



# Social Moral Spiritual Cultural Policy



North East Futures UTC has been established to change the education, skills and employment paradigm in our IT and Healthcare Science sectors in the North East. It provides the opportunity for young people from all the communities in this region to benefit from its specialist provision.

Local Governors and all the North East Futures staff are committed to a policy of equality and aim to ensure that all students, employees, job applicants, other member of the school community and visitors are treated fairly and with respect.

We aim to give equal access to the high quality educational opportunities we provide and to ensure that everyone feels that they are a valued member of the school community. We seek to create a safe and happy environment where all our students can flourish and where social and cultural diversity are celebrated.

Reviewed by:	Principal and LGB
Frequency of policy review:	Triennially
Lead Sub Committee for discussion:	Educational Standards
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By Dan Sydes	
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By Michael Whitaker	
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### 1. Introduction

The Local Governing Body of North East Futures UTC (UTC) are committed to the personal development of students, spiritually, morally, socially and culturally. We recognise that their development in these areas plays a significant part not only in their ability to learn and achieve but in their ability to become productive and happy members of society.

We therefore aim to provide an education that provides students with opportunities to explore and develop their own values, whilst recognising that those of others may differ.

This policy also covers the important areas of British Values and Religious Education.

### 2. General Aims

This policy seeks to ensure that:

- All curriculum areas make a contribution to a student's spiritual, moral, social and cultural development. Belief, principles and spirituality will be explored across the curriculum. The integrity and spirituality of faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and students will be given access to alternative views.
- All adults will model and promote socially responsible behaviour, treating all people as valuable individuals and showing respect for students and their families and other stakeholders.
- Students should differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.
- Students should understand their rights and accept their responsibilities and the need to respect the rights of others.
- All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teacher's planning and learning resources. Students will be expected to respect British values including democracy, respect for the civil and criminal law.
- That education is set within the context that is meaningful and appropriate to each student's age, aptitude and background.
- Through classroom activities and dialogue in the wider curriculum we will give students the opportunities to develop the skills and attitudes that enable students to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.
- All North East Futures UTC employees are involved in spiritual, moral, social and cultural education. These qualities should be evident in the way that students and adults interact. Staff should ensure that there is a balanced presentation of controversial issues without partisan political views expressed through teaching.

### 3. Spiritual Development

We aim to develop this through:

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

So that students:

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- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.

### 4. Moral Development

We aim to develop this through:

- Ensuring an understanding of rights and responsibility within the communities and society in which we live
- Addressing moral issues through partnership work with companies,
- Exploring moral impact and consequences whilst completing projects
- Promotion of the Behaviour Policy contributed to by employees and students
- Actively striving to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered.
- Having a Home School Agreement
- Promoting a safe learning environment in which students can express their views and opinions exploring controversial issues safely and in a climate where our teachers encourage and facilitate this
- Modelling through relationships and interactions, the principles we wish to promote
- Equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way so that so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.
- Encouraging students to take responsibility for their actions
- Recognising good behaviour and attitudes

So that students:

- Recognise the unique value of each individual, with a respect for others' needs, interests and feelings, as well as their own
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong based on a knowledge of the moral codes of their own and other cultures.
- Make informed and independent judgements in accordance with their own principles.
- A willingness to express their views on ethical issues and personal values
- An understanding of the need to review and reassess their values, codes and principles in the light of experience

### 5. Social Development

We aim to develop this through:

- Fostering a sense of community with common, inclusive values; this will be driven through the learning environment and by developing Work-ready Skills
- Providing opportunities for students to work in a variety of social groups, within class and sometimes across UTC.

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- Ensuring positive whole school experiences, e.g. awards assemblies and residential opportunities, as well as off timetable enrichment days.
- Encouraging students to develop valuable personal qualities, e.g. thoughtfulness, honesty and respect by modelling these behaviours and through Personal Development.
- Helping students to resolve tensions and conflicts.
- Holding Student Voice meetings.
- Encouraging students to support nominated charities through school events.

So that students:

- Develop an understanding of their individual and group identity.
- Help others in the school and wider community.
- Can adjust to a range of social contexts by appropriate and sensitive behaviour.
- Work successfully as a member of a group or team.
- Share views and opinions with others and work towards a consensus.
- Show respect for people, living things, property and the environment.
- Hold an appreciation of others' rights and responsibilities.
- Have an understanding of the structures of society

## 6. Cultural Development

We aim to develop this through:

- Promoting our Equality Policy.
- Celebrating student's particular gifts and talents, regardless of culture.
- Working with outside agencies to support the needs of students as appropriate.
- Ensuring that our students have opportunities to collaborate with people from other cultures including through our employer partners
- Raising student's awareness of other cultures through assemblies, subject Schemes of Work and Personal Development.
- Reporting and dealing with incidents of racism and prejudice appropriately.

