



Holte School

Spiritual, Moral, Social and Cultural Policy, including collective worship

Lead member of staff:	Lee Farmer (Assistant Headteacher, Pastoral)
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Signed By Chair Of Governors: Ms C Hardy	C Hardy

1. Our vision for ‘Spiritual, Moral, Social and Cultural Development’

Our vision is to provide a personalised education in a safe environment promoting self-discipline, motivation and excellence in learning, through which we will develop together as life-long learners and socially responsible citizens and to ‘promote fundamental British values.’ From this comes our school mantra ‘dedicated to learning as the foundation for life’.

We recognise that the spiritual, moral, social and cultural, (‘SMSC’) element of students’ 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 students are encouraged to hold and their attitude towards learning, knowledge and society. Through ‘SMSC’ we seek to develop attitudes and values that will enable students to become responsible and active members of society.

We are committed to the ‘SMSC’ development of all students at Holte School. Our aim is to impact on our students’:

- Spiritual development so that they are creative in the way they approach challenges and are critical and reflective of their outcomes; are inquisitive and enjoy their learning and are accepting of others and embrace the wide range of cultures within the local, national and global communities.
- Moral development so that they can recognise the difference between right and wrong; are respectful of each other; are willing to debate and are able to discuss moral and ethical issues openly.
- Social development so that they can develop highly effective social skills including collaboration and resilience; are happy to work and socialise with students from different religious, ethnic, and socio-economic background and take an active part in running the school. Student voice is central to the process of self-evaluation and school improvement.
- Cultural development so as they are excited to investigate their own and others’ heritage; participate in a wide range of extracurricular activities and understand, accept and respect diversity.

The implementation of this policy is the responsibility of all staff at Holte School. This policy aims to ensure that everyone connected with the school is aware of our values and principles and that there is a consistent approach to the delivery of ‘SMSC’ through the curriculum, teaching and learning and the wider school community.

2. Defining ‘Spiritual, Moral, Social and Cultural’ development

2.1 The Ofsted Framework (2019) provides the most recent guidance related to Spiritual, Moral, Social and Cultural Education.

The spiritual development of students is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their
- perspective on life and their interest in and respect for different people’s faiths, feelings and
- values
- sense of enjoyment and fascination in learning about themselves, others and the world around
- them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this
- understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil
- and criminal law of England
- understanding of the consequences of their behaviour and actions
- 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.

The social development of pupils is shown by their:

- 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
- 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
- acceptance 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;
- they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their
- own heritage and those of others

- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- 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, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

3. Promoting ‘Spiritual, Moral, Social and Cultural Development’

3.1 The promotion of ‘SMSC’ helps children develop personal qualities, which are valued in a civilised society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. We seek to teach these qualities across the curriculum and throughout school life and link them closely to our school values and ethos. These qualities are also embedded and reinforced through our Personal Social Health Education (PSHE) and Citizenship curriculum, values-based assemblies, a weekly SMSC newsletter and an SMSC programme of study delivered during form time/registration.

3.2 At Holte School ‘SMSC’ is effectively promoted through:

- our whole school ethos
- outstanding pastoral care, guidance and support
- Pastoral Curriculum (incorporating national, international, school events and celebrations).
- weekly SMSC newsletter
- our Relationships and Behaviour Policy, and Code of Conduct
- the effective analysis of behaviour, including bullying and discriminatory behaviour
- a House System promoting a sense of identity and community
- a broad and balanced curriculum
- lessons planned to explicitly promote SMSC
- Values-based assemblies and opportunities for collective worship
- Student Leadership, consultation and volunteering
- Student Voice, including a Junior Leadership Team
- SMSC ‘Thought of the Week’ from SMSC4Schools considered weekly by tutors.
- All students attend daily tutor sessions with their form tutor. The sessions allow students to reflect, discuss and explore issues which affect school, community, country as well as world issues.
- Reward and recognition events, including achievement assemblies held every term.
- Involvement in fundraising and support for a variety of charities
- Enrichment activities and school clubs.
- a Personal, Social, Health Education (PSHE) and Citizenship curriculum,
- a programme of academic mentoring for all pupils
- extra-curricular and enrichment activities
- established links with community partners, including the Lighthouse Young People’s Centre
- collaborative work with Lozells and Mayfield students and staff.
- National Accreditation Schemes, (e.g. Eco Schools, IQM)
- maintaining positive relationships with the wider community, (e.g. LRG, Lighthouse, West Midlands Police)
- our Inclusion team on a daily basis
- local, national and international visits
- effective induction and transition arrangements for students
- SMSC programme of study delivered during form time/registration.
- An ethos of ‘Growth Mindset’ whereby all students should put learning, and developing in learning, at the forefront of all they do. The emphasis is on: Learning at all costs; confronting mistakes; Hard work and effort as keys to success.

