

The Ellesmere Port C of E College



Spiritual, Moral, Social and Cultural Policy

Policy Information:

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Approved by Principal:

Cath Green

Approved by Chair of Governors:

Gordon McGuinness



Frank Field
Education Trust

OUR VISION

***To act justly, to love with mercy and to walk humbly
with our God - Micah 6:8***

At Ellesmere Port Church of England College we seek to build a community of faith where our students have the cultural capital to follow unlimited ideas and dreams. Above all else, we want our students to experience the fullness of life, where the sort of person they become is of paramount importance.

To **BE MORE** is to be a community which aspires to act justly in all situations; to be kind towards those inside and outside the College; and to be open to God's guidance in all areas of our lives.

Principles

Matthew 18:21, 22. Then Peter came up and said to him, "Lord, how often shall my brother sin against me, and I **forgive** him? As many as **seven times**?" Jesus said to him, "I do not say to you **seven times**, but **seventy times seven**."

We believe our policy is underpinned by our Moral Virtues within our Christian context:

Moral Virtues

Courage - "Be strong and courageous. Do not be afraid" Joshua 1:9
Definition: the quality of having strength in the face of difficulty.

Justice - "Grant justice and do what is fair" Colossians 4:1
Definition: the quality of being fair and reasonable.

Honesty - "He delights in those that tell the truth" Proverbs 12:22
Definition: the quality of being truthful.

Compassion - "Clothe yourselves with compassion" Colossians 3:12

Definition: the quality of feeling pity and concern for the sufferings or misfortunes of others.

Gratitude - "Give thanks to the Lord, for he is good: his love endures forever" Psalm 107:2
Definition: the quality of being thankful; readiness to show appreciation for and to return kindness.

Humility - "Humble yourselves in the sight of the Lord" James 4:10
Definition: the quality of having a modest or unarrogant view of one's own importance.

Integrity - "The godly walk with integrity" Proverbs 20:7
Definition: the quality of being honest and having strong moral principles.

Respect - "Do to others as you would have them do to you" Luke 6:31
Definition: the quality of having due regard for the feelings, wishes, or rights of others.

1.

Introduction

The Ellesmere Port C of E College (EPC) has an ethos founded on Christian teaching and values and in particular recognises the uniqueness and worth of each individual member of the College both pupils and adults alike, all of whom are loved by God.

EPC recognise that the spiritual, moral, social and cultural (SMSC) element of pupils' education is crucial to their development as individuals, allowing them to take their rightful place in their community as local, national and global citizens. SMSC is about the values and moral virtues pupils are encouraged to hold and their attitude towards learning, knowledge and society. SMSC is fundamental in preparing young people for society at EPC.

Pupils are helped to develop positive attitudes and beliefs by being given opportunities to:

- develop spiritual values and reasoned personal and moral virtues;
- consider the pluralistic nature of society; developing their understanding and respect for those with different religions, beliefs and ways of life;
- value everyone equally;
- make and develop personal relationships, based on trust, self-esteem and mutual respect;
- become active, responsible citizens in a democratic society;
- develop an appreciation of human achievements and aspirations; and
- develop an understanding of the world in which they live and the interdependence of individuals, groups, nations and the environment

SMSC permeates the life and work of the school/academy. Through SMSC we seek to develop attitudes and values that will enable pupils to become responsible and caring members of society. We give pupils the opportunity for spiritual reflection and encourage them to explore the fundamental questions of life, including their own personal existence, journey and purpose. We provide pupils with a curriculum that will enable them to develop a knowledge and understanding of diverse cultures, particularly those within their own society. We seek to foster an attitude of tolerance and acceptance towards those from a culture and background different from their own. Pupils are encouraged to develop an understanding of the world, society and the community and accept responsibility as a citizen as well as the capacity to tackle moral and spiritual dilemmas and to try to reach independent judgements which reflect universal human principles.

Through perception and sensitivity, tolerance and respect for others as individuals and in groups we would also expect pupils to develop questioning, enquiring minds and learn how to express their ideas appropriately.

We are aware of our collective responsibilities towards spiritual, moral, social and moral education in our faith academies and we:

- ensure that all staff are aware of their role in developing pupils' morals;
- offer opportunities to develop pupils' interpersonal skills, self-esteem and prepare pupils for the opportunities, responsibilities and experiences of adult life;
- ensure we celebrate pupil achievement, foster a sense of community, explore relevant SMSC issues and involve half termly Achievement assemblies for all year groups to recognise effort and participation in the life of the school and activities outside the classroom. The rewards system encourages a culture of success and achievement for all. Pupils are also encouraged to contribute to the school by developing their leadership roles as prefects, peer mentors, tutor and Moral Virtue Ambassadors, etc. Sport of all types also fosters leadership qualities;

- ensure pupils have opportunity to participate in extra-curricular and enrichment activities;
- ensure that the PSHE and worship programmes provide opportunities for discussion, challenge and reflection;
- build community and business links into the curriculum wherever possible;
- ensure displays reflect and respect cultural variety;

provide opportunities for all pupils to discuss issues and to take on responsibility within lessons, extra-curricular activities, trips, visits and enrichment days such as the collapsed weeks; and ensure our provision and support for the teaching of languages provides a rich variety of additional opportunities for pupils in terms of developing aspects of SMSC. Our overseas visits are particularly powerful in developing their sense of being part of a global community.

