



London
**Design &
Engineering**
UTC

Spiritual, Moral, Social and Cultural (SMSC) Policy

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Team acknowledgements	
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Spiritual, Moral, Social and Cultural (SMSC) Development Policy

Policy Statement

London Design and Engineering UTC (LDE UTC) aims to provide an education that promotes the spiritual, moral, social and cultural (SMSC) development of students. Alongside their own values, beliefs and spiritual awareness, students will be encouraged to explore and develop British Values, which include respect for democracy and the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs (see the UK Government's Guidance on promoting fundamental British Values in schools, November 2014 <https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>).

Opportunities to promote the SMSC development of students will be provided across the curriculum through work experience placements, extra-curricular activities, Learning for Life (L4L), access to a UTC Chaplaincy hub and an awareness of all relevant policies and practises (eg Equality and Diversity, Anti-Bullying etc). The LDE UTC community will be a place where students can find acceptance for themselves as unique individuals.

Approach of LDE UTC

Spiritual, moral, social and cultural (SMSC) development helps students cultivate personal values and qualities.

SMSC development is linked closely to LDE UTC's philosophy and approach, enabling students to develop and cultivate the following essential personal qualities:

- Taking responsibility for themselves and accepting an appropriate measure of responsibility.
- Becoming confident and competent both academically and socially.
- Being able to distinguish between right and wrong.
- Becoming able to articulate their own attitudes and values.
- Understanding and being sensitive to the beliefs, values and ways of life of others and responding appropriately to injustice and prejudice.
- Being caring, considerate and compassionate.
- Becoming skilled in working collaboratively and independently.
- Being able to reflect on their learning and plan for future development.
- Responding positively to challenges and problems.

Students will be expected to respect British values including respect for democracy and the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs.

All employees of LDE UTC, including supporting staff (eg personal coaches), will be involved in spiritual, moral, social and cultural development. These qualities should be evident in the way that students and adults interact throughout the UTC. Staff should ensure a balanced presentation of controversial issues without partisan political views being expressed through teaching or general discussion.

Delivering SMSC Development

All curriculum areas - but particularly Learning for Life (L4L) – contribute to SMSC development.

Regular assemblies and weekly Learning for Life (L4L) lessons will emphasise SMSC development and incorporate fundamental British values. Sex and Relationships Education will be integral part of L4L, allowing students to acquire appropriate information and gain the insights they need in order to develop safe and enjoyable relationships (please see the curriculum overviews in Appendices A and B).

In all curriculum areas, illustrations and examples drawn from as wide a range of cultural contexts as possible will be reflected in the teaching and learning. Every term will focus on a particular 'value' and relevant material will be displayed in classrooms. This 'value' will be explored in L4L and assemblies and shared with parents via the LDE UTC newsletter. Certificates will be awarded for students showing the most awareness of the monthly 'value'.

Displays across the whole UTC will focus on specific value-related themes (eg democracy, mutual respect, rule of law etc), enriching students' understanding of themselves, others and the wider world.

Please see Appendix A for our KS4 overview and Appendix B for our KS5 overview.

Role of Senior Leaders and Key Staff

The Principal and Leadership Team of LDE UTC will seek to ensure that everyone connected within the UTC is aware of our values and principles. Awareness will be raised and sustained in the following ways:

- Through regular staff briefing and wall walks.
- Through the careful preparation of L4L lessons by the lead SMSC teacher, which are then shared with teachers delivering L4L.
- By promoting student 'voice' opportunities to maximise student participation.
- Through regular audits and observations of SMSC provision in each department .

Students need to acquire a good understanding of personal responsibility, so their education must be set within a context which is meaningful and appropriate to their age, aptitude and background.

Through weekly L4L lessons and classroom discussions, students will learn to express themselves and share their personal experiences and feelings, and their achievements and successes, in appropriate ways.

The particular social skills they will be developing are as follows:

- Being able to express and clarify their own ideas and beliefs.
- Speaking about difficult events, eg bullying, death etc.
- Exploring relationships with family, friends and others.
- Consideration of the needs and behaviour of others.
- Showing empathy.
- Developing self-esteem and a respect for others.
- Developing a sense of belonging.