- RE lessons, including those focusing on philosophy and ethics.
- Effective parental engagement, (e.g. parent forums, regular communication)
- School performing arts productions
- A focus on self-regulation and metacognition from year 7 to year 13.

3.3 ‘SMSC’ is also developed through the school’s approach to ‘Collective Worship’. Collective Worship is a time when the whole school, or groups within the school meet together in order to consider and reflect on common concerns, issues and interests. This may be in the form of an assembly, or a form activity. It offers all pupils an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for the pupils’ spiritual, moral, social and cultural development.

3.4 At Holte School we are committed to creating a safe and inspiring place for all children to learn and develop, where children's rights are respected, their talents are nurtured and they are able to thrive as individuals and as a community. The UN Convention on the Rights of the Child (CRC) is at the heart of our ethos and our curriculum.

The four guiding principles of the UN Convention on the Rights of the child state that:

- All children are entitled to the same rights without discrimination of any kind.
- All actions concerning children will take into account the best interests of the individual child or group of children as the primary consideration.
- All children have the right to survival and development.
- Children have the right to express their views in all matters affecting them.

Holte School is committed to the guiding principles of the Convention and is actively committed to promoting all articles of the convention in all areas of the school and its work. The Unicef CRC and the work of Unicef is promoted through the school’s approach to SMSC development and the promotion of British values. Holte School is committed to achieving the Rights Respecting Schools Award – gold.

4. The leadership and monitoring of ‘Spiritual, Moral, Social and Cultural Development’

4.1 ‘SMSC’ is led by a member of the senior leadership team and is supported by a named governor.

4.2 Training is delivered to all staff in understanding ‘SMSC’ development and the school ethos. The provision of ‘SMSC’ is audited through the mapping of provision by staff with responsibility for each area of school including each curriculum area and whole school provision such as behaviour and safety, and the quality of teaching. SMSC is a significant aspect of department evaluations and strategic development plans.

4.3 The provision and impact of ‘SMSC’ education at Holte School will be monitored and evaluated in the following ways:

SMSC Provision

- (a) SMSC provision map: opportunities for SMSC education will be mapped across the school, taking into account the broad nature of these opportunities. Lesson planning, tutorials, assemblies/collective worship, visits, charity, sporting and other whole-school events and all other relevant opportunities will be included. The tool for this will be the on-line Opeus ‘SMSC grid’.
- (b) SMSC training: the whole staff are to receive input into the significance and specifics of SMSC provision, delivery and impact. This will be linked in with whole-school ethos and vision.
- (c) SMSC Documentation: Lee Farmer, (Assistant Headteacher - Pastoral) will take responsibility for the collation of and regular review of the SMSC policy, map and tracking procedures.

The impact of SMSC provision

- (a) Whole school indicators: The following indicators will be monitored with reference to ‘SMSC’ impact (this is in addition to their use for other whole-school purposes):
 - The number of internal and external exclusions.
 - The number of incidents of reported racism, sexism, homophobia and bullying.
 - The number and SEN/Pupil Premium/EAL status of pupils who have attended visits and who access school clubs.
 - The number and SEN/Pupil Premium/EAL status of pupils who take positions of responsibility in school.
 - Attendance figures.

(b) Teaching and Learning: In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of 'SMSC' needs. In addition the development of 'SMSC' through PSHE and Citizenship and the SMSC programme of study will be quality assured by the pastoral team and the deputy to the Assistant Headteacher, Pastoral

(c) Student voice: Student voice data, including regular surveys, will continue to be collected and analysed, and linked back to 'SMSC' priorities, taking in to account:

- Attitudes towards school and whole-school experience.
- Questions of safety and bullying.
- Questions on whole-school behaviour, both in and out of lessons, and the impact of this on learning.
- Specific questions on occurrences of racism, sexism, homophobia and bullying.

