' **cultural development** is an understanding of traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a

respect for their own culture and that of others, an interest in others' ways of doing things and a curiosity about differences.

Implementation

Opportunities for student growth are provided via a number of platforms. These include:

Tutorial Time

At Eastbrook School, we are committed to ensuring that there is an evolving programme of activities planned for the daily tutor time. The focus is upon personal responsibility as a member of the school, the local and global community. Aspects of the Citizenship and PSHE programmes are covered in part during this time alongside personal progress checks.

Assembly Time

Our assemblies reflect the religious and ethnic make up of our student body and as such makes reference to the range of religious faiths and lifestyle beliefs. Students are regularly encouraged to reflect individually, during the assembly, on an issue raised by the assembly focus.

Theme Days

Theme Days are planned each year. On these occasions all students are off timetable and follow a carefully planned programme of activities for the day. This allows a range of learning styles to be including without the restrictions of 50 minutes lessons and enable many SMSC related aspects of learning to be covered.

Whole School Ethos

- Positive Behaviour for Learning Strategies
- A strong anti-bullying commitment
- A strong stance on anti-racism and the challenge to all forms of discrimination
- A long tradition of community activity
- Full International School Status
- Arts Mark Gold

Mentoring

- Teachers, Teaching Assistants, Mentors and Pastoral Leaders take on a key mentoring role with a range of students
- Peer mentoring
- Drop in support
- Specialist external mentoring programmes

Accountability and representation

- Tutor representatives make up Year Councils (working with Pastoral Leaders)
- Year Councils whose representatives make up the School Council who work with the Headteacher. The Governing Body and Staff Advisors
- School representation on The Barking and Dagenham Youth Forum

Student Leadership

The School Council recruits student leadership teams to work on a specific focus alongside key members of staff. These teams change according to need but may include:

- Recruitment – working with the Headteacher and meeting with applicants
- Learning and Teaching – working with an Assistant Headteacher in reviewing styles of learning across the school

- Hospitality – working with an Assistant Headteacher in providing hospitality for the wide range of events throughout the year.
- The Learning Environment – Working with the Headteacher as part of the School Prioritisation Building Programme.

The Curriculum

All of the National Curriculum subjects have implicit opportunities to promote SMSC values within their programmes of study alongside the framework for PSHE. The following strategies for curriculum planning are shared with all staff:

Strategies for Encouraging Spiritual Development

1. Provide the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact upon peoples' lives.
2. Encourage students to explore what motivates them and others.
3. Give students the opportunity to understand human feelings and emotions; the way they impact upon people and how understanding this can be helpful.
4. Develop a climate and ethos in the classroom where students can grow and flourish, respect others and be respected. Where they are able to accommodate difference and respect the integrity of individuals.
5. Promote teaching styles which ...
 - value students' questions and give them space for their own thoughts, ideas and concerns
 - enable students to make connections between different aspects of their learning
 - encourage students to relate their learning to a wider frame of reference – asking Why? And How? As well as What?

Evidence to Demonstrate Spiritual Development

1. Students have an ability to objectively discuss the beliefs and values of others.
2. Students have the ability to motivate themselves and others.
3. Students are reflective and can consider the reasons for the behaviours of others in addition to analyzing their own reaction to them.
4. Classrooms are free from intimidation and discussion is inclusive of all.
5. Students ask questions, link ideas and demonstrate abstract thinking.

Strategies for Encouraging Moral Development

1. Provide a clear moral codes as a basis for behaviour which is promoted consistently through all aspects of the school
2. Promote all forms of equality
3. Provide opportunities to explore personal rights, responsibilities, moral concepts, truth, justice, equality of opportunity, right and wrong.
4. Prive opportunites for moral decision making
5. Reward moral insight and good behaviour
6. Model fairness, integrity, respect, conflict resolution and keeping promises.
7. Recognising and respecting the different cultures represented in the school and the wider community
8. Using display around the school to promote self regulated behaviour.

Evidence to Demonstrate Moral Development

1. Students demonstrate an understanding of the expectations for behaviour.
2. Students are able to distinguish between right and wrong within school, their own and other cultures

3. Students have the confidence to act consistently in accordance with their own principles
4. Students demonstrate an ability to think through the consequences of their own actions and the actions of others.
5. Students have a willingness to express their views
6. Students demonstrate a respect for the needs, interests and feelings of others.
7. Students demonstrate a desire to explore their own views further with an understanding of the need to review and re-assess their values, codes and principles in the light of experience or new evidence / ideas.

Strategies to encourage Students' Social Development

1. Identify key values and principles on which school and community life is based
2. Foster a sense of community with common, inclusive values
3. Promote the principles of equality in thought and deed
4. Encourage co-operative working
5. Identify and respect social differences and similarities
6. Provide positive team experiences, assemblies, House competitions, residential activities, sporting activities, group work, school productions
7. Promote thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self respect.
8. Provide the opportunity to debate social issues
9. Provide opportunities to engage in the democratic process and to participate in community life
10. Provide opportunities for students to exercise leadership and to take additional responsibility

Evidence to Demonstrate Social Development

1. Students' behaviour reflects a sensitivity to context.
2. Students work well in groups and teams
3. Students can work to a consensus when necessary
4. Students can resolve conflict
5. Students able to reflect upon their own contribution to society and the world of work.
6. Students respect the environment
7. Students can take advice
8. Students aware of their rights and responsibilities within school, the local and global community
9. Students show an understanding as to how societies function.
10. Students participate in community activity
11. Students can identify the contribution made by others to their own achievements

Strategies to Encourage Cultural Development

1. Provide opportunities for students to explore their own cultural assumptions and values
2. Present authentic accounts of the attitudes, values and traditions of diverse cultures
3. Address racism and promote racial equality
4. Recognise and nurture gifts and talents
5. Provide opportunities for students to participate in cultural events
6. Extend students' cultural awareness through theatre, concert and art gallery visits, resident artists and foreign travel.

7. Reinforce the diversity of culture within the school, the local and global community through display.

Evidence of Cultural Development

1. Students demonstrate the ability to understand their own cultural assumptions and values
2. Students able to identify the influences which have shaped their own cultural heritage
3. Students challenging racism
4. Students demonstrate an openness to new ideas
5. Students show a willingness to participate in cultural activities
6. Students have a regard for human achievement in all cultures and societies
7. Students appreciate the diversity and interdependence of cultures

Monitoring and Evaluation

Through the school's self evaluation framework and Focus Weeks, SMSC will be monitored and action to address any issues arising built into subsequent school development planning.