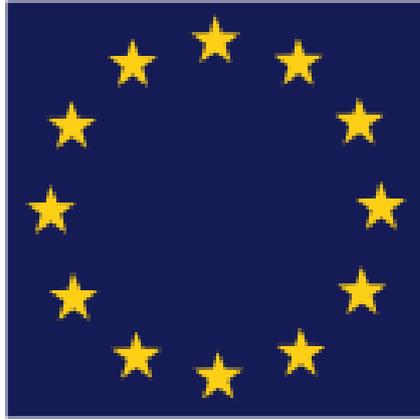


ANGLO EUROPEAN SCHOOL



SPIRITUAL, MORAL, SOCIAL & CULTURAL POLICY

(This policy includes some statutory references)

Policy	
Received/first adopted*	November 2012
Origin	LA/AES/other*
Statutory/Non-Statutory	Statutory
Reviewed/Approved * by Leadership Team	
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Curriculum/Finance/Personnel*	
Ratified/Reviewed by FGB	30/06/21
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Published in school	05/07/21
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Reviewed	Every 3 Years

Spiritual, Moral, Social and Cultural Policy

Including policy on both Religious Education and Collective Worship

The Anglo European School is a secular, non-denominational comprehensive school, whose unique ethos is founded on embracing a full range of cultures, faiths, religions, languages and ethnicities.

Our approach to spiritual, moral, social and cultural education is informed primarily by the school's well-established aims and its Learner Profile which define the characteristics we seek to instil in succeeding generations of young people. This is a values-driven school which makes a significant contribution to the spiritual, moral, social and cultural development of young people.

Our broad and balanced curriculum provides an important context for moral, social and cultural development. This includes both taught Citizenship, activities beyond the classroom and spiritual, moral, social and cultural education permeates all subjects.

The pillars upon which the school is built: Citizenship, language learning, the ethos and values of the International Baccalaureate, our visits and exchanges programme and a broad, baccalaureate-style curriculum, create an environment which is highly conducive to the development of the spiritual, moral, social and cultural aspects of a young person's life.

School aims

The Anglo European School seeks to develop ambitious, resilient and principled young people who recognise their common humanity and who seek to create a better and more peaceful society through inter-cultural understanding and respect. We encourage our students to become active citizens who are internationally-minded, lifelong learners who understand that other people, with their differences, can also be right.

Excelencia: To achieve academic excellence through a broad, balanced & inclusive curriculum enriched by a strong international dimension.

Interkulturell: To develop in students a respect for their own culture and the culture of others whilst celebrating the rich diversity of languages, values and traditions.

L'Avenir: To provide students with the linguistic, creative and social skills to move confidently beyond the boundaries of their own communities as they prepare for the next stage in their lives.

Learner profile

The Learner Profile defines the characteristics that we aspire to develop in each child. Taken together, they make a significant contribution to their spiritual, social, moral and cultural development.

The spiritual, moral, social and cultural dimension to the school's provision is central to its success and is regularly regarded as outstanding by independent observers. The school believes it has a responsibility to nurture faith, respect faith where it is expressed and encourage others to explore faith as well as respect the faiths of others. The school will provide opportunities for faith to be expressed for those for whom it is an important part of their lives.

Aims of this policy:

Through this policy and spiritual, moral, social and cultural education through the curriculum, we aim to develop young people who are able:

- To form and manage supportive and stable relationships
- To develop awareness of themselves as learners and managers of change
- To anticipate the demands and challenges of adult life, including the world of work and leisure opportunities
- To demonstrate their creativity enterprise and economic wellbeing
- To make informed choices on their lifestyle.
- To be aware of the need for good health and physical well being
- To value themselves as an individual and promote their self esteem
- To promote a spirit of inquiry
- To have the confidence and skills to make learning a lifelong process
- To communicate appropriately, effectively and safely using all forms of communication and social media.

Spiritual, Moral, Social and Cultural education through the curriculum:

Spiritual, moral, social and cultural education helps children develop personal qualities that are valued in a civilised society. Spiritual, moral, social and cultural development enables students to develop their personal qualities and become:

- Responsible for themselves, accepting an appropriate measure of responsibility
- Confident and competent both academically and socially
- Able to distinguish between right and wrong
- Able to articulate their own attitudes and values
- Able to understand and be sensitive to the beliefs, values and ways of life of others, responding appropriately to injustice and prejudice
- Caring, considerate and compassionate
- Skilled in working collaboratively and independently
- Able to reflect on their learning and plan for future development
- Able to respond positively to challenges and problems

All staff are involved in spiritual, moral, social and cultural education. These qualities will be evident in the way that children and adults interact throughout the school.