(c) Internal and External review: The impact of 'SMSC' is to be analysed and evaluated annually, in conjunction with SLT and the lead governor for 'SMSC', with input from external assessors where appropriate. 'SMSC' development will be included within the school's strategic development plan and department development plans,

'SMSC' has a significant role in our overall school provision to safeguard and promote the welfare of all children in line with our statutory duties set out at S157 of the Education Act 2002. As such 'SMSC' contributes significantly to our work to prevent extremism and radicalisation.

5. Promoting fundamental British Values through ‘Spiritual, Moral, Social and Cultural’ development

5.1 In the document “Promoting fundamental British values as part of ‘SMSC’ in schools”: Departmental advice for maintained schools - November 2014” the DfE state:

- *“Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.*
- *Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools’ duty to provide SMSC.*
- *The Teachers’ Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.”*

5.2 Through our ‘SMSC’ Policy, Holte School demonstrates its commitment to ensuring that all students:

- develop their self-knowledge, self-esteem and self-confidence
- distinguish right from wrong and to respect the civil and criminal law of England
- accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- acquire a broad general knowledge of and respect for public institutions and services in England
- acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

5.3 Through our ‘SMSC’ Policy, Holte School demonstrates its commitment to ensuring that all students know and understand:

- how citizens can influence decision-making through the democratic process.
- that living under the rule of law protects individual citizens and is essential for their wellbeing and safety that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- that the freedom to choose and hold other faiths and beliefs is protected in law and that other people having different faiths or beliefs to oneself (or having none) should

be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour

- the importance of identifying and combatting discrimination.

6. Promoting ‘Spiritual, Moral, Social and Cultural’ development through Collective Worship

6.1 Collective Worship is a time when the whole school, or groups within the school meet together in order to consider and reflect on common concerns, issues and interests. It offers all students an opportunity to worship through engaging in relevant, meaningful experiences and provides meaningful opportunities for their spiritual, moral, social and cultural development.

6.2 As such Collective Worship contributes significantly to the ethos of Holte School and it is our aim that it provides opportunity for all students and the school to:

- share common aims and values
- celebrate achievement and special events
- explore together life in modern Britain and a globalised world
- develop a community spirit
- reflect on values that are of a broadly Christian nature and on their own beliefs.

6.3 We also intend that Collective Worship contributes to the development and education of the student as a ‘whole’ by providing opportunities to:

- worship that which is considered worthy
- consider spiritual and moral issues
- explore their own beliefs and the beliefs of others.
- develop their own spirituality
- reinforce positive attitudes
- participate and respond
- reflect on what it means to be human

6.4 At Holte School we combine our acts of worship within assemblies, helping to ensure that worship takes place within a broad educational framework. Assemblies are held once a week and focus on a range of human values which encompass some religious festivals, known national and international events, and aspects taken from the school calendar. There are also a range of celebration events throughout the academic year, involving the wider school community, recognising and rewarding pupil achievement. It is imperative that during such events all students are given an opportunity to express their response through reflection and/or prayer.

In addition to assemblies Form Tutors are required to prompt students within their group on reflective thinking, using the school’s weekly ‘SMSC Newsletter’ and SMSC programme of study. Collective Worship will, at times, feature aspects of the curriculum, which will enhance the experiences of pupils by reflecting on the work done in classes. At times, Collective Worship will enrich classwork through its consideration of subject matter from different perspectives and different cultural perspectives on the world.

7. Promoting character education through ‘Spiritual, Moral, Social and Cultural’ development

7.1 Character is a complex concept with a number of overlapping facets. The DfE identify four important aspects, which can inform the way schools shape their wider provision for children and young people:

- the ability to remain motivated by long-term goals, to see a link between effort in the present and pay-off in the longer-term, overcoming and persevering through, and learning from, setbacks when encountered;
- the learning and habituation of positive moral attributes, sometimes known as ‘virtues’, and including, for example, courage, honesty, generosity, integrity, humility and a sense of justice, alongside others;
- the acquisition of social confidence and the ability to make points or arguments clearly and constructively, listen attentively to the views of others, behave with courtesy and good manners and speak persuasively to an audience; and
- an appreciation of the importance of long-term commitments which frame the successful and fulfilled life, for example to spouse, partner, role or vocation, the local community, to faith or world view. This helps individuals to p

7.2 Character education contributes to this duty to promote SMSC. DfE guidance identifies six benchmarks for effective character education.

