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The Hayfield School Policy Statement: SMSC

Reviewed: April 2013

At The Hayfield School we recognise that the personal development of students, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides students with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

All curriculum areas have a contribution to make to a students' spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. Christian values, principles and spirituality will be explored in the curriculum, especially in RE. The integrity and spirituality of other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and students will be given access to alternative views. The school prides itself on the range of opportunities that are available for our students to embrace. We have a long history of running numerous visits and residential trips and we remain committed to providing these opportunities. Destinations include: France, Germany and Holland. We also have numerous trips in this country including York and of course Ridley Hall in Northumberland. The school's charging policy is available upon request.

Every student at Hayfield takes part in the Wider Curriculum – a broad range of clubs and activities including Duke of Edinburgh, survival cooking, photography, darts etc. These activities take place within the school day and provide a chance for our students to discover hidden talents!

In addition to this, there exists a large number of clubs and opportunities held after school for students to partake in. These include a variety of sport-related clubs as well as those linked to school productions and concerts etc.

All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for students and their families. Students are able to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Students are supported in understanding their rights and responsibilities and the need to respect the rights of others. High expectations promote responsible behaviour. All curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This is reflected in the teacher's planning and learning resources.

General Aims

We aim to ensure:

- That everyone connected with the school is aware of our values and principles.
- A consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- That a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.
- That students have a good understanding of their responsibilities

Definitions

Spiritual Development

Spiritual development is associated with the search for meaning and purpose in life. It relates to a dimension of life which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions and attitudes and beliefs. The term 'spiritual' need not be synonymous with 'religious'. All areas of the curriculum should contribute to the spiritual development of students.

Moral Development

Moral development is concerned with students' ability to make judgements about how they should behave and act, and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong.

Social Development

Social development refers to the development of abilities and qualities that students need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects.

Cultural Development

Cultural development refers to the development of knowledge and understanding and the appreciation of differing cultural beliefs, customs and traditions. A central theme concerns the development of a sense of personal identity whilst, at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others.

What is Spiritual, Moral, Social and Cultural Development?

Spiritual Development is about:

- The non-physical aspect of a person concerned with profound thoughts, relating particularly to Christianity and other religious faiths.
- That which moves people.
- Feelings, experiences, emotions.
- A sense of purpose.
- A sense of awe, wonder and mystery.
- Insights into a personal existence which are of enduring worth.
- Valuing a non-material dimension to life.
- The relationship between belief and behaviour.
- A sense of heightened perception or awareness.
- A sense of being part of a greater whole.
- A search for meaning and purpose.
- The attribution of meaning to experience.

Moral Development is about:

- Knowing of the codes and conventions of conduct agreed by society.
- Having the will to behave morally as a point of principle.
- Being able to articulate attitudes and values.
- Recognising the moral dimension to situations.
- Developing a set of socially acceptable values and principles.
- Recognising that values and attitudes change over time.
- Making judgements on issues by applying moral principles, insights and reasoning.
- Taking responsibility for ones' own actions.
- Understanding the consequences of actions for self and others.
- Behaving consistently in accordance with principles.
- Recognising the greater needs which extend beyond self-interest.

Social Development is about:

- The progressive acquisition of the competencies and qualities needed to play a full part in society.
- Understanding of the institutions, structures and processes of society.
- Understanding of how individuals relate to each other.
- Being able to adjust to a range of social contexts by appropriate and sensitive behaviour.
- Being able to make a personal contribution to the well-being of groups.
- The ability to exercise responsibility and initiative.
- Being able to participate co-operatively and productively in the community.
- Knowing how societies function and are organised.
- Understanding how what is learnt in the curriculum relates to life in society.
- Being able to take on the roles of team leader and team worker.