Teaching staff are expected to provide a role model based on courtesy, mutual respect, positive intent and be prepared to listen to pupils' views and encourage them to listen to each other.

They are also aware of the opportunities presented every day through curricular and extra-curricular activities to develop pupils' skills, attitudes and understanding.

2. Spiritual Development

Spiritual development is concerned with how a pupil develops:

- personal values and beliefs;
- a willingness to reflect, question and explore;
- an ability to communicate these beliefs in discussion and behaviour;
- an understanding of the value and role of faith and religion in societies; and
- tolerance of other people

Spiritual development is personal and unique to each individual. It is about the meaning in life, truth and ultimate values. It includes imagination, inspiration and creativity. It also includes an awareness of self-identify and self-worth. At EPC we promote spiritual development as part of pupil personal development though:

- The school Christian values and the work of the Senior Leader in charge of collective worship and Lay Chaplaincy Team including local ministers;
- celebration of pupil achievement;
- the PSHE Programme;
- Religious Education;
- all subjects of the curriculum;
- worship activities;
- the ethos of the school – values, attitudes and expectations which encourage imagination, inspiration and contemplation;
- opportunities to develop their understanding of spiritual issues;
- opportunities for reflection on aspects of their lives; and
- wonder at the natural world and human achievement.

3. Moral Development

Moral development is concerned with pupils' knowledge, understanding, intentions, attitudes and behaviour in relation to right and wrong within the accepted codes of practices of society. Our 8 Moral Virtues fully support this development. Their knowledge and awareness of values and attitudes of individuals and society as a whole and socially acceptable code of behaviour is important. The quality of relationships that pupils experience, the standards of behaviour in the school as well as the Christian values promoted by the school will form the basis of any judgment on moral development as well as the extent to which pupils show:

- an understanding of the difference between right and wrong;
- respect people, truth and property;
- taking responsibility as stewards of God's creation;
- a concern for how their actions may affect others;
- the ability to make responsible judgements on moral issues;
- personal conduct ensuring they take responsibility for their own actions;
- personal behaviour through principles;
- a knowledge of standards of morality; and
- the importance of compassion and tact.

Faith schools/academies are social organisations and their functioning depends on the broad acceptance of rules, codes of conduct and behaviour and discipline based on a clear set of moral

principles. Faith schools/academies have values and expectations which are shared with parents/carers, staff and pupils including:

- telling the truth;
- respecting the rights and property of others;
- being considerate towards other people;
- taking responsibility for one's own actions;
- self-discipline; and
- respecting the beliefs and practices of others in a multicultural society.

The essence of moral behaviour is to build a framework of values which regulate personal behaviour through principles rather than fear of punishment or reward. These values provide the framework for pupils to develop their attitudes and understanding on morality and develop the self-confidence to hold to this code of values against a variety of pressures. Moral development is about understanding the principles and social values behind actions and decisions. At EPC pupils are expected and educated to reject any form of bullying, discrimination or cruelty and to report any incident that may occur.

4. Social Development

Social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society. Social development is based on the acceptance of group rules and the ability to see oneself in a wider context. The quality of relationships in school is crucial in forming pupils' attitudes to good social behaviour and self-discipline. The school/academy helps prepare pupils to live in society by providing knowledge and understanding of society, its institutions, structures, and characteristics, political, non-political and economic organisations. The school/academy plans for social development of pupils through a range of teaching and learning activities including:

- classroom organisation and management;
- pupil grouping and opportunities for collaborative work;
- the vision and values;
- school/academy council, Moral Virtue Ambassadors, learning mentors and team sport;
- school/academy productions and concerts;
- residential trips;
- celebrations of achievement;
- the PSHE curriculum;
- school/academy industry links;
- extra-curricular activities;
- charity fundraising;
- university visits;
- foreign visits; and
- leadership opportunities which support pupils in the school/academy community such as learning mentors.

5. Cultural Development

A pupil's cultural development refers to an increasing understanding of those values, beliefs, customs, knowledge and skills which link groups together and give people a sense of identity. At EPC we seek to develop in pupils an understanding and awareness of their culture within a multi-cultural society and encourage personal values and self-esteem. The school/academy curriculum provides experiences of all aspects of culture for pupils including languages, aesthetic, mathematical, literacy, technological, scientific, musical, political, economic and religious education. There are also opportunities for the following:

- development of fundamental British values;
- creative and performing arts for all pupils;
- cultural visits abroad;
- visits to centres of cultural interest such as museums, theatre productions and places of worship;

- extra-curricular activities and residential;
- opportunity to explore a range of multicultural themes through literature, art, music, RE and worship;
- engagement with artists, musicians, dancers and clergy and others who visit school;
- perform to an audience or speak publicly in an act of worship, drama production, school/academy council;
- participate in school/academy and community events such as performances, fund raising events and charitable activities; and
- develop an understanding of Britain's local, national, European, commonwealth and global dimensions.

6. Monitoring and Evaluation

Provision for SMSC and its effectiveness is reviewed annually. This is achieved by monitoring of teaching and learning and work scrutiny by school/academy leads, together with the Senior Leadership Team, on SMSC, worship, PSHE and curriculum. This information is reviewed by the CEO on behalf of the Board.