Spiritual Development

This is the development of the non-material element of a human being; the part that animates and sustains us. Depending on our point of view, it either ends or continues in some form when we physically die. Aspects of this development include a sense of identity, self-worth, self-esteem and a sense of meaning and wider purpose to life.

The spiritual development of our students is shown by their:

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- Knowledge of, and respect for, different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

As a school we will encourage spiritual development through:

- Making explicit the ethos and values that the school identifies, upholds and fosters through its aims and learner profile.
- Ensuring all members of staff take seriously their responsibility in this area through staff development and training, regular audits of current practice and self-evaluation and monitoring practices.
- Ensuring that all areas of the school curriculum contribute appropriately.
- Preparing assemblies and other school events promote SMSC elements.

Moral Development

Moral development is the building of a framework by students of moral values which regulates their personal behaviour. It is also the development of students' understanding of society's shared and agreed values. Moral issues often arise where there is disagreement and moral development involves understanding that society's values change. It is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about these different views. We aim to make clear to our students the values that we subscribe to as an institution and as a community. The will to behave morally as a point of principle is fundamental to moral development. In this sense moral development is to do with understanding the principles lying behind actions and decisions and not just

behaviour itself. We therefore aim to promote moral development through the quality of relationships, standards of behaviour, quality of leadership, the values the school sets and exhibits through its structures and our curriculum and teaching.

The moral development of our students is shown by their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and , in doing so, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand the viewpoints of others on these issues.

As a school we will encourage moral development through:

- Addressing moral issues through assemblies and other corporate events of the school community.
- Ensuring moral issues are explored explicitly in all relevant areas of the school curriculum. These are especially highlighted in, but are not limited to, Religious Studies, Science, PSHE, Citizenship, Drama and English.
- Consistently and persistently managing behavioural and discipline issues in a way that upholds the school's clearly communicated framework of values. This is the responsibility of all staff.
- A clear home-school agreement.
- Promoting a safe learning environment where all students can express their views and opinions.
- Modelling the values we wish students to reflect on and put into practice.
- Encouraging students to take responsibility for their actions.
- Acknowledging, praising and celebrating good behaviour which reflects the school's moral framework.

Social Development

Social development is about the school community working effectively with each other and participating successfully in the community as a whole. It is about functioning effectively in a multi-racial, multicultural society. It involves growth in knowledge and understanding of society, society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It involves the development of the interpersonal skills necessary for successful relationships.

The social development of our students is shown by their:

- Use of a range of social skills in different contexts, for example working and socialising with other students, including those from different religious, ethnic and socio-economic 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, liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

As a school we will encourage social development through:

- Requiring students to participate in work experience in Year 10 and the Lower Sixth. Students will be encouraged to undertake work experience overseas and/or in the third sector.
- Fostering a sense of community with shared, inclusive values. (see our Equality, Diversity and Inclusion Policy.)
- Providing students with opportunities to work in a range of groups, both within their own year and across the school.
- Providing positive whole-school experiences – e.g. school productions, school events, assemblies, International Visits and exchanges and focused PSHE days.
- Encouraging students to develop high-value personal qualities – thoughtfulness, honesty, kindness, being a good friend, respect etc
- Modelling these personal qualities through the behaviour and actions of staff.
- Helping students to resolve tensions and conflicts and learn how they could be avoided in future.
- Encouraging students to support nominated school charities and to nominate their own annually. (see Giving Policy)
- Providing a programme of political education and encouraging involvement in the political process.

Cultural Development

Cultural development is building up students' understanding of their own culture and other cultures in their local community, region, country and internationally. This then leads to them developing their understanding of cultures around the world so that they feel comfortable in a variety of cultures and can operate in the emerging "world culture" of shared experiences mediated by television, travel and the internet. Students must understand that cultures are always changing and that coping with this change is an important skill. Promoting students' cultural development is intimately linked with valuing diversity and combating racism; issues deeply embedded in the school's ethos.

The cultural development of our students is shown by their:

- 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 in the school, and further afield, as an essential element of their preparation for adult life
- Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values
- Willingness to participate in and respond positively to artistic, musical, 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 and respect diversity.