1. What kind of school are we?
2. What are our expectations of behaviour towards each other?
3. How well do our curriculum and teaching develop resilience and confidence?
4. How good is our co-curriculum?
5. How well do promote the value of volunteering and service to others?
6. How do we ensure that all our pupils benefit equally from what we offer?

Character education will be considered within the context of SMSC and against these benchmarks so that the nature and quality of the current provision can be evaluated, and so that we can determine our aspirations for future development. A students’ character is effectively promoted through a high quality and pervasive approach across all areas of the school community. In particular it is effectively promoted through a high quality SMSC curriculum, including PSHE and Citizenship, and an effective safeguarding curriculum.

Appendix One: Useful resources

The following resources are relevant to the SMSC development of all students:

- ‘Inspecting schools: handbook for inspectors’
<https://www.gov.uk/government/publications/school-inspection-handbook>
- ‘Inspecting schools: framework’
<https://www.gov.uk/government/publications/the-framework-for-school-inspection>
- ‘Promoting fundamental British values as part of SMSC in schools DfE advice for maintained schools’
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf
- ‘Doing SMSC – Citizenship Foundation’
<http://www.doingsmsc.org.uk/>
- ‘SMSC requirements for independent schools, DfE guidance’
<https://www.gov.uk/government/publications/improving-the-smsc-development-of-pupils-in-independent-schools>
- Promoting and evaluating pupils’ spiritual, moral, social and cultural development
[http://dera.ioe.ac.uk/4959/1/Promoting_and_evaluating_pupils'_spiritual,_moral,_social_and_cultural_development_\(PDF_format\).pdf](http://dera.ioe.ac.uk/4959/1/Promoting_and_evaluating_pupils'_spiritual,_moral,_social_and_cultural_development_(PDF_format).pdf)
- Collective Worship in Schools
<https://www.gov.uk/government/publications/collective-worship-in-schools>
- Character Education Framework Guidance – DfE
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/849654/Character_Education_Framework_Guidance.pdf

Appendix Two: Opportunities for developing ‘Spiritual, Moral, Social and Cultural’ development

Opportunities for SMSC provision at Holte School are mapped across the school throughout the year. The senior leader with responsibility for SMSC will evaluate provision annually. An SMSC grid is available at www.holte.bham.sch.uk and clearly identifies the provision for ‘SMSC’ development and the promotion of fundamental British values at Holte School. The following grid provides guides for developing ‘SMSC’ across the school curriculum:

	Spiritual	Moral	Social	Cultural
Mathematics	Spiritual education involves the awe and wonder of mathematics that is shown to children. Mathematics can be used to explain the world and the mathematical patterns that occur in nature such as the symmetry of snowflake patterns or the stripes of a tiger. There is a sense of wonder in the exactness of mathematics as well as a sense of personal achievement in solving problems. Further mathematics can also be used to consider the idea of infinity.	Moral education concerns the use and interpretation of data that is becoming more prevalent in society. Pupils are given the opportunity to be aware of the use and misuse of data in all issues including those supporting moral argument.	Social education in Maths concerns pupils being given the opportunity to work together. Experimental and investigative work provides an ideal opportunity for pupils to work collaboratively. Mathematics also allows children to apply their own intuitive feelings and check these against what they have learnt in order to make more sense of the world.	Cultural education concerns the wealth of mathematics in all cultures and the opportunities pupils are given to explore aspects of personal culture and identity through mathematics. Recognition is given to symmetry patterns, number systems and mathematical thinking from other cultures.
English	Spiritual development in English involves students acquiring insights into their own personal existence through literacy appreciation and analysis. Through reflection on literary works students consider the attribution of meaning to experience. Through careful selection of novels and plays students consider the belief that one’s inner resources provide the	Moral development in English involves students exploring and analysing appropriate texts which furnishes them with the knowledge and ability to question and reason, which will enable them to develop their own value system and to make reasonable decisions on matters of personal integrity. Students develop an awareness that life	Social development in English involves students reading novels and short stories that offer perspectives on society and the community and their impact on the lives of individuals. Students are provided with opportunities to read texts that portray issues and events relating to contemporary life or past experience in ways that are	Cultural development in English involves short stories and plays being selected which encourage students to empathise with the feelings and experiences of others in order to develop their understanding of other people’s attitudes, ideas and behaviour. Students develop sensitive awareness of, and the ability to respond constructively to, the