So that students:

- Recognise the value and richness of cultural diversity in Britain.
- Develop an understanding of the UK's local, national, European, Commonwealth and global dimensions.
- Have the ability to appreciate cultural diversity and to respect other people's values and beliefs.
- Are open to new ideas.
- Having a willingness to participate in artistic and cultural events,
- Recognise and understand images/icons, which have significance, and meaning in a culture.

## 7. Equal Opportunities

All members of the school are committed to the Equality Policy. Discrimination based on race, gender, gender alignment, colour, religion, faith, physical appearance, disability or any other means is unacceptable to us (see Equality Policy).

## 8. British Values

The need "to create and enforce a clear and rigorous expectation on all schools to 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".

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The UTC recognises the multicultural, multi faith and ever-changing nature of the United Kingdom. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

We are dedicated to preparing students for their adult life beyond the formal examined curriculum and ensuring that we promote and reinforce British values to all its students.

The government set out its definition of British values in the 2011 Prevent Strategy.

We uphold and promote the following British Values:

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

For examples which show some of the ways The UTC seeks to embed British values, see appendix 3.

## 9. Religious Education

The UTC will deliver Religious Education within the Personal Development Curriculum and supported by additional content in the Pastoral programme including assemblies and tutor time discussion. The content to be covered includes:

- **Knowledge and understanding of religion.** Students will demonstrate coherent understanding of what religion and belief is.
- **Critical thinking.** Students recognise that some issues that relate to religion and beliefs are complex. They explore and identify a variety of viewpoints, analysing and evaluating the differing types of evidence used. They are able to make a persuasive case, using coherent arguments to support their views. They question assumptions and explore the origins of a range of opinions, including their own. They can represent and critically evaluate the views of others, including those they do not agree with.
- **Personal reflection.** Students will be able to evaluate beliefs, ideas, feelings and values both in relation to themselves and others.

It is important that our Post-16 learners are also reflective and develop critical thinking skills. This will be encouraged through the Pastoral Programme:

- Is Britain religiously diverse?
- Does care for the environment really matter?
- Does spirituality matter?
- Do religion and politics mix?
- What is the value of human life?
- What makes us happy?

Other examples, relating to our specialism might include:

- Science and Religion – can they coexist?
- What responsibility does western society have for those less advantaged than themselves?
- Should designers and engineers have an ethical/moral code?

### 10. How the curriculum contributes to SMSC

All Schemes of Work will include SMSC opportunities and these will be mapped against the curriculum. Specifically in Year 10 and 11 students will have dedicated weekly Personal Development time. We believe that at North East Futures UTC our Health and Digital Technologies specialisms are a rich source for much of the educational opportunities to develop students. However, we will ensure that SMSC delivery is monitored across the curriculum. Some examples for how SMSC can be supported across subject areas is included in Appendix 3.

### 11. Beyond the Curriculum

We deliver SMSC through a variety of ways beyond the curriculum:

- Assemblies have a Spiritual, Moral, Social or Cultural theme.
- Our Enrichment, Pastoral and Personal Development Programmes.
- Through an understanding of individual differences learnt through work experience and challenge projects

#### Practical activities to develop SMSC will include:

<b>Activity</b>	<b>Notes</b>
Mentoring time	SMSC discussion brought into the Everyone Needs a Mentor Programme
'In the News'	News broadcast on our Digital Signage Systems backed up by discussions in Tutor Time.
Personal Development	1 period per week programme across Year 10 and 11 to support the discrete deliver of SMSC Education
Subject Specific SMSC Referencing.	Schemes of Work to identify opportunities within lessons
Guest Speakers	Speakers for specific topics, such as community groups or business speakers from other cultures
Celebrating Achievement	Assemblies highlighting student and staff achievement across a range of areas
Charity fund raising	Fundraising activities, led by students, to raise money for local, national or global initiatives.

In addition we will create opportunities for students for:

- Meeting people from different cultures and countries. (Through links with partner businesses and other UTCs)

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- Working together in different groupings and situations.
- Taking responsibility e.g. peer mentoring, student leaders, independent study and supporting new students in their induction.
- Encouraging teamwork in all group activities.
- Showing appreciation of the performances of other students regardless of ability.
- Participation in a variety of different educational visits.
- Participation in live performances and teams.
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, national celebrations.
- Studying the contributions to society that certain famous, historical and influential people have made.

### 12. Links to the wider community

Visitors are welcomed into our school. The school will support the work of a variety of charities, selected by students. The development of strong home-school communication routes is regarded as very important, enabling parents and teachers to work in an effective partnership to support the students. Students will be taught to appreciate and take responsibility for their local environment.

### 13. Partisan political and religious views

North East Futures UTC does not have any political or religious affiliation. It is important that we are neutral and balanced in the education of our students and that they are free from influence in this regard. This message will be communicated to business partners and other organisations we work with.