As a school we will encourage cultural development and an appreciation of different cultures through:

- Having an equality, diversity and inclusion policy that addresses cultural elements.
- Celebrating the unique qualities of the cultures of all students in the school.
- Ensuring that every subject area plans the ways in which the school's International Dimension will be embedded and promoted through scheme of work and lesson planning.
- Ensuring that the school's International curriculum gives opportunities to learn about students' own culture and the culture of others.
- Raising awareness of other cultures through the international curriculum, whole-school and international events, our extensive programme of international visits and exchanges and assemblies.
- Having an anti-bullying policy and promoting equality, diversity and inclusion through explicit modules such as the Anti-Bullying work in Citizenship and tutor time.
- Reporting and managing racist incidents according to school policy.
- Encouraging students to read widely from International Literature or literature which explores different cultures through our wider promotion of reading and Literacy Strategy.

Religious Education

Religious Education (referred to by us as Religious Studies) will be provided for all students at the Anglo European School. The curriculum will be guided by the Essex Agreed Syllabus as revised by the Essex Standing Advisory Committee in 2015.

https://schools.essex.gov.uk/other/Essex_SACRE/Documents/RE%20AGREED%20SYLLABUS%202015%20exp%20loRE.pdf

It will be taught as a discrete subject in Key Stage 3 and as part of the Citizenship Programme in Key Stage 4. It is also offered as an option choice at GCSE and as an A-level in the Sixth Form. All major religions will form part of the taught programme. IB Philosophy is also offered in the Sixth Form, a module of which is the Philosophy of Religion. Religious understanding and respect for difference is key to the school's ability to achieve its aims.

Collective worship

The gathering together of one or more year groups to reflect on both the wider work of the school as well as key political, moral, social, spiritual, cultural and topical issues is an important means of educating young people to become responsible citizens and to develop their wider spiritual understanding. It is not considered as a means of promoting Christian values alone and our 'assembly' programme does not seek to do this.

Article 1 of the Universal Declaration of Human Rights (UDHR) states *"All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in the spirit of brotherhood"*.

Article 2 states *"Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status"*

Article 18 states *"Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change their religion or belief, and freedom, either alone or in community with others and in public or in private, to manifest their religion or belief in teaching, practice, worship and observance"*

The UDHR has been ratified by the United Kingdom in its entirety without reservation and is a key principle in this school's distinctive provision.

Collective worship of a broadly Christian nature is contrary to the clearly expressed inclusive ethos of this school. It is also practically impossible to meet the requirements for a daily act as stated in Circular 1/94. The school does not believe it is qualified to promote any particular faith. It does not accept that the gathering of whole year groups should necessarily involve the worship of God nor that most such gatherings should relate specifically to the traditions of Christian belief or accord a special status to Jesus Christ.

Where groups assemble together such gatherings should be inclusive, promote a sense of community, enable participants to be actively involved, should promote spiritual, moral, cultural and social development, that it should be seen as a special time and of high quality.

The Sanctuary

This place of quiet is a venue for the student voice and conscience to be expressed. It is a place for discourse, discovery, debate and dialogue. Staff, students and friends of the school with a particular faith commitment will be able to use the Sanctuary to explore their own faith with like-minded people as well as to explore other faiths. It will also encourage them to feel able to express their faith. The Sanctuary is sited in a part of the school campus which represents the school's spiritual heart. The Sanctuary can also be used as a place for mindfulness and well-being support when used by the therapists and counsellors who work with our students.

The right to withdraw

Parents have the right to withdraw their child from the taught Religious Education programme and from Collective Worship. The Governing Body and Headteachers strongly advise that this right is not exercised. This advice is given in the case of assemblies a) because assemblies are broadly based and do not seek to promote predominantly Christian values b) collective gatherings are a key element in the schools communication system c) they provide opportunities to consider important topical and moral issues and d) enable senior staff to convey important aspirational ideas and ambitions for individuals and for the school. In the case of Religious Education the school consider this is an important means of promoting mutual respect and understanding of both individuals in particular and the world in general.

However if, despite this advice, parents wish to proceed they should do so by writing to the Headteachers outlining their reasons. The request cannot be reasonably refused. Parents would be expected to advise the Headteachers about the appropriate work to be undertaken. This work must be of a spiritual, moral, social or cultural nature. The student would be required to give an undertaking of good behaviour during the time they would otherwise be in assembly (if withdrawing from collective worship) or Religious Education lessons.