



SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC) POLICY

Applies to:

- This policy applies to the whole school including all staff (teaching and non-teaching), board of directors and volunteers working in the school

Related Documents:

- Equality And Diversity including Equal Opportunities
- Personal, Social, Health, Economic Education (PSHEE) and Citizenship.
- Curriculum Policies
- Equal Opportunities Policy
- Racial Equality Policy
- Positive Values and Expectations (Vision and Mission)

Availability

This Policy is made available to parents, staff and students in the following ways: via the school Website, in the Parents' portal, on the Staff portal and at Reception from where a request for a copy of the Policy may be obtained

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.
- The Local Governing Body undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: 11th June 2017

Kate Ryan
Principal

Dr. Neil Jones
Chair

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY (SMSC)

Preamble

For students to benefit fully from their time at CIS we must ensure that they have the best teaching and pastoral care, and they must ensure that they try to meet the expectations placed for them in work, conduct and attitude. This can best be achieved where the aims of the SMSC policy link and strengthen other policies so that the ideals of the school's ethos and mission statement become a reality for its students.

The definitions and practices that follow are intended to clarify the ways that a pupil's personal development and that of the school overall are enhanced by the linked qualities of Spiritual, Moral, Social and Cultural Development. CIS is a non-denominational school where students of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world.

This policy is intrinsically linked with the vision, values and aims of the school.

Christleton International Studio is the ideal place for young people with independent and enquiring minds, and with a strong interest in the world around them. We aim to provide life-changing opportunities to students of all abilities and backgrounds. Logic, Communication and Creativity are the basis for students to be able to secure great jobs in whatever their area of interest. Subject and topic study has a strong international outlook to ensure our students leave us as global citizens with independent minds.

Students can expect to:

- Flourish and be challenged in a small school environment
- Develop their personal skills with the support of a personal coach
- Put their academic learning into action with project-based group challenges
- Broaden their horizons through an extensive programme of work experience and overseas visits
- Facilitate exceptional managed breadth in the curriculum
- Season our school with a cultural richness which will be of benefit to all of our students
- Connect us to the community of IB Schools
- Enable us to offer alternative provision to the A Levels which are on offer at our sponsor academy

STRATEGIC OBJECTIVES

- To deliver a consistently excellent standard of education to every pupil in the school within a safe and nurturing environment
- To develop a curriculum at which actively promotes mutual respect, tolerance and understanding of others and is able to meet both the changing conditions in the world and the needs of the pupils in the School
- To be a comprehensive school, educating pupils with a wide range of abilities, predominantly in mixed-ability classes
- To be an accessible school so that, as far as possible, social and financial status do not act as barriers to entry and class groups include pupils from a wide range of backgrounds
- Support excellence in education by training and developing all current teachers and support staff in the school
- To establish and maintain a compliant and well run school that is financially viable and sustainable in every sense
- To ensure that CIS works closely with the parent body and wider community to nurture, sustain, develop and strengthen our community

Christleton International Studio is committed to safeguarding and promoting the welfare of our students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential

Definitions

Spiritual Development

As students develop physically they do so emotionally and psychologically; in studying at CIS to gain knowledge and skills, their personal beliefs and identities are shaped. To help students in their positive spiritual development and try to understand the meaning of life we should:

- promote their self-esteem by valuing and commending their achievements;
- engage their imaginations and feelings;
- assist them to reflect, question and explore;
- provide opportunities for them to discuss and exchange views and insights;
- help them appreciate awe and wonder experiences.

Moral Development

Students enter school with degrees of moral understanding defined by their families and friends. They should be encouraged to take personal responsibility for their words and actions. They should be expected to reject any form of bullying, discrimination or cruelty. They should be helped to deal with any moral dilemmas they may face. To help them develop a clear and positive moral code at school and in the wider world they should be led to respect:

- the importance of respect to others within and outside the school community;
- the importance of observing rules and undertaking responsibilities;
- the importance of compassion and of tact;
- the positive beliefs and feelings, and the property and rights, of others;
- their environments – both at school, home and in the wider world.

Social Development

As members of the community at school students learn social skills and values that will determine their future lives as responsible citizens. To help this growth the following should have positive reinforcement:

- Security and confidence in learning and support in facing difficulties.
- A willingness to co-operate with other students by balancing individual and collective needs.
- A readiness to celebrate others' achievements.
- A sense of how their lives and that of the school relate to the wider community it serves.
- Participation in creativity, action and service days.

Cultural Development

At school students discover and develop their aesthetic, creative, intellectual and physical skills. They should develop an awareness of their own cultural roots. They should also be able to appreciate the diversity and evolution of cultural traditions that society has, how conflicts between them occur, and how they can be reconciled. To help meet the needs of individuals and of the school the following should occur:

- In lessons there should be opportunities to develop individual skills and achievements appropriate to all curricular subjects.
- In lessons and assemblies students should be helped to understand, respect and appreciate other beliefs, social circumstances and cultures and their impact.
- Through the involvement of parents of different nationalities, sharing with us their own individual culture.

Practices

- In order to put the above definitions into practice, and to ensure that they are coordinated with each other and other college policies, several actions must take place.
- **Assemblies.** Those with responsibilities for planning and delivering assemblies should regularly consider aspects of SMSC and ensure that matters of topical concern are also included as well as recurrent issues.
- **External Links.** Those with responsibility for publicising the school or liaising with other schools and organisations should consider the SMSC aspects of their public relations. In addition to being representatives of the school, they should report SMSC matters arising from their links to the school at appropriate occasions.
- **Extra-curricular Activities.** Those with responsibility for running clubs, trips and other events should develop their awareness of SMSC opportunities their activities have, and maximise the benefits they bring.

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- **Pastoral Care.** At staff meetings SMSC issues will inevitably feature on agendas. Thought should be given about how aspects of these issues may be best communicated to members of staff, to students and parents, and to other interested individuals.
- **Staff Development.** The Assistant Principal should ensure that individual and whole staff SMSC needs are met in the School Development Plan.

All Members of Staff should be aware of the importance of SMSC development and the enhancement it brings to the life of the school. They should feel free to voice related concerns and interests within the normal pattern of staff meetings.