Cultural Development is about:

- Understanding of beliefs, customs, values, knowledge and skills which form the basis for identity and cohesion in society.
- Recognition of and respect for the rights of others to exercise a cultural influence.
- Knowledge of the nature and roots of cultural traditions.
- The key features of major cultural groups within society.
- Personal response and accomplishment.
- The capacity to relate what is learnt to an appreciation of wider cultural aspects of society.
- Developing and strengthening the cultural interests of students.
- Exposing students to a breadth of stimuli in order to allow them to develop new interests.
- Extending horizons beyond the immediate to the highest artistic, musical and literary achievements.
- Understanding the diversity of religious, social, aesthetic, ethnic and political traditions and practices.
- Being able to evaluate the quality and worth of cultural achievements.

Equal Opportunities

Refer to The Hayfield School Equal Opportunities policy.

Putting Ideas into Practice

To ensure that the things described in these statements can happen, there are three aspects or levels of the school which need to be considered:

- The ethos of the school, which creates the climate within which Social, Moral, Spiritual and Cultural development can flourish. This is described well in the school aims.
 - The pastoral support for students which should reflect these aims, and creates a deliberate structure through which the care and concern for students can be given.
 - The curriculum, which sets out to ensure that there is planning to introduce and explore the elements of SMSC there and this is appropriate.
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The curriculum is the framework on which a school is built and so it is through the curriculum that schools can have a major influence.

Teachers need to:

- be aware of these responsibilities.
- know how respective curriculum areas might be used.
- plan accordingly.
- be alert to the many every day, unplanned and incidental opportunities that can provide important starting points.

Opportunity for including social, moral, spiritual and cultural policy within the curriculum

English

- Assessment criteria at all Key Stages requires students to explore the significance of social and historical contexts in the production of texts. Therefore, all students develop a critical understanding of the ways in which social, moral, spiritual and cultural contexts influence writers and the texts they produce.
- Teaching texts from different cultures is a fundamental part of the English Curriculum at all Key Stages and as a result students gain an insight into cultures which may have very different social, moral and spiritual customs to their own.
- The teaching of non-fiction and media at KS3 and KS4 requires students to engage with culturally rich source material ranging from newspaper articles to autobiographies; texts which allow students to engage in important social, moral and cultural debate.
- At KS4 and KS5 students develop knowledge and understanding of the ways in which spoken language is central to culture. Students explore diverse social issues such as: the significance of accent and dialects; how spoken and written language has been influenced by social media; how spoken language is idiosyncratic and the reasons why these idiosyncrasies arise.
- Students across all Key Stages engage in speaking and listening activities which focus on social and moral debates including topics such as: the place of Capital Punishment in a justice system.
- Students at KS3 take part in 'Poetry Slam', a competition with other schools which encourages students to realise the social and cultural power of the spoken word.
- Every Year 9 student participates in a theatre visit as part of the Hayday Wider Curricular programme thus providing them with a culturally rich experience to cement and inspire their study of literature.
- Theatre visits are central to the teaching of A'Level English courses and students at KS5 regularly visit the theatre to see both modern and literary heritage texts in production.
- The English Department takes part in the annual Shakespeare Schools Festival which affords students at Hayfield the opportunity to participate in the largest youth drama festival in the UK through the study and performance of a Shakespeare play.
- The English Department at Hayfield actively teaches students that 'no text is complete until it is read'. By using this as our premise for reading any text, students are consistently examining the ways in which their own social, moral, cultural and spiritual experiences impact upon the way they interpret the ideas of others.

Mathematics

- Expectations that students will behave appropriately within the classroom and treat each other with respect.
- Group work to promote respect and appreciation of the contributions made by others.
- An appreciation of the inherent pattern, beauty and elegance of mathematics.
- A promotion of positive attitudes towards Maths via appropriate groupings, games, challenges and competitions.
- An understanding of mathematical history and developments.
- An understanding of the role of a range of cultures in the history and development of maths.
- An appreciation of maths within art and architecture across history and cultures.
- An appreciation of maths within nature.

