

## Spiritual, Moral, Social and Cultural (SMSC)

SMSC across the curriculum is about how the school enables students to grow and flourish and become confident individuals so that they can appreciate their own worth and that of others. The climate and ethos of the school is key as well as the range of opportunities offered to students to develop their resilience and confidence.

The school has encouraged social skills development, particularly with the implementation of Personal Learning & Thinking Skills across the curriculum. PLTS is now an explicit element of lessons and is incorporated into the KS3 tutorial programme. Students do have a strong sense of values and respect towards peers and those from the local community (response to Food Bank Appeal and Art workshop with Studio 61 are excellent examples of this).

Dilemma based enquiry forms the basis of enrichment activities across the curriculum as well as the core curriculum. Students are encouraged to think about the rights of others' and how accepting and respecting others benefits the community as a whole (Cooling Conflict workshops is a recent example).

Students engage with people from other cultures when the opportunity arises (GSF Beacon School Conference 2012) and value the needs of those less fortunate than themselves (Food Bank Appeal/Studio 61 workshop/GSF conferences/Fairtrade School). However, the school needs to raise staff and student awareness of "cultural development" and "community cohesion" by further developing links with communities globally e.g. Burkina Faso and Uganda and establishing future links nationally with schools in Birmingham or Leicester. Students need to be educated further so that they are ready to live and work in a country of diverse cultures, beliefs and social backgrounds.

Personal insight and spiritual development is implicit within the school curriculum; all key areas promote self- awareness and reflection and recent staff training has focused on staff understanding of "spiritual" and how this can be represented **explicitly** in lessons. Staff have been encouraged to think about challenge and questioning because spirituality is about open-mindedness, awareness, respect and understanding as well as being emotionally involved in the activity. It's important to have quality time for reflection and something needs to have changed from the beginning of a lesson to the end in terms of thought processes and ideas (Philosophy for Children/Art/enrichment activities – Olympics Week).