All staff, including supply teachers and contractors must never influence students with their own political or religious views and present a balanced educational experience to our students. We recognise that this is a difficult balance to keep in all topics and guidance should be sought from the leadership team when staff are unsure.

### 14. Monitoring and evaluation

Provision for SMSC will be monitored and reviewed on a regular basis by:

- The Local Board of Governors and Principal will monitor the operation and effectiveness of the SMSC policy
- Monitoring of teaching and learning and work scrutiny by Faculty Directors/ and the Senior Leadership Team
- Regular discussions at staff and governors' meetings. □ Audit of policies and Schemes of Work

### Appendix 1 -SMSC in the Curriculum

The following are examples of where SMSC can be mapped to the curriculum. This is an exercise which will be created in full during our first year of operation, as we develop our full schemes of work:

#### The Contribution of English

English contributes to our students' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping students to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.

#### The Contribution of Mathematics

Mathematics contributes to our students' SMSC development through:

- Helping students understand the underlying mathematical principles behind natural forms and patterns.
- Helping students recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.
- Helping students work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.
- Helping students appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.

#### The Contribution of Science

Science contributes to our students' SMSC development through:

- Encouraging students to reflect on the wonder of the natural world.
- Awareness of the ways that Science and Technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions and understanding the rigour of scientific research and publication.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many.
- Becoming aware of the scientific facts behind contentious social issues such as abortion, recreational drug use, legal highs etc.

#### The Contribution of Computer Science

Computer Science contributes to our students' SMSC development through:

- Preparing the students for the challenges of living and learning in a technologically enriched, increasingly interconnected world.



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- Making clear the guidelines about the ethical and moral use of the internet and safety.
- Acknowledging advances in technology and appreciation for human achievement.
- Reflecting on inventions and ways in which design can improve the quality of our lives.
- Awareness of the moral dilemmas created by technological advances.
- Opportunities to work as a team, recognising others strengths, sharing documents through collaborative working, sharing expensive equipment where it requires students to adjust their work pattern to use time productively while said equipment is in use.

### **The Contribution of Geography**

Geography contributes to our students' SMSC development through:

- Increasing students' awareness of the world around them and the fragile nature of the world
- Increasing an understanding of the unforeseen effects of our social expansion and development.
- Understanding our impact on the world's resources and environmental, and our responsibility as designers and engineers to minimise the impact.

### **The Contribution of Health and Fitness**

Students' SMSC development is actively promoted through Sport and Fitness by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.
- Celebrating the achievement and skills of others.

### Appendix 3 - Embedding British Values at the UTC

The examples that follow show some of the many ways the UTC seeks to embed British values. We will also look to use 'In the News', 'Thought for the Week' and 'The Big Debate' to reinforce these key messages.

#### **Democracy**

The principle of democracy is consistently reinforced by the UTC ethos, with democratic processes being used for important decisions within the school community, for instance, elections being held for the Student Council. Our elected council will play a strong role in school; they are elected by their class peers and are involved in making our school a better place. 'In the News' will form a focal point for discussion about public institutions.

#### **The rule of law**

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced by the UTC ethos. Students are taught the rules and expectations of the school and these are reinforced through assemblies and our climate for learning. One of the core Workplace Skills is Compliance; the understanding of the need to follow rules clearly, such as Health and Safety. We will involve solicitors from one of our business partners in developing understanding of the legal system.

The rule of law is also embedded in the curriculum and the extended curriculum. Students are taught the value and the reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Examples include the study of the application of air pollution and climate change legislation in Science. We will welcome a range of visitors from authorities such as the Police, Fire Service and prison service to reinforce this message.

#### **Individual liberty**

Students are treated as young adults at the UTC and actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment. Staff at The UTC work to provide a positive ethos; they educate and provide boundaries for students to make informed choices, through a safe environment and an empowering education. Students are encouraged to set personal targets and choose tasks in class which challenge them, giving them more freedom to determine their own success. We offer a range of extra-curricular activities which students will choose from, based on their interests. Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely, for example through e-safety.

#### **Mutual respect of those of different faiths and beliefs**

Respect is a fundamental part of the UTC's philosophy and are at the core of our school life. Students learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect and this is reiterated through our teaching and learning environments. Mutual respect and tolerance is embraced throughout the curriculum by providing the opportunity for students to express their views in a safe environment.

We equip students with the ability to understand their place in a culturally diverse society. For example, 'In the News' will contribute significantly to this area, enabling students to understand issues around freedom of speech, extremism and racial tolerance. In English, students study a wide range of authors who draw on their own culture, background and religious beliefs to inform their writing. Firm links with a range of faith institutions to ensure that our students gain a wide experience.