



## **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT AT ST IVES SCHOOL**

### **SMSC - CURRICULUM INTRODUCTION STATEMENT OF INTENT**

This statement supports the school's vision and values: inspiring learning, ambition and aspiration, support and guidance, respect, fostering talent and widening horizons. All staff at St Ives School work collaboratively to create a: positive, challenging, stimulating, inspiring and caring environment for our students' learning journey.

The school works consistently to develop a community which encourages all stakeholders to have a healthy respect for one another. At St Ives school we believe that social, moral, spiritual and cultural development is key to allowing students to thrive in a 21<sup>st</sup> century society.

SMSC underpins all of the work that we do at St Ives School, both academically and pastorally.

#### **SPIRITUAL DEVELOPMENT**

##### **AIM**

The aim of spiritual development is to encourage and allow opportunities for students to reflect upon their own beliefs and the beliefs of others, religious or otherwise.

##### **OBJECTIVES:**

Students will be encouraged to:

- Develop their self-esteem and growth mindset;
- Develop their own personal beliefs, morals and values;
- Gain understanding of and respect for others' beliefs;
- Explore spiritual values through a range of subjects such as; Music, Art, Drama and RE amongst others;
- Express themselves with confidence;
- Develop empathy.

#### **WHAT THIS LOOKS LIKE IN THE CURRICULUM**

- A broad and balanced RE curriculum that follows the SACRE guidance;
- A broad and balanced PSHE curriculum that meets statutory requirements;
- PSHE lessons that involve themed discussions;
- A tutor programme that includes links to cultural capital and current global affairs
- An opportunity for students to explore pathways of development through Careers, Education, Information and Guidance (CEIAG);
- Trips and visits which help to develop a sense of awe;
- Guest speakers who develop students' awareness of the wider world;
- A reflective approach to learning with the school SIGMA programme;
- A positive rewards system which includes; House points, Celebration Assemblies, tutor 'Stars of the Week' and postcards home;
- Displays of students' work in the classrooms and corridors to promote a sense of pride;
- Development of a student 'School Council' to feed back student opinion on areas of school development.

## **MORAL DEVELOPMENT**

### **AIM**

The aim of moral development is to develop students' understanding what is right and wrong.

### **OBJECTIVES:**

Students are encouraged to:

- Create a culture of excellent behaviour;
- Be kind, respectful and helpful to others:  
Develop empathy;
- Develop listening skills;
- Promote the Fundamental British values of; mutual respect and tolerance, individual liberty, the rule of law and democracy.

### **WHAT THIS LOOKS LIKE IN THE CURRICULUM**

- All staff and students model excellent behaviour;
- Staff follow the school's behaviour management of rewards and sanctions;
- Use of restorative practice to help resolve conflict;
- Study of UK parliamentary systems, criminal and civil law, voting and types of government;
- Use of the school council to feed student opinion back to school leaders;
- A stable PSHE programme that incorporates moral issues;
- Fund raising for local, national and international charities;
- Filtered access to the internet;
- Discussions about morality and behaviour in cultural capital sessions.

## **SOCIAL DEVELOPMENT**

### **AIM**

The aim of social development is to provide opportunities for students to develop skills for life. These skills will help them to live a functional, positive life in a modern society.

### **OBJECTIVES:**

Students will be encouraged to:

- Maintain positive and respectful relationships within the school;
- Take an interest in opportunities provided within the school;
- Develop an understanding of local, national and international communities;
- Gain an understanding of the local community;
- Participate in school events both within school and outside of school.

### **WHAT THIS LOOKS LIKE IN THE CURRICULUM**

- Interact with all stakeholders in an outstanding manner;
- Students are involved in all aspects of the school through; Student Voice, House Council, Student Ambassador roles and student panels;
- House Council representatives and elected by their peer group;
- English speaking and listening skills developed through the English curriculum;
- Numeracy skills developed through the maths curriculum;
- Development of transferable skills through the comprehensive careers programme;
- Development of growth mindset and resilience through the school SIGMA programme;
- Work experience programmes in year 10;
- Voluntary work with local organisations and charity events;
- A well developed PSHE programme that focuses on the development of skills.

## **CULTURAL DEVELOPMENT**

### **AIM**

Cultural development at St Ives School aims to develop students understanding of cultures locally, nationally and internationally in order to prepare for life in a globalised world. Students will develop and understanding of the unique elements that makeup societies and groups.

### **OBJECTIVES:**

Students are expected to:

- Develop an understanding and respect for others and their beliefs, both religious and non religious;
- Develop an understanding of different cultural art, music and customs;
- Understand similarities and differences between societies and groups;
- Experience a range of cultural events; music, sports, art, drama, dance and other media.

### **WHAT THIS LOOKS LIKE IN THE CURRICULUM**

- Opportunities to showcase talents in various subjects including sport, drama and music;
- Creative work in art; art through culture;
- Creative work in music; looking at different cultures and music;
- Sporting events including; swimming, football and netball;
- Cultural opportunities in the curriculum such as; studying Cornish mining and heritage in History;
- RE and Assemblies provide students with an opportunity to learn about different events in various religious calendars;
- In English, students engage in texts from different cultures;
- Making links with global events such as the Olympics, Winter Olympics and World Cup;
- Music lessons offered to students plus a range of Music extra-curricular clubs;
- Opportunities for musicians and speech and drama students to perform to their parents and the community;
- Drama productions performed to wider community;
- Visits from employers linked to careers;
- Link with Mashiko, Japan through the Creative Arts Faculty.

### **ROLE OF SENIOR LEADERS AND KEY STAFF**

- To monitor SMSC delivery through drop ins, book scrutinies and student voice;
- To provide the curriculum time to deliver events that promote students' SMSC development;
- To encourage staff and students to take part in events that help develop SMSC
- To promote student voice opportunities in the curriculum through House Councils, and Student Ambassadors;
- To organise weekly cultural capital sessions;
- To arrange assemblies that link to SMSC;
- To provide opportunities for the school to engage with the local community.