



# Spiritual, Moral, Social and Cultural (SMSC) development at the Altus School

The work to support students' spiritual, moral, social and cultural development is integral to our everyday work at the Altus School.

Our **school vision** outlines our intent to 'enable (students) to flourish both in school and in their wider communities'.

This means that students are given the opportunity to *understand and appreciate the ranges of cultural influences that have shaped their own heritage, to participate in a variety of communities and settings and to learn about themselves, others and the world around them.*



This is reflected in our **curriculum intent** which aims to:

- Develop students' functional skills to successfully access further learning.
- Provide a wide range of opportunities to broaden students' curiosity, strengths and resilience.
- Empower students with the knowledge and skills to lead productive, healthy and safe futures

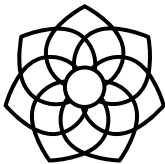
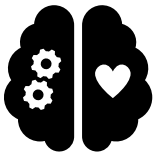


The curriculum therefore explicitly seeks to support our children to *be reflective about their own beliefs, gain knowledge of and respect for different people's faith, feelings and values, and opportunities to participate in artistic, musical, sporting and cultural opportunities.*



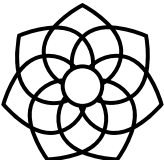

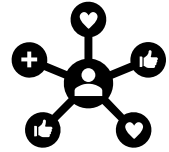

This is further underpinned by our Relationships and Behaviour Policy which sets our 3 **expectations** of 'ready, respectful, safe' that encourages students to apply their understanding of right and wrong to their own lives and to the lives of those around them.



## What does SMSC mean?

| Spiritual   | Moral   | Social   | Cultural   |
|---|---|--|--|
|  <ul style="list-style-type: none"> <li>• Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>• Knowledge of, and respect for, different people's faiths, feelings and values</li> <li>• Sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>• Use of imagination and creativity in their learning</li> <li>• Willingness to reflect on their experiences</li> </ul> |  <ul style="list-style-type: none"> <li>• Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England</li> <li>• Understanding of the consequences of their behaviour and actions</li> <li>• 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</li> </ul> |  <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Acceptance of 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.</li> </ul> |  <ul style="list-style-type: none"> <li>• Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>• Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> <li>• Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>• Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>• Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>• 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.</li> </ul> |

## How do we deliver this across the school?

| Spiritual   | Moral   | Social   | Cultural  |
|---|---|--|---|
| <p>Curriculum enrichment trips throughout the year e.g. visit to Gloucester Cathedral</p> <p>Forest School provides time for reflection, and developing a fascination in the world around them</p> <p>Music Works sessions</p> <p>Choose time at the end of the day encourages imaginative and creative play</p> <p>Rewards strategies in centres encourages students to reflect on theirs and others' successes</p> <p>Enrichment trips provide opportunities to enjoy their local community</p> <p>Supported break and lunchtimes, with staff talking with students positively about their experiences and encouraging reciprocal conversations</p> <p>Remembrance Day activities and visits to local memorials</p> | <p>Work with local police teams, encouraging positive relationships with law enforcement (e.g. School Beat, visits to Skills zone)</p> <p>Ready Respectful Safe expectations consistently discussed and revisited with students</p> <p>Use of restorative conversations with students</p> <p>Discussions about news and current affairs issues e.g. use of First News</p> | <p>Forest School and Active Learning encourage students to work collaboratively</p> <p>Engagement with charities e.g. local animal sanctuary, Children in Need, litter picking in the community, tree planting</p> <p>Sports teams and activities are promoted across the school including Sports Day and inter-centre competitions, engagement with the School Sports Network</p> <p>Supported lunchtimes, centre celebrations or activities e.g. Christmas lunch, Halloween activities, end of year celebrations</p> | <p>Partnership with Cheltenham Festivals</p> <p>Enrichment and curriculum trips to different parts and areas of the local and wider community</p> <p>Topic based learning at primary and KS3 e.g. Our Planet, Our Future, Community</p> <p>Reading texts and resources used across the school are diverse, reflecting a range of communities, experiences and faiths</p> <p>Food curriculum at KS3 and KS4 celebrates foods from around the world</p> <p>School community projects e.g. designing the outdoor space, creating murals or displays</p> <p>Visitors to the school e.g. local artists, the army, police, local businesses, spoken word poet</p> |
|    |    |   |    |