	<p>ability to rise above everyday experiences. Through empathy with characters students develop a growing understanding of how ideology contributes to personal identity. Students will be provided with opportunities to extract meaning beyond the literal, consider alternative interpretation and hidden meanings while engaging with ideas in fiction, non-fiction, poetry and drama. Students explore how choice of language and style affects implied and explicit meaning. Students are provided with opportunities to reflect on their own life and lives of others using diaries, journals, letters, biographies and autobiographies. Students experience a rich variety of quality language use, and learn how to use language in imaginative and original ways, drawing on their reading, and considering how words, usage and meaning change over time.</p>	<p>throws up situations where what is right or wrong is not universally agreed. Novels and plays are selected that extend students' ideas and their moral and emotional understanding. Through reflection on a writer's presentation of ideas and the motivation and behaviour of characters, pupils express informed personal opinions. Students learn to articulate their own attitudes and values through being provided with opportunities to discuss matters of personal concern, related to books and plays read in class. They should be given opportunities to talk for a range of purposes including exploration and hypothesis, consideration of ideas, argument, debate and persuasion. In discussion they should be encouraged to take different views into account and construct persuasive arguments.</p>	<p>interesting and challenging. In taking different roles in group discussions pupils are introduced to ways of negotiating consensus or agreeing to differ. Students are provided with opportunities to consider the coinage of new words and the origins of existing words, explore current influences on spoken and written language, examine attitudes to language use, and consider the vocabulary and grammar of Standard English and dialect variations.</p>	<p>backgrounds, experiences, concerns, feelings and commitments of others through poetry, imagery, drama, role play, myth and historical narrative.</p>
Science	<p>Spiritual</p> <p>Spiritual education in Science involves the search for meaning and purpose in natural and physical phenomena. It is the wonder about what is special about life, awe at the scale of living things from the smallest micro-organism to the largest tree and the</p>	<p>Moral</p> <p>Moral education in Science encourages pupils to become increasingly curious, to develop open mindedness to the suggestions of others and to make judgements on evidence not prejudice. Students realise that moral dilemmas are often</p>	<p>Social</p> <p>Social education involves group practical work which provides opportunities for pupils to develop team working skills and to take responsibility. Pupils must take responsibility for their own and other people's safety when undertaking practical work.</p>	<p>Cultural</p> <p>Cultural education in Science involves thinking of scientific discoveries as as much of a part of our culture as great music and films. Credit is given to scientific discoveries of other cultures. Science is also seen as a contemporary activity and</p>

	interdependence of all living things and materials of the Earth. It concerns the emotional drive to know more and to wonder about the world and aesthetically appreciate its wonders including for example the enormity of space and the beauty of natural objects or phenomenon, plants, animals, crystals, rainbows, the Earth from space etc.	involved in scientific developments. When considering the environment the use of further natural resources and its effect on future generations is an important moral consideration.	Science has a major effect on the quality of our lives. Pupils are encouraged to consider the benefits and drawbacks of scientific and technological developments and the social responsibility involved.	developments are made all over the modern world. It is therefore an activity undertaken by a wide range of men and women in many different cultures both now and in the past. The interdependence of the world in environmental issues is central to science.
ICT	Spiritual	Moral	Social	Cultural
	Spiritual education in ICT provides opportunities for reflection of awe and wonder about the achievements in ICT today and the possibilities for the future. ICT lets pupils have the opportunity to reflect on, for example, how computers can sometimes perform better in certain activities than people. To promote pupils' spiritual development, their sense of self and their will to achieve, the ICT department continually takes the opportunity to praise students for their contribution in lessons.	Moral education in ICT helps pupils to explore aspects of real and imaginary situations and enables them to reflect on the possible consequences of different actions and situations. It can raise issues such as whether it is morally right to have computer games whose aim is killing and violence, and whether it is fair that some people in this country and in other countries cannot use the internet. Through real life case studies, students also consider issues surrounding the misuse and access rights to personal data. Other moral issues surrounding the topics of e-waste and the digital divide are also explored through case studies. The use of case studies in ICT encourages students to draw conclusions through evidence rather than their preconceptions	Social education in ICT involves collaborative work which encourages social development. ICT can also help all pupils to express themselves clearly and to communicate. As students' progress through their learning they will consider more complex social needs and are encouraged to research and work collaboratively to find appropriate solutions to issues that may affect particular groups within society.	Cultural education in ICT involves the breaking through of linguistic and cultural barriers. It is possible to e-mail or chat across the world and to word process in the mother tongue. ICT creates new opportunities to communicate such as social networks. Whilst studying various aspects of ICT students are asked to reflect on how different cultures are portrayed on the internet and why or who is portraying them in this way. Students are also challenged to think about how differing cultures access and use the internet and what implications this has on the individual and the culture.