ICT

- Making clear the guidelines about the ethical use of the internet and other forms of communications technology. Specifically we ensure a high moral tone is taken towards websites that promote materials of a racist, pornographic or overtly disproportionate and unbalanced nature. We also strongly discourage the negative use of texting, emailing or other forms of electronic communication.
- Acknowledging advances in technology and appreciation for human achievement. We celebrate the positive achievement of students' use of technology and try to bring a focus on advances in operating systems, software and hardware.

Science

- The development of awe and wonder as well as an understanding of our place in the great scheme of things. In particular by studying the Big Bang, the scale of the universe and the development of life on our planet.
 - An appreciation of some of the moral questions thrown as our knowledge increases. for example. the use of STEM cells, the impact of mining and quarrying for new materials and the use of fossil fuels versus renewable energy resources.
 - The development of an awareness of how culture has shaped scientific progress such as how ideas about the early solar system and Evolution have conflicted with ideas of the time, and how science has shifted culture such as how the principles of natural selection can be applied to anything from how an idea develops to how technology changes.
 - The consideration of the environmental and citizenship issues when considering our role in caring for the environment for example how we can find efficient ways of feeding the world, stopping climate change and how our demand for raw materials affects sensitive habitats.
 - A good understanding of the social issues involved and an awareness of everyone's point of view when discussing sensitive topics, for example, drug use (both medicinal and recreational), how limiting carbon dioxide pollution limits the speeds at which LEDCs can develop as well as the impact of such actions for future generations.
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Languages

The Modern Languages Faculty is fully committed to developing students as people as well as equipping them with the languages skills they will need in an increasingly global world.

- Exploration and discussion of religious festivals in other countries (KS3)
- Visit to local church in Rue during Year 8 trip to France (KS3) and Chapel in Marksburg Castle Y7 trip to Germany (KS3)
- Visits to Notre Dame and Sacré Coeur during Year 12 visit to Paris (KS5)
- Exploration of relationships between family members (KS4,5)
- Qualities of friendship (KS4,5)
- Discussion of ways to create a sustainable environment and problems of pollution (KS4,5)
- Exploration of sustainable development of tourism (KS5)
- Discussing wealth and poverty (KS5)
- Visit Holocaust Museum in Berlin (KS5)
- Discuss ethical issues relating to scientific technological and medical research (KS5)
- Discuss world issues (KS4,5)
- Exploration of healthy lifestyles and the impact of smoking, alcohol and drug abuse (KS4,5)
- Discussion of marriage and co-habitation (KS4,5)
- Exploration of issues surrounding inclusion, poverty and homelessness (KS5)
- Discuss the need for collaboration and cooperation (KS5)
- Discuss reasons for crime and anti-social behaviour, especially among young people. (KS5)
- Discussion of aspects of immigration, racism and integration (KS5)
- Talking about life in French and German speaking countries (KS3,4)
- Visits to France and Germany and links with schools abroad (KS3,5)
- Understanding of the cultural and multicultural nature of French and German speaking countries (KS3,4,5)
- Regular contact with French and German native speakers (KS5)
- Visits to showings of French and German films (KS5)
- European Day of Languages-whole school activities led by MFL department. (KS3,4,5)

Business

Students are frequently required to reach an ethical judgement and express personal views on a range of issues.

Class discussions and case study work is undertaken where students are required to make decisions and / or judgements on:

- Ethics in business
- Corporate Social Responsibility (CSR)
- International and national income distribution
- Starting a social enterprise

When studying recruitment and selection, motivation, environmental tensions, the importance of different perspectives is highlighted. Students are encouraged to challenge their own values and attitudes as members of their societies.

Cultural issues are raised by encouraging consideration of group identity, belonging and behaviour.

Students are encouraged to appreciate and relate to other cultures. The subject encourages respect and tolerance for people of different cultures, particularly when considering international trade and globalisation.

When students are studying stakeholders, motivation, the importance of different perspectives, inequality and equal opportunities, they will appreciate the difference in cultures and the implications of ignoring this.