- Acquiring and nurturing social, moral, spiritual and cultural skills and attitudes (eg empathy, respect, open-mindedness, sensitivity, critical awareness etc).

Many curriculum areas (particularly English, History, Science and Geography) provide opportunities to develop inter-personal and communication skills. These include listening sensitively to other people's views and learning how to agree and disagree. Working co-operatively and collaboratively, taking turns to share equipment and resources and always cultivating hard work and good practice are essential. This includes identifying and encouraging good role models and truly respecting others as equals, especially those who are perceived as "different" because of physical and learning difficulties.

Spiritual development

Definition

Spiritual development is about developing a sense of personal identity, self-worth, insight, meaning and purpose – for many people, of different faiths and cultures, the human longing for a sense of transcendence, a sense of the divine. It is about the development of 'spirit' or 'soul' and includes the development of 'personality' and 'character'. There are many aspects of spiritual development:

Beliefs and a sense of transcendence

- Growing in awareness and understanding of one's own beliefs and those of others.
- A respect for self and others.
- A sense of awe, wonder and mystery.
- Being inspired by the natural world, mystery, or human achievement.
- A respect for insight and intuition as well as knowledge and reason.

The search for meaning and purpose

- Exploring 'ultimate' questions of meaning and purpose in the light of experience and what others have thought and said about faith and life.
- Responding to challenging experiences of life such as beauty, purpose, suffering and death.
- Exploring the question 'why?', especially at times of hardship or suffering.

Self-knowledge

- Growing in self awareness, in terms of thoughts, feelings, emotions, responsibilities and experiences.
- Developing an understanding of personal identity, self-respect and a true sense of self-worth.
- Understanding and evaluating a range of possible responses to and interpretations of each situation or experience encountered.
- Nurturing and applying, with increasing degrees of perception, personal views, attitudes and insights.

Relationships

- Recognising the integrity of other people and their right to 'be' themselves.
- Learning to empathise with others, showing concern and compassion and nurturing an ability to sustain good relationships with others.

Creativity

- Expressing innermost thoughts and feelings through, for example, art, music, literature and crafts.
- Exercising imagination, inspiration, intuition and insight.
- Understanding feelings and emotions and their likely impact.
- Learning how to control emotions and feelings.

LDE UTC is fully equipped with two prayer rooms, which include the appropriate wash facilities. Immersed technology in the prayer rooms projects digital images onto the walls (projecting, for example, a place of worship of the great world faiths, Judaism, Christianity, Islam, Hinduism, Sikhism, Buddhism etc).

At LDE UTC, spiritual development is nurtured in these specific ways:

- Through the values and attitudes that the UTC identifies, upholds and fosters.
- Through the contribution made by the whole curriculum, using the monthly values as a guide and through the associated reward system.
- Through a reflection study programme (run by Chaplaincy Hub) which develops self-esteem and self-knowledge and an ability to reflect on and develop personal and spiritual values.
- Through acts of collective worship and other assemblies, including opportunities for reflection and meditation.
- Through access to a Chaplain, funded by the Diocese of Chelmsford and provided by the Centre of Theology and Community.
- Through extra-curricular activity and community service and involvement.

Moral development

Definition

Moral development aims to build a framework of moral values which guides and regulates the personal behaviour of students and helps them understand the broader shared and agreed values of society. It requires students to gain an understanding of the wide range of views held – including things people disagree about - and helps them learn how to develop and articulate their opinion about the different views.

Students work towards these characteristics:

- An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own culture and those of others.
- A confidence to act consistently in accordance with their own principles.
- An ability to think through the consequences of their own and others' actions.
- A willingness to express their views on ethical issues and personal values.
- An ability to make responsible and reasoned judgements on moral dilemmas.
- A commitment to personal values in areas which are considered right by some and wrong by others.
- A considerate style of life.
- A respect for others' needs, interests and feelings, as well as their own.
- A desire to explore their own and others' views.
- An understanding of the need to review and reassess values, codes and principles in the light of experience.
- An understanding of rights and responsibilities in local communities and wider society.

