



<i>Policy/Procedure Title</i>	<i>Spiritual, Moral, Social and Cultural (SMSC) Policy</i>
<i>Policy Owner</i>	<i>Deputy Principal</i>
<i>Link Governor (if any)</i>	
<i>Version No.</i>	<i>2</i>
<i>Approved by</i>	<i>Deputy Principal</i>
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<i>Other Related Policies (if any)</i>	<i>SMSC Policy, CEIAG Policy, SRE Policy, Healthy Eating and Exercise Policy, Student Leadership Policy, Conduct Policy, Statement of Collective Worship, Safeguarding Policy, Equality and Diversity Policy</i>

SMSC Policy

This policy relates to the whole life of the college and its role in promoting spiritual, moral, social and cultural development (SMSC) by the example set by adults in the college and the quality of the relationships they show. There are a number of policies that directly relate to SMSC (See other related policies).

1.Spiritual Development

Aim

This area relates to the beliefs, feelings and emotions through which students acquire worthwhile insights into their own lives. All areas of the curriculum may contribute to spiritual development. Although education and spiritual development are not synonymous, college experiences can make a significant contribution to spiritual development.

Objectives

At UTC Cambridge, the students are provided with opportunities to develop their spiritual understanding by experiencing a curriculum and extended curriculum which will:

- Develop their self-esteem, self-knowledge and belief in themselves;
- Allow them to develop a range of personal values and beliefs based on a sense of curiosity;
- Explore the spiritual values of others;
- Allow students to express themselves in a variety of ways and give them time to reflect on their own experiences;

- Allow students to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others.

In practice

At UTC Cambridge this is delivered through:

- A tutoring programme which utilises tutoring to involve all years in opportunities for themed discussion;
- An assembly programme to address the spiritual aspect of quiet and reflection – in particular using past and present role models from the world and encouraging community participation;
- A student support structure that is focused on learning and providing appropriate information, advice and guidance for students as well as opportunities to explore pathways of development;
- Educational enrichment trips, creative partnerships and visiting speakers provide students with a range of experiences, which may promote a sense of awe and wonder about the world;
- A reflective approach to learning through formative assessment techniques – students having ownership and understanding of where they are, where they need to get to and how they are to do it;
- A rewards system developing student self esteem;
- Displays of students' work bring a sense of pride in the work students produce and therefore a sense of expressing the talents of the individual;
- The use of college student leadership to involve students in the life of the college
- The PSHE programme

2.Moral Development

Aim

Moral development refers to the students' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The college has a well-established Conduct Policy which focuses on readiness for the workplace and staff promote a supportive and business approach to the management of conduct.

Objectives

Objectives of the code of conduct are to promote the concept of readiness for the workplace by emphasising the college values of:

- Respect
- Resilience
- Social responsibility
- Teamwork
- Innovation

In practice

At UTC Cambridge this is delivered through:

- Clear models of good behaviour from staff and older students and reinforcement of our values both inside and outside of lessons;
- A student support approach used by all staff that is focused on conflict resolution and restorative justice;
- Themed tutor time programme;
- PSHE programme;
- Assembly themes of moral issues, developed and reinforced in tutor time;
- Fund raising activities for nominated charities, in addition to national charity event which give rise to discussion around morality;

- The use of students in teams across the college in student council;
- Supervised and filtered access to the Internet together with regular assemblies focused on the dangers of the Internet and related e-safety issues;
- Local, national and global incidents, in addition to existing programmes of study give opportunity for teaching about morality and behaviour.

3.Social Development

Aim

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society.

Objectives

Students are encouraged to:

- Maintain and develop relationships within the college, working successfully with other students and adults and in particular employers within the wider biomedical campus community;
- Respond to the opportunities being offered to show initiative and to take responsibility for their own learning;
- Gain an understanding of the wider society through their family and carers, the college, local and wider communities;
- Actively participate in the college community and beyond into the wider Cambridge local business community.

In practice

At UTC Cambridge we provide opportunities for students to:

- Interact with all staff college and with external partners of the college in an appropriate and mature manner;
- The use of students in leadership and the student council;
- Elected students representatives to feedback views, ideas and concerns to their tutor groups and to the senior leadership team;
- Experience, in programmes of study, the development of skills in speaking, listening and key reflective work where students have the ability to learn both with teacher interaction and support and through independent study;
- PSHE programme;
- Experience excellent CEIAG in college through pastoral and careers advice in which all staff are involved throughout the year. Subject specific advice is given at certain milestones of a student's life at the college and a dedicated careers advisor is available to offer support on careers, further or higher education planning;
- Participate in the business community through work experience, work based learning, Challenge lesson including the Duke of York programme.

4.Cultural Development

Aim

Cultural development refers to students increasing understanding and response to those elements

Objectives

Students are encouraged to:

- Appreciate, understand and respect aspects of their own and other cultural environments in term of beliefs, values, attitudes, customs, knowledge and skills;
- Recognise that similarities and differences may exist between different societies and groups;

- Experience a range of cultural activities in terms of literature trips, the Arts Award and other extra-curricular activities;
- Broaden, develop and enrich their interests and insights through interacting with employers and the wider business community.

In practice

At UTC Cambridge we encourage:

- Educational visits to experience other business cultures;
- Educational visits to places of scientific interest e.g. Universities, Addenbrookes, MRC, ARM in order to better understand other cultures and ways of life;
- PSHE Programme;
- Collective assemblies – a themed approach that gives rise to many opportunities to explore SMSC and cultural diversity.

Role of Senior Leaders and Key Staff

- To undertake audits and observations of department developments in SMSC provision;
- To promote and facilitate the extended curriculum;
- To organise themes for focus in tutor group time linked to an assembly programme;
- To organise Big Question Days / PSHE Challenge Days to deliver aspects of the SMSC and PSHE curriculum
- To promote student 'voice' opportunities within the student council;
- To encourage staff and students to be involved in enrichment activities which are spiritually, morally, socially and culturally engaging both inside and outside the classroom.

Expectations of Stakeholders

All stakeholders are expected to support and be engaged in the implementation of this policy through every engagement that they have with each other in tutor time, assemblies and in the course of daily interactions (with each other) in their classes and outside of the college community.