Psychology

The study of psychology opens students up to the conflict of good versus evil. Is Personality inherited or learned? Exposure to other customs is central, looking at their definitions of dysfunctional behaviour - sex role stereo-typing, the nature nurture debate. Why do some people take life? By looking at dysfunctional behaviour we make students aware that the mind is a precious instrument open to corruption and must be nurtured. Students are made aware of the influence of the social environment on behaviour. Moral development is studied in children and its links to crime. Is our place in the world unique? Are other creatures capable of consciousness or advanced language? All these things, and more, open up the psychology student to the wonders of human existence and their importance and contribution in terms of tolerance and goodwill.

General Studies

- There are specific issues and topics covered in the AS and A2 specification which address these areas e.g. What is Art / Art in Society / Responsibilities of Artists; Origins of Life / Concepts of Life and Matter; Moral Responsibilities of Scientists / Scientific Progress and its implications for Society; Values, Rights and Freedoms; Religion and Society / Multi-Faith Societies; Solving World Problems.
- Wherever possible, these are student-led research projects with feedback and plenary discussions with their peers to ensure a broad and balanced range of views are heard.

Critical Thinking

- As this subject is entirely skills-based, taught primarily via practice with past exam papers, SMSC would only appear in lessons as a result of its inclusion in the exam papers.
 - Given the nature of the students taking this subject, any debate or discussion on any topic which appears in the lessons is mature, in-depth and considered.
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Economics

Economics considers a range of issues related to SMSC including:-

- The strengths and weaknesses of the economic systems and issues of equity.
- The quality of life and the distribution of wealth and/or income between groups within a society.
- Reference is made to the fairness of the rewards paid to labour and the issues relating to the benefits system.
- Cultural issues are considered as part of the international trade and relations sections.

Sociology

- In Year 9 and Year 12 students discuss the nature of family and household diversity in modern multicultural UK society and the expansion in household and lifestyle choice.
- In Year 9 students explore the nature v nurture debate and the process of socialisation. They then explore changing patterns of socialisation and the process of gender role socialisation.
- In Year 9 there is a focus on the core norms and values of British culture and these are contrasted with cross cultural evidence. As global citizens students are introduced to the idea of cultural relativity as a means to enhance tolerance and combat ethnocentric thinking.
- In Year 10 students explore the concept of youth and childhood and the construction of different youth subcultures. This is done via group research and project work.
- The Sociology of youth module also has a focus on "Gang culture" and the reasons why young people may be attracted to join.
- In Year 13 students study the "Beliefs in society" module. This covers issues such as the role of religion in society, the relationship between gender, age, class ethnicity and religious engagement and the secularisation debate – Is religion declining or transforming in terms of its influence on individuals and wider society?
- In Year 12 students explore the education system, its role and changing nature. This module includes a focus on factors influencing educational attainment and progress looking at "in school" and "out of school" factors.
- In Year 13 A2 students study the issue of crime and deviance - theories of control and criminality and the social distribution of crime and deviance.

Design Technology

- To be exposed to the study of historic design movements and styles from different time periods and cultures across our globe.
- To revere nature as the greatest of all designers by appreciating the patterns and universal geometry present within all natural forms upon our planet.
- Form a comprehensive understanding of the impact that modern products have upon our planet in order to create new concepts that are sustainable.
- Demonstrate respect and harmony to our planet when designing, developing and manufacturing new products.
- Promoting equality of opportunity and providing an awareness of D&T subjects that have historical issues based on gender stereotypes e.g. courses that are historically perceived as 'female only', such as fashion/textiles and catering. To encourage more girls to select courses that may have been traditionally more male dominated such as, engineering and product design.
- An appreciation of the benefits from working collaboratively in a design team, where team roles are designated in accordance with the individual passions and/or abilities of the different team members.
- To build a sense of shared responsibility in workshop environments with respect to health and safety and the sharing of tools, equipment and machines.
- Explore and investigate food dishes from many countries and be able to express the influence that these dishes have had upon the modern catering industry.
- Be able to recognize and make connections between specific ingredients and geographical locations on our planet.
- Appreciate the massive variety of different flavors from all cultures and how they may be combined to create vibrant new recipes.
- Be sensible and responsibly when selecting materials showing an understanding of how materials are sourced and the impact that their extraction has upon our environment.
- Display appreciation towards other cultures and the religious values inherent within them in order to ensure that new products do not offend any cultural beliefs or values.
- Build an awareness of the development of new technologies in different countries, whilst also appreciating the industrial history of our planet by demonstrating an understanding of the countries that pioneered the world's greatest technological advancements.
- Be able to perceive the intrinsic link between continuous product improvement and the evolution of humanity.

