



## SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION POLICY

<b>Responsible:</b>	The Principal
<b>Reviewed:</b>	May 2017
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### INTRODUCTION

Spiritual, moral, social and cultural (SMSC) education helps students develop personal qualities, which are valued in a civilised society. For example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. It is taught across the curriculum and throughout UTC life. It is linked closely to the Watford UTC (WUTC) aims and philosophy. Furthermore, it is recognised at the WUTC that SMSC education includes a duty to champion the principles of democracy and challenge prejudice and intolerance by promoting the values set out in the 2011 'Prevent Strategy' and guidance by DfE. These values are enshrined in five key principles:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

### AIMS

To enable students to develop their personal qualities and become:

- Responsible for themselves, accepting an appropriate measure of responsibility
- Confident and competent both academically and socially
- Able to distinguish between right and wrong
- Able to articulate their own attitudes and values
- Able to understand and be sensitive to the beliefs, values and ways of life of others, responding appropriately to injustice and prejudice
- Caring, considerate and compassionate
- Skilled in working collaboratively and independently
- Able to reflect on their learning and plan for future development
- Able to respond positively to challenges and problems

Students will be expected to respect British values including democracy, respect for the civil and criminal law.

All Watford UTC employees, including supporting assistants, are involved in spiritual, moral, social and cultural education. These qualities should be evident in the way that students and adults interact throughout the Watford UTC, in accordance with many other existing qualities. Staff should ensure that there is a balanced presentation of controversial issues without partisan political views expressed through teaching.

## **Spiritual Development**

### **Definition**

Spiritual development is the development of the non-material element of a human being, which animates and sustains us and, depending on our point of view; either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a student's 'spirit'. Some people may call it the development of a student's 'soul'; others as the development of 'personality' or 'character'.

### **There are many aspects of spiritual development:-**

#### **Beliefs**

- Feelings of transcendence
- A respect for insight as well as knowledge and reason
- The search for meaning and purpose
- Asking "why me?" at times of hardship or suffering
- Responding to challenging experiences of life such as beauty, purpose, suffering and death

#### **Self-knowledge**

- An awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences
- A growing understanding and acceptance of individual identity and development of self-respect
- Relationships
- A sense of empathy with others, concern and compassion and an ability to build up relationships with others
- An awareness and understanding of their own and others' beliefs
- A respect for themselves and for others
- A sense of awe, wonder and mystery
- Being inspired by the natural world, mystery, or human achievement

#### **Creativity**

- Expressing innermost thoughts and feelings through, for example, art, music, literature and crafts
- Exercising the imagination, inspiration, intuition and insight
- An understanding of feelings and emotions and their likely impact
- A growing awareness of when it is important to control emotions and feelings
- Steps to spiritual development might include:
- Recognising the existence of others as independent from oneself
- Becoming aware of and reflecting on experience
- Understanding and evaluating a range of possible responses and interpretations
- Developing personal views and insights
- Applying the insights gained with increasing degrees of perception to one's own life

At the Watford UTC we aim to encourage Spiritual Development through:

- The values and attitudes the school identifies, upholds and fosters;
- The contribution made by the whole curriculum;
- Religious education as part of the Masterclass Programme, acts of collective worship and other assemblies;
- Extra-curricular activity, together with the general ethos and climate of the UTC;
- Moral development.

### **Definition**

Moral development is about the building, by students, of a framework of moral values, which regulates their personal behaviour. It is also about the development of students understanding of societies shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that societies values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

Our intention is that the students of the Watford UTC will be working towards:

- an ability to distinguish right from wrong based on a knowledge of the moral codes of their own and other cultures;
- a confidence to act consistently in accordance with their own principles;
- an ability to think through the consequences of their own and others actions;
- a willingness to express their views on ethical issues and personal values;
- an ability to make responsible and reasoned judgements on moral dilemmas;
- a commitment to personal values in areas which are considered right by some and wrong by others;
- a considerate style of life;
- a respect for others' needs, interests and feelings, as well as their own;
- a desire to explore their own and others' views;
- an understanding of the need to review and reassess their values, codes and principles in the light of experience;
- an understanding of rights and responsibility within the communities and the society in which they live.

