As outlined in the Personal Development Policy intent it is the school's intention to develop the whole pupil and as part of this the Arthur Terry School recognises that the spiritual, moral, social and cultural (SMSC) element of students' education is crucial to their development. We recognise that this is even more crucial for the vulnerable groups within our school such as pupil premium and those students with special educational needs.

SMSC is about the values students are encouraged to hold, their attitude towards learning, knowledge and their role in society. SMSC is fundamental in preparing young people for society and at the Arthur Terry School, students are helped to develop positive attitudes and beliefs by being given opportunities to:

• Develop spiritual values and reasoned personal and moral values

• Consider the pluralistic nature of society; developing their understanding and respect for those with different religions, beliefs and ways of life

• Value everyone equally

• Develop personal relationships, based on trust, self-esteem and mutual respect

• Become active, responsible citizens in a democratic society

• Develop an appreciation of human achievements and aspirations

• Develop and understanding of the world in which they live and the interdependence of individuals, groups, nations and the environment

At the Arthur Terry School SMSC permeates the life and work of the school.

As a school we are aware of our collective responsibilities towards spiritual, moral, social and moral education and we:

Ensure:	By:
That all staff are aware of their role in developing students' morals, interpersonal skills, self-esteem and in preparing students for the opportunities, responsibilities and experiences of adult life	• ensuring that all relevant documentation and policies reflect our desires to develop the character of our students • ensuring that staff training opportunities, particularly morning briefings reflect the role that staff play in the the moral and character development
That we celebrate student achievement and foster a sense of community, explore relevant SMSC issues and involve students as active participants as much as possible.	• Providing celebration opportunities for all year groups to recognise effort and participation in the life of the school • Students are also encouraged to contribute to the school by developing their leadership roles as senior leaders, peer mentors, form representatives, etc. • the school has appointed innovation leaders responsible for developing community and charity and student leaders support in the delivery of community and charity events. • charity and community is also embedded within the tutor programme which is a fundamental mechanism for delivering personal development.
That students have information about all extra-curricular and enrichment activities and that the most vulnerable students including Pupil Premium and SEND are encouraged and supported to attend.	• We have a permanent 'enrichment lead' who oversees the provision and maximising participation. • We ensure our website is up to date with the relevant information to communicate to all stakeholders including parents about the offer that is available.

	• We ask tutors act as the champion of personal development encouraging students to participate in enrichment and careers opportunities • we have robust tracking and monitoring systems so that pastoral leads can intervene and drive up participation for all vulnerable groups
ensure that SMSC themes are strategically placed within our assemblies and tutor programme which provides opportunities for discussion and reflection on the assembly themes	• LG member responsible for personal development ensures that SMSC themes are mapped across the assembly programme and the tutor programme
Staff are role models who show courtesy, mutual respect, positive intent and be prepared to listen to students' views and encourage them to listen to each other.	• ensuring a staff receive high quality training including emotional coaching and restorative conversations. • staff also receive bespoke training to deliver challenging topics linked to SMSC which are often delivered within the PSHCE programme.
ensure displays and the school environment reflects the key themes of SMSC including respect and diversity	• themes such as respect and diversity well embedded within schemes of work especially in PSHCE

3. The implementation of Spiritual Development.

Pupils' spiritual development is shown by their ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life. It is also reflected in the respect for different people's faiths, feeling and values that they show.

Aspect of spiritual development	We develop this by
Personal values and beliefs A willingness to reflect on their experiences An ability to communicate these beliefs in discussion and behaviour An understanding of the value and role of faith and religion in societies Tolerance of other people	• the implementation of our collective worship policy(known as collective reflection) • our PSCHE programme • Our RE Curriculum which explicitly teaches about religion and differing worldviews. • Our tutor programme which has well structured opportunities for discussion particularly around current issues involving SMSC • Our praise and behaviour policy sets a clear framework and expectation regarding tolerance and acceptance of other people's views and ideas. • In subjects such as English and history there are strategic opportunities within the curriculum where peoples beliefs and personal views are explored.

3. The implementation of Moral Development

Moral development is concerned with students' knowledge, understanding, intentions, attitudes and behaviour in relation to right and wrong within the accepted codes of practices of society. Their knowledge and awareness of values and attitudes of individuals and society as a whole and socially acceptable code of behaviour is important.

We ensure	
An understanding of the difference between right and wrong and readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England	• extensive staff training on emotional coaching and restorative conversations support in educating young people giving them a clear moral framework.

• Students understand the importance of respecting people, truth and property • Students develop a concern for how their actions may affect others • An interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues • Students take ownership of their personal conduct so that they take responsibility for their own actions	• Assemblies and Personal development programme used to explore key themes • Praise and behaviour policy reflects the moral values of the school • Rewards and sanctions • PSHCE and tutor programmes • Core curriculum including Religious Education, English and Drama explores the themes of morality and the importance of moral actions.
Moral development is about understanding the principles and social values behind actions and decisions. Positive moral behaviours are promoted such as: • Being kind Telling the truth • Respecting the rights and property of others • Being considerate towards other people • Taking responsibility for one's own actions • Self-discipline • Respecting the beliefs and practices of others in a multicultural society	
Moral development is about understanding the principles and social values behind actions and decisions. At the Arthur Terry School we reject and actively challenge: • Bullying • Inappropriate and harmful sexual behaviour • Deceit • Cruelty • Irresponsibility • Dishonesty • Obscenity • Intolerance including racism and any forms of harassment	

4. Social Development

Social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society. Social development is based on the acceptance of group rules and the ability to see oneself in a wider context. The quality of relationships in school is crucial in forming students' attitudes to good social behaviour and self-discipline so that they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Social development is therefore concerned with how a student develops their:	By:

- range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively. - acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs	• Providing a curriculum that encourages the development of social skills particularly in subjects such as Drama and PE. • Student Leadership opportunities • School productions • Residential trips • Extra-curricular enrichment such as the Green Power team - Mock elections that run alongside national polls - Pupil Premium and SEND children are prioritised for all these experiences.

5. Implementation of Cultural Development

A student's cultural development refers to an increasing understanding of those

values, beliefs, customs, knowledge and skills which link groups together and give

people a sense of identity.

At the Arthur Terry School we seek to develop in students:	We do this by…
• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain • knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, sporting and cultural opportunities • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities	- Ensuring that our KS3 curriculum is broad and balanced with opportunities to explore the diverse range of cultures in society. - Openly and proudly celebrating and engaging with national awareness drives such as Black History Month and Pride. • Cultural visits aboard including to Poland (Kracow) and Iceland • Extra-curricular activities - Trips and visits to cultural rich sites such as Kenilworth Castle and Stratford upon Avon. - Pupil Premium and SEND children are prioritised for these experiences.