History

- As part of the Year 7 Humanities visit to York, our students go to York Minster, the city walls, the city art gallery, the Abbey ruins and undertake artifact handling sessions, and draw their own medieval representations of heaven and hell, based on the works of art in the gallery.
 - In Year 12 students travel to Berlin to study its place at the centre of the Cold War, visiting the Reichstag, remnants of the Berlin Wall and Checkpoint Charlie, the Olympic stadium, and the GDR secret police (Stasi) Headquarters building and prison. Survivors of the prison camp guide them during their visit, conveying a tangible sense of what it must have been like to be imprisoned / tortured / live under a dictatorship. They travel on the U-Bahn, and appreciate German culture in its widest sense by going to the zoo and the Alexanderplatz tower, sampling German cuisine (cake.)
 - In Year 12 two students annually take part in the nationally-organised trip to Auschwitz extermination camp – these students then return and lead assemblies in school and visit Year 8 History lessons to talk about their experiences.
 - Native American culture is studied in detail in Year 9, and compared to British / European culture and values from the time. Roman / Carthaginian culture is compared in Year 7. Mormon beliefs and culture are covered in Year 9.
 - Moral issues are considered extensively. Examples include the study of the slave trade and Holocaust in Year 8, and the implications of the Vietnam War in Years 10 and 11. A recent example of a moral debate involved looking at the English Civil War – the rights and wrongs of killing the King, and of Cromwell's behaviour in Ireland. Cromwell's reputation was then put on trial.
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Geography

- The study of different localities helps children to understand the background, way of life and values etc. of different people and cultures. For example the Inuits (Eskimo) and their way of life and values are to a large degree the result of habitat – as is our own.
- Tolerance of other people's differences, overcoming stereotyping, racism and prejudice can all be highlighted through the study of different peoples and their way of life. In addition, a greater appreciation of diversity and the changes over time is acquired.
- Students are encouraged to recognise the greater needs of the world which extend beyond self-interest when they take part in a 'Geography Challenge' to design and make a new product to support others across the world. In this they also exercise responsibility and initiative.
- A wide variety of national residential excursions give students an opportunity to explore different cultures and environments whilst gaining geographical skills in the field (e.g. Ridley Hall Northumberland Year 7, Peak District Year 10). Students are encouraged to apply what is learnt in the curriculum to their life in society.
- Local studies will encourage an awareness of the child's place, family, home, dependency upon other individuals, people and cultures and needs in the great scheme of things.
- Trips abroad encourage students to use their social and moral judgments to engage with their surroundings. A residential trip to Iceland (Year 10-Year 13) will build on students ability to understand different people, places and values.
- Environmental issues and concerns can be discussed whereby students realise the importance of taking responsibility for one's own actions. They may learn about the effects and the issues involved in urbanising an area or in everyday actions.
- Social development is progressed through taking on the roles of team leader / team worker whilst working towards a joint goal.