The Watford UTC will:

- address moral issues through VTT, WUTC projects, assemblies and Masterclass Programme;
- abide by the Behaviour for Learning Policy contributed to by employees and students;
- deal promptly with any discrimination and injustice, involving students in decision-making where appropriate via the SMT (Student Management Team);
- have a home-school agreement, agreed with parents and students;
- promote a safe learning environment in which students can express their views and opinions;
- model through relationships and interactions, the principles we wish to promote;
- encourage students to take responsibility for their actions - particularly through weekly reflection time;
- acknowledge and praise good behaviour.

## Social Development

### Definition

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about working together. It is about functioning effectively in a multi-racial, multicultural society. It involves growth in knowledge and understanding of society, society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the interpersonal skills necessary for successful relationships.

Our intention is that the students of the Watford UTC will be working towards:

- an ability to adjust to a range of social contexts by appropriate and sensitive behaviour;
- working successfully as a member of a group or team;
- an ability to share views and opinions with others and work towards a consensus;
- showing respect for people, living things, property and the environment;
- appreciation of others' rights and responsibilities;
- an understanding of the structures of society, e.g. the organisation of the family, the Watford UTC;
- fostering a sense of community with common, inclusive values; this will be driven through the VTT structure and their Corporate Social Responsibility;
- providing opportunities for students to work in a variety of social groupings, within class and sometimes across the UTC;
- providing positive whole UTC experiences, e.g. WUTC productions, awards assemblies and residential opportunities and off timetable enrichment days;
- encouraging students to develop valuable personal qualities, e.g. thoughtfulness, honesty and respect by modelling these behaviours;
- helping students to resolve tensions and conflicts;
- having SMT meetings;
- encouraging students to support nominated charities through UTC events.

## Cultural Development

### Definition

Cultural development is about students understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting students cultural development is intimately linked with WUTC's drive to value cultural diversity and prevent racism.

Our intention is that the students of Watford UTC will be working towards:

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- an ability to recognise and understand their own cultures and values;
- an ability to appreciate cultural diversity and to respect other peoples values and beliefs.
- having openness to new ideas;
- having a willingness to participate in artistic and cultural events;
- recognising and understanding images/icons, which have significance , and meaning in a culture;
- having an Equal Opportunities Policy;
- celebrating student's particular gifts and talents, regardless of culture;
- working with outside agencies to support the needs of students as appropriate;
- raising students' awareness of other cultures through assemblies and Departmental Schemes of Work and Citizenship;
- reporting incidents of racism and prejudice appropriately.

### **Equal Opportunities**

All members of the UTC are committed to the Equal Opportunities Policy. Discrimination based on race, gender, colour, religion, faith, physical appearance or disability is unacceptable to us (see Equal Opportunities Policy).

### **Promoting Fundamental British Values as part of the SMSC Policy**

At WUTC, the five key principles are embedded within the SMSC provision and may be demonstrated by these examples.

- Democracy

We will encourage students to voice their opinions and make time outside the lessons for them to talk. Through this process they will be able to express their views with regard to their education and these views will be discussed and inform future plans. In addition, staff will always willing to participate in educational meetings and discussions between parents, carers and other professionals.

- Individual Liberty

Students will actively encouraged to make their own choices, for example with regard to subjects they would prefer to study, organise events and prepare plans and run them. Students would contribute to SMT meetings and share their views, which will be fed back to Senior Leadership Team. These views will be considered to adjust their learning environment needs.

- The Rule of Law

Students will be encouraged to understand the need for rules for the good of everyone. For example, mobile phones must not be used in lessons – a rule which students will be explain and expected to understand and accept. Similarly, students will be used mobile technology for their learning.

- Mutual Respect

All staff model and promote expected behaviour, treating all people as valuable individuals and showing respect for students and their families.

Students would be encouraged to differentiate between right and wrong and look at how their actions affect others. For example, clear break and lunch designated times, promote and encourage lesson punctuality. We expect tutors and students to respect these. We also expect students to behave in a considerate manner in their lesson breaks, communicate appropriately

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and responsibly. In a UTC environment, professionals and specialists visit on a regular basis; students are expected to be polite and demonstrate professionalism to every visitor.

- Tolerance of those of different faiths and beliefs

At WUTC cultural diversity will be proudly acknowledged and promote tolerance and understanding. This would be achieved through whole WUTC assemblies, decision making sessions during the tutor time. Festive seasons religious or non-religious will be celebrated throughout the year to share similarities and appreciate differences.