LDE UTC will aim to encourage Moral Development in the following ways:

- Addressing moral issues through work with companies, UTC projects, assemblies and L4L lessons.
- Following the Behaviour for Learning Policy, compiled and contributed to by employees and students.
- Dealing promptly with any discrimination and injustice, involving students in the decision-making where appropriate.
- Using students in teams across the school (eg Student Council; Prefect Team).
- Supervising and filtering access to the internet, together with regular assemblies and L4L lessons focusing on the danger of inappropriate internet use and other related issues.
- Promoting a safe learning environment in which students can express their views and opinions.
- Modelling, through relationships and interactions, inclusive and generous principles and values.
- Encouraging students to take responsibility for their actions.
- Providing opportunities to discuss local, national and global incidents, in addition to existing programmes of study.
- Enabling students to develop an understanding of the local community and wider world.
- Nurturing a desire to promote care and respect for nature and the environment.

Social development

Definition

The social development of young people helps them to work with each other in creative and positive ways and participate fully in community and society. This involves growth in knowledge and understanding of society, its institutions, structures and organisations, taking account of its rich ethnic, religious and cultural diversity.

It includes understanding the roles and responsibilities of citizenship, parent or worker and developing the inter-personal skills necessary for successful relationships.

Students will acquire and develop the following inter-personal skills:

- Adaptability - the ability to adapt to a range of social contexts by appropriate and sensitive behaviour.
- Teamwork - working successfully as a member of a group or team.
- Consensus building - an ability to share views and opinions with others and work towards a consensus.
- Respect - showing respect for people, living things, property and the environment.
- Appreciation - of others' rights and responsibilities.

LDE UTC will aim to encourage Social Development in these ways:

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- By fostering a sense of community with common, inclusive values. This will be driven through the contribution of employer partners, their student mentors and their Corporate Social Responsibility Teams, personal coaches etc.

- By providing opportunities for students to work on projects in a variety of social groupings, in class and sometimes across the UTC.
- Through positive whole school experiences, including work experience opportunities, awards, assemblies and off-timetable enrichment days.
- By encouraging students to develop valuable personal qualities, such as thoughtfulness, honesty and respect, and by modelling these behaviours through L4L study programmes.
- By helping students to resolve tensions and conflicts.
- Through the Student Council and student 'voice' meetings.
- By encouraging students to support nominated charities and volunteer in the local community or at the University of East London.

Cultural Development

Definition

'Culture' is a broad term, hard to define but generally understood as referring to the attitudes and behaviour that are characteristic of a particular social group or organisation. LDE UTC students are drawn from a wide range of cultures, ethnicities and faiths. Cultural development aims to help students understand the complex and subtle influences which help shape their attitudes to the world around them. It enables them to grow in their understanding and appreciation of cultures represented in Europe and elsewhere in the world.

'Culture' is also a term used to describe the creative aspect of life, to be cultivated through the arts, music, dance, literature etc.

So LDE UTC's aim is to help students feel comfortable in a variety of cultures and able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. Cultures are, of course, always adapting and changing and having to cope with change. Promoting cultural development through the arts is intimately linked with LDE UTC's attempts to value cultural diversity and prevent racism.

LDE UTC's intention is that students will work towards developing the following traits:

- An ability to recognise and understand their own cultures and values.
- An ability to appreciate cultural diversity and to respect other people's values, customs and beliefs.
- An acknowledgement of the similarities and differences existing between different societies and groups.

These will be cultivated by experiencing a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media. Students will broaden, develop and enrich their interests and insights through the opportunities the UTC, employer partners and the wider community provide.

LDE UTC will encourage Cultural Development in these ways:

- By holding an Equalities and Diversity Policy.
- By celebrating particular gifts and talents of all students of all cultures, ethnicities and faiths.
- Through educational visits at home and abroad to experience other cultures and ways of life.

- Through educational visits to places of interest, such as libraries, museums, galleries, theatres, places of worship and other educational establishments – schools, colleges and universities – in order to appreciate other cultures and ways of life.
- Through work with outside agencies to support the needs of students as appropriate.
- By raising students' awareness of other cultures through assemblies, L4L, group project work and work experience with employer partners.
- Through a Religious Studies programme, learning about other major world religions and their festivals and celebrations.

Equalities

All staff and students at LDE UTC are committed to the Equalities Policy. Discrimination based on race, gender, colour, religion, faith, physical appearance or disability is unacceptable and will not be tolerated (see Equalities Policy).