Art

- Studying great works of art can give an insight into the culture of other people and provide a strong link with the past.
- Art can provide a valuable tool to study the past and make social or moral comment on it.
- Multi-cultural art, the art of different religions, the art of ancient societies all reinforce the value of societies other than our own and help us to appreciate their value and the value of our own.
- The appreciation of great works of art and the appreciation of our own attempts helps to build up an awareness of aesthetics and gives an uplifting experience.

Music

- Listening tasks build an appreciation of a broad range of musical styles and the way in which music has evolved from its earliest form to that of the modern day.
- The study of world music provides an understanding of the importance music has to play in religious, spiritual and cultural traditions.
- British folk, classical and popular music can help to develop an understanding of our social history and music's role within it.
- Group performance tasks develop a commitment to the achievement of an overall goal – encouraging discipline, teamwork, co-operation, self-confidence, and social skills.
- Ensemble performances also foster an understanding and respect for the fact that every person has a role and responsibility within a larger community, along with the ability to adjust to differing circumstances.
- The analysis of music promotes critical thinking skills and helps to develop views and the ability to justify opinions on a wide range of musical contexts and styles. This, in turn, aids students in their emotional development through an appreciation of others' opinions - learning that music can affect one's emotions in various ways, cause differences of opinion and even conflict.

Drama

- Active learning around themes and texts in Drama allows students to explore their own and other peoples' customs, experiences, philosophies and emotions within a 'safe' environment.
- Work in Drama encourages students to work with passion, and a sense of awe, wonder and mystery, while developing their imagination unrestricted by reality.
- Devised and scripted work in Drama allows students to engage with characters and situations which require them to consider a variety of moral standpoints and the consequences of immoral or amoral actions.
- Group work encourages students to regulate their own behaviour and the behaviour of others. It develops a sense of responsibility and initiative in taking on the roles of team leader and team worker.
- Textual study and theatre visits create interest in the social, historical, political and religious contexts of existing cultural works and practitioners.
- The exploratory, practical and group work nature of drama, seeks to create enthusiasm, enjoyment and empathy.

Expressive Arts

Expressive Arts work encompasses the SMSC descriptors of art, music, drama and PE where Dance is the chosen art form.

Physical Education

- Caring for our bodies and respecting the health of others.
 - Obeying the rules of the game, being a 'good sport', learning to be a good winner and a good loser, learning to take part and doing one's best is important.
 - Appreciating the aesthetic beauty of the movements of gymnastics or dance.
 - Building team spirit, being a good team member, valuing the contributions of others to the team.
 - Learning that sport is an important element of many cultures – Ancient Greeks, Romans, the history of great sporting events such as the Olympics or the Ashes.
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- Listening to others.
- Holding debates and discussions about various moral and ethical issues, leading to written work.
- Drama and role play linked to choices and opinions.
- Exploring the law and beliefs within our own country as well as other cultures.
- Expressing and discussing feelings and emotions.
- Understanding rights and responsibilities within a society.
- Opportunities for group work to encourage team building and responsibility.
- Developing students' knowledge and belief systems of a plethora of issues.

Religious Education

- The exploration of moral and spiritual questions through discussion : a wide range of ethical issues are considered throughout years 9 – 11.
 - Appreciating and valuing other faiths and beliefs of both groups and individuals. Building a knowledge of other faiths and seeing how this affects daily life; eg prayer, worship, citizenship through charity.
 - Learning about being a member of a pluralist society and respecting and tolerating others and their belief and needs.
 - Knowing about the historical, social and religious aspects of our own culture and that of others.
 - Developing a sense of the mysteries of life: philosophical discussion and development of own thinking about the big questions in life.
 - Developing a sense of their position within the 'universal' picture.
 - Exploring religious and personal responses to the mysteries of life. Understanding of cultural responses to birth and death.
 - Encouraging personal reflection: a key aspect to all lessons as students consider their own responses to questions and issues about justice, fairness and personal choice.
 - Encouraging the search for meaning in life: looking at an awareness of their own beliefs and values.
 - Fostering the ability to 'step back from everyday life and consider things more deeply'.
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