		whilst allowing the students the time to reflect on the origins of their own personal perceptions of a topic.		
Physical Education	Spiritual	Moral	Social	Cultural
	Spiritual education involves pupils developing a variety of skills, e.g. performing a sequence in gymnastics, which allows the pupils to express their feelings and emotions as well as be amazed by what their bodies can achieve.	Moral education in PE concerns pupils having the opportunity to understand how PE can influence their healthy living and lifestyle. PE highlights the advantages of health and lifestyle through team sports and health related fitness. Pupils are also able to understand the rules of activities and the reasons why they need to abide by them and understand what fair play is.	Social education involves pupils having the opportunity to work as a team, as well as reflect on feelings of determination and enjoyment. Pupils are given the role of a coach or leader to develop their social skills in co-operation, communication, commitment, loyalty and team work.	Cultural education in PE means pupils are given the opportunity to learn games and dances from different traditions, including their own as well as being able to appreciate the differences between male and female roles within sport.
Religious Education	Spiritual	Moral	Social	Cultural
	Spiritual education in RE involves the experience and search for meaning, the purpose in life and the values by which we live. In learning about different religions and why people believe, pupils should have the opportunity to learn from their experiences, to reflect on and interpret spirituality and their own lives and discuss and reflect on ultimate questions.	Moral education in RE allows pupils to learn about shared and differing moral values. RE allows pupils to debate moral dilemmas about right and wrong, good and bad, peace etc. RE allows pupils to discuss issues such as people's responsibility towards the world and future generations. Through RE pupils have the opportunity to make a personal response to right and wrong and to consider other people's responses to moral issues.	Social education in RE involves exploring similarities and differences in religions and cultures through which pupils should begin to link religion to personal action in everyday life. This is reflected in their relations with others in the classroom and their ability to work together co-operatively.	Cultural education in RE involves learning about other religions, giving pupils an opportunity to learn what it means to belong, to develop confidence in themselves and be able to respond positively to similarities and differences in our multi-faith and changing society.
History	Spiritual	Moral	Social	Cultural
	Spiritual education in History involves the mystery of how and why events in the past happened	Moral education in History involves pupils being encouraged to comment on moral questions	Social education in History encourages pupils to think about what past societies have	Cultural education involves pupils developing a better understanding of our

	and their many causes, and helping pupils to a realisation that events did not have to happen that way, they could have taken other directions. It also involves realising the incredible significance that some individuals have had in the past, the distortions that can take place through time and the multitude of different interpretations that can be made about one single event. History allows pupils to see the similarities between people now and in the past and sometimes through sources and artefacts we feel that we can almost reach and touch them. Artefacts, for example, can bring us closer to people through touching what they felt, feeling their shoes, clothes etc.	and dilemmas. History is a story of right and wrong and pupils develop the ability to empathise with the decisions which ordinary people made at the time, based on their historical situation.	contributed to our culture today. Pupils own social development is encouraged through working together and problem solving. History also has a role to play in helping people to express themselves clearly and communicate better.	multicultural society through studying links between local, British, European and world history.
Geography	Spiritual	Moral	Social	Cultural
	Spiritual education in Geography inspires awe and wonder at the natural world: both at the physical and human features. It also inspires wonder of the natural environment such as rivers, mountains, hills, volcanoes and the effect of weather and climate. It also includes the effect that the environment continues to have on settlement and peoples' daily lives.	Moral education in Geography provides opportunities for pupils to recognise that development takes place within a global context and that local decisions affect and are affected by decisions and processes in other countries for example river pollution. Issues of justice, fairness and democracy are central and can be debated in terms of pupils' own experiences as well as using geographical issues as contexts.	Social education in Geography involves the study of real people in different societies. In looking at their own locality and others in the world, pupils' sense of identity and community can be strengthened.	Cultural education involves the study of real people in real places in the present. It provides opportunities for multi-cultural education through recognising commonalities and differences. It also encourages pupils to reflect on their own personal reality of sense of space.