Monitoring and Evaluation

The Board of Directors and the Principal will monitor the operation and effectiveness of LDE UTC's SMSC provision.

KS4 SMSC weekly topics

KEY STAGE 4 Learning for Life outline programme

<i>Learning for Life- KS4</i>					
<i>Term 1</i>		<i>Term 2</i>		<i>Term 3</i>	
<i>Term 1a</i>	<i>Term 1b</i>	<i>Term 2a</i>	<i>2b</i>	<i>Term 3a</i>	<i>Term 3b (only applies for Yr. 10)</i>
Democracy	Mutual Respect	Rule of Law	Tolerance of Different Cultures / Religions	Individual / Personal Liberty	Individual / Personal Liberty
Week 1 <ul style="list-style-type: none"> Voting/Elections 	Week 8 <ul style="list-style-type: none"> Children In Need 	Week 14 <ul style="list-style-type: none"> How does law work in Britain contrast to other countries? 	Week 20 <ul style="list-style-type: none"> Understanding the range of faiths. 	Week 26 <ul style="list-style-type: none"> Mental Health awareness 	Week 31 <ul style="list-style-type: none"> Sex and Relationships Education Sexuality
Week 2 <ul style="list-style-type: none"> Responsibilities and Choice 	Week 9 <ul style="list-style-type: none"> Armistice Day Study Skills/Revision techniques. 	Week 15 <ul style="list-style-type: none"> Extremism 	Week 21 <ul style="list-style-type: none"> Observance of religious days i.e. Christmas, Eid, Diwali etc. 	Week 27 <ul style="list-style-type: none"> Depression (Sex and Relationships Education Sexuality)- YEAR 11 ONLY 	Week 32 <ul style="list-style-type: none"> Healthy Relationships and boundaries
Week 3 <ul style="list-style-type: none"> Citizens and decision making 	Week 10 <ul style="list-style-type: none"> Acceptance and respect Standing for yourself. 	Week 16 <ul style="list-style-type: none"> Prevent strategy 	Week 22 <ul style="list-style-type: none"> Kindness 	Week 28 <ul style="list-style-type: none"> St Valentine’s Day- 14th February 	Week 33 <ul style="list-style-type: none"> Physical exercise/Healthy eating.

<p>Week 4</p> <ul style="list-style-type: none"> • Power and fairness 	<p>Week 11</p> <ul style="list-style-type: none"> • Anti-bullying week 	<p>Week 17</p> <ul style="list-style-type: none"> • Discrimination 	<p>Week 23</p> <ul style="list-style-type: none"> • Self-control 	<p>Week 29</p> <ul style="list-style-type: none"> • Censorship 	<p>Week 34</p> <ul style="list-style-type: none"> • Body dysmorphia • Eating and dysmorphia
<p>Week 5</p> <ul style="list-style-type: none"> • Equality, Diversity and Rights 	<p>Week 12</p> <ul style="list-style-type: none"> • Halloween/ Diwali 	<p>Week 18</p> <ul style="list-style-type: none"> • Police and fire services to reinforce the importance of the rule of law. 	<p>Week 24</p> <ul style="list-style-type: none"> • Patience 	<p>Week 30</p> <ul style="list-style-type: none"> • Study Skills. 	<p>Week 35</p> <ul style="list-style-type: none"> • Dealing with change
<p>Week 6</p> <ul style="list-style-type: none"> • Black history month 	<p>Week 13</p> <ul style="list-style-type: none"> • Christmas 	<p>Week 19</p> <ul style="list-style-type: none"> • Code of conduct (in/out lessons) and school ethos 	<p>Week 25</p> <ul style="list-style-type: none"> • Holocaust 		<p>Week 36</p> <ul style="list-style-type: none"> • Annual review
<p>Week 7</p> <ul style="list-style-type: none"> • Study Skills- Revision techniques. 					
<p>Potential Extra Topics- in addition to “Current Affairs”.</p> <ul style="list-style-type: none"> • Current affairs • Immigration • Personal safety • Road Safety week • Dealing with change • Media Influence • Fair trade and ethical shopping • Poverty 					

- Domestic violence
- World animal day/ Animal Rights
- Student Council/Voice
- Racism
- Guest speakers
- Internet Safety/Cyberbullying
- Drugs and Alcohol Awareness
- Managing Stress

APPENDIX B

KS5 SMSC weekly topics

KEY STAGE 5 Learning for Life outline programme

<i>Learning for Life- KS5</i>					
<i>Term 1</i>		<i>Term 2</i>		<i>Term 3</i>	
<i>Term 1a</i>	<i>Term 1b</i>	<i>Term 2a</i>	<i>2b</i>	<i>Term 3a</i>	<i>Term 3b</i>
Democracy	Mutual Respect	Rule of Law	Tolerance of Different Cultures / Religions	Individual / Personal Liberty	UCAS / Apprenticeships
Week 1 <ul style="list-style-type: none"> Voting/Elections 	Week 8 <ul style="list-style-type: none"> Children In Need 	Week 14 <ul style="list-style-type: none"> How does law work in Britain contrast to other countries? 	Week 20 <ul style="list-style-type: none"> Understanding the range of faiths 	Week 26 <ul style="list-style-type: none"> Mental Health awareness 	Week 31 <ul style="list-style-type: none"> Introduction to UCAS Website
Week 2 <ul style="list-style-type: none"> Responsibilities and Choice 	Week 9 <ul style="list-style-type: none"> Armistice Day 	Week 15 <ul style="list-style-type: none"> Extremism 	Week 21 <ul style="list-style-type: none"> Observance of religious days i.e. Christmas, Eid, Diwali etc. 	Week 27 <ul style="list-style-type: none"> Depression 	Week 32 <ul style="list-style-type: none"> Understanding different types of Apprenticeships

<p>Week 3</p> <ul style="list-style-type: none"> • Citizens and decision making 	<p>Week 10</p> <ul style="list-style-type: none"> • Acceptance and respect • Standing for yourself. 	<p>Week 16</p> <ul style="list-style-type: none"> • Domestic Violence 	<p>Week 22</p> <ul style="list-style-type: none"> • Kindness 	<p>Week 28</p> <ul style="list-style-type: none"> • Body dysmorphia • Eating and dysmorphia 	<p>Week 33</p> <ul style="list-style-type: none"> • Personal Statement Workshops & UCAS day
<p>Week 4</p> <ul style="list-style-type: none"> • Power and fairness 	<p>Week 11</p> <ul style="list-style-type: none"> • Anti-bullying week 	<p>Week 17</p> <ul style="list-style-type: none"> • Discrimination 	<p>Week 23</p> <ul style="list-style-type: none"> • Self-control 	<p>Week 29</p> <ul style="list-style-type: none"> • Censorship 	<p>Week 34</p> <ul style="list-style-type: none"> • Work Experience & Newham Workplace workshop
<p>Week 5</p> <ul style="list-style-type: none"> • Equality, Diversity and Rights 	<p>Week 12</p> <ul style="list-style-type: none"> • Sex Education (Human Reproduction) • Sexuality 	<p>Week 18</p> <ul style="list-style-type: none"> • Financial Liberty (Tax/Mortgages) 	<p>Week 24</p> <ul style="list-style-type: none"> • Patience 	<p>Week 30</p> <ul style="list-style-type: none"> • Physical exercise/Healthy eating. 	<p>Week 35</p> <ul style="list-style-type: none"> • Personal Statement Reviews
<p>Week 6</p> <ul style="list-style-type: none"> • Black history month 	<p>Week 13</p> <ul style="list-style-type: none"> • Healthy Relationships and boundaries 	<p>Week 19</p> <ul style="list-style-type: none"> • Code of conduct (in/out lessons) and school ethos 	<p>Week 25</p> <ul style="list-style-type: none"> • Holocaust 		<p>Week 36</p> <ul style="list-style-type: none"> • Annual review
<p>Week 7</p> <ul style="list-style-type: none"> • Study Skills 					

Potential Extra Topics-

- Current affairs
- Immigration
- Personal safety
- Road Safety week
- Media Influence
- Fair trade and ethical shopping
- Poverty
- Domestic violence
- World animal day/ Animal Rights
- Student Council/Voice
- Racism
- Guest speakers
- Internet Safety/Cyberbullying
- Drugs and Alcohol Awareness