Modern Foreign Languages	Spiritual	Moral	Social	Cultural
	Spiritual development in MFL concerns pupils wondering at the number of different and similar ways that people have developed to express themselves and ideas. Pupils also look at the simplicity and the complexity of these ideas and the ways in which we learn and construct our languages.	Moral education in MFL concerns pupils using the vehicle of languages they have to make a personal response to right and wrong. All languages carry messages about every aspect of life including moral development and pupils are able to consider other peoples' responses to moral issues.	Social education in MFL concerns communicating for a purpose with people from other cultural and social backgrounds. The social element of language learning comes both from learning about other societies and learning together in the classroom	Cultural education is achieved through pupils valuing all languages and therefore learning to understand and respect other people.
Technology	Spiritual	Moral	Social	Cultural
	Spiritual education involves giving pupils the opportunity to react to, reflect on, and wonder at the contribution of past generations to the simplicity and complexity of the made world and the variety of resources available to them.	Moral education involves understanding that decisions to make things can have both positive and negative effects on environments.	Social education in Technology enhances pupils' ability to co-operate together through activities such as designing and making. It also gives new and different goals in order to make something unique and helps pupils to assess objects in terms of usefulness, beauty and cost effectiveness. This creates awareness that simple solutions can be used to solve complex problems. It can enhance their ability to respect ownership and to resist destructive behaviour.	Cultural education in Technology allows pupils the opportunity to value artefacts from their own culture and from other cultures and compare similarities and differences between how things were made in the past compared with how they are made today.
Creative and Performing Arts	Spiritual	Moral	Social	Cultural
	Spiritual education in Creative and Performing Arts is encouraged through the experience and emotion of response to the creative process. Through a sensual approach to feeling, seeing and hearing pupils respond creatively themselves. We aim to nurture	Moral education in Creative and Performing Arts, involves pupils expressing their own response to moral dilemmas and emotions. They can appreciate the work of practitioners in expressing unfairness, injustice and in celebrating the victory of good	Social education in Creative and Performing Arts provides an individual and collective experience that contributes to a pupils' social development. Through group collaboration pupils develop social skills as they realise the necessity of pooling	Cultural education in Creative and Performing Arts involves students developing an aesthetic appreciation of the arts drawn from a wide variety of traditions with a diversity of genres, forms and purposes. Pupils have an opportunity to explore aspects of

	feelings, enhance moods and enable pupils to reflect on the beauty and wonder of artistic expression in art, music and drama.	over evil. Encouraging critical discussion in response to challenging art, drama and music will be an integral process in learning and development.	ideas, then selecting and developing them with a large degree of co-operation and mutual agreement. Similarly, a performer requires the ability to accept their appropriate place in the group, whether it is the solo or a supportive role. They should also be aware that they have a responsibility to the rest of the group and must not let them down. All creative and performing arts provide the opportunity to explore and express ideas and feelings. Throughout this process, students will develop their ability to identify, listen to, understand and respect the views and values of others in discussion.	their own culture and begin to recognise, and appreciate, differences in music, drama and art from different times and places. They can also begin to make connections between different cultures.
Citizenship	Spiritual Spiritual education in Citizenship inspires curiosity into how our identities are complex, can change over time and are informed by different understandings of what it means to be a citizen in the UK. It also enables pupils to explore creative approaches to taking action on problems and issues to achieve intended purposes.	Moral Moral education in Citizenship provides opportunity to weigh up what is fair and unfair in different situations, understanding that justice is fundamental to a democratic society and explore the role of law in maintaining order and resolving conflict. It also questions pupils to reflect on different ideas, opinions, assumptions, beliefs and values when exploring topical and controversial issues and problems.	Social Social education in Citizenship helps pupils to consider how democracy, justice, diversity, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society. It creates understanding that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected.	Cultural Cultural education in Citizenship looks at different kinds of rights and obligations and how these affect both individuals and communities. It also explores the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them. It enables pupils to evaluate critically different ideas and viewpoints of cultures, including those with which they do not necessarily agree. It encourages reflection and evaluation on what

				they have learnt from the intended and unintended consequences of their own action, and how that affects others in their communities.
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