

Heathrow Aviation Engineering UTC

Spiritual, Moral, Social and Cultural Education Policy

Introduction

Spiritual, moral, social and cultural (SMSC) education helps students develop personal qualities, which are valued in a civilised society. For example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. It is taught across the curriculum and throughout school life. It is linked closely to the Heathrow Aviation Engineering UTC (UTC) aims and philosophy. Opportunities may be provided through an awareness of other relevant policies (Equal Opportunities, RE, PSHE/Citizenship).

Aims

To enable 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

Students will be expected to respect British values, which include democracy, respect for the civil and criminal law, a belief in freedom, tolerance of others, accepting personal and social responsibility, democracy and respecting and upholding the rule of law.

All UTC employees, including supporting assistants, are involved in spiritual, moral, social and cultural education. These qualities should be evident in the way that students and adults interact throughout UTC, in accordance with many other existing qualities. Staff should ensure that there is a balanced presentation of controversial issues without partisan political views expressed through teaching.

Where political issues are brought to the attention of students, teachers should take reasonable steps to offer a balanced presentation of opposing views. This applies whether the subject explored in regular lessons or extra-curricular activities which are provided or organised by or on behalf of the school or in the promotion at the school including through the distribution of promotional material of extra-curricular activities taking place at the school or elsewhere.

As we explore nature of British identity (including social, political, economic and cultural identity and values) and national identities within the United Kingdom, teaching should ensure that students recognise that there is no agreement over a national identity and understand the political nature of any definition.

Spiritual development

Definition

Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view; either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a student's 'spirit'. Some people may call it the development of a student's 'soul'; others as the development of 'personality' or 'character'.

There are many aspects of spiritual development

Beliefs

- An awareness and understanding of their own and others' beliefs
- A respect for themselves and for others
- A sense of awe, wonder and mystery
- Being inspired by the natural world, mystery, or human achievement

Feelings of transcendence

- A respect for insight as well as knowledge and reason

The search for meaning and purpose

- Asking "why me?" at times of hardship or suffering
- Responding to challenging experiences of life such as beauty, purpose, suffering and death

Self-knowledge

- An awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences
- A growing understanding and acceptance of individual identity and development of self-respect

Relationships

- A sense of empathy with others, concern and compassion and an ability to build up relationships with others

Creativity



- Expressing innermost thoughts and feelings through, for example, art, music, literature and crafts
- Exercising the imagination, inspiration, intuition and insight Feelings and emotions
- An understanding of feelings and emotions and their likely impact
- A growing awareness of when it is important to control emotions and feelings

Steps to spiritual development might include:

- Recognising the existence of others as independent from oneself
- Becoming aware of and reflecting on experience
- Understanding and evaluating a range of possible responses and interpretations
- Developing personal views and insights
- Applying the insights gained with increasing degrees of perception to one's own life

At Heathrow Aviation Engineering UTC we aim to encourage Spiritual Development through:

- The values and attitudes the school identifies, upholds and fosters.
- The contribution made by the whole curriculum.
- Religious education, acts of collective worship and other assemblies.
- Extra-curricular activity, together with the general ethos and climate of the school.

Moral development

Definition

Moral development is about the building, by students, of a framework of moral values, which regulates their personal behaviour. It is also about the development of students understanding of societies shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that societies values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

Our intention is that the students of Heathrow Aviation Engineering UTC will be working towards:

- An ability to distinguish right from wrong based on a knowledge of the moral codes of their own and other cultures
- 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 their values, codes and principles in the light of experience
- An understanding of rights and responsibility within the communities and society in which they live.

Heathrow Aviation Engineering UTC:

- Address moral issues through, UTC projects, assemblies, RE and PSHE/Citizenship
- Abide by the Behaviour for Learning Policy contributed to by employees and students
- Deal promptly with any discrimination and injustice, involving pupils in decision-making where appropriate
- Have a home-school agreement, agreed with parents and students.
- Promote a safe learning environment in which pupils can express their views and opinions
- Model through relationships and interactions, the principles we wish to promote
- Encourage pupils to take responsibility for their actions
- Acknowledge and praise good behaviour

Social development

Definition

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the working together. 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 also involves the development of the interpersonal skills necessary for successful relationships.

Our intention is that the students of Heathrow Aviation Engineering UTC will be working towards:

- An ability to adjust to a range of social contexts by appropriate and sensitive behaviour.
- Working successfully as a member of a group or team.
- An ability to share views and opinions with others and work towards a consensus.
- Showing respect for people, living things, property and the environment. Appreciation of others' rights and responsibilities.
- An understanding of the structures of society, e.g. the organisation of the family, UTC, etc.

Heathrow Aviation Engineering UTC:

- Foster a sense of community with common, inclusive values; this will be driven through the companies structure and their Corporate Social Responsibility



- Provide opportunities for pupils to work in a variety of social groupings, within class and sometimes across UTC.
- Provide positive whole school experiences, e.g. UTC productions, awards assemblies and residential opportunities and off timetable enrichment days.
- Encourage students to develop valuable personal qualities, e.g. thoughtfulness, honesty and respect by modelling these behaviours and through PSHE/Citizenship.
- Help students to resolve tensions and conflicts.
- Have student voice meetings.
- Encourage students to support nominated charities through school events.

Cultural Development

Definition

Cultural development is about students understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting students cultural development is intimately linked with UTC's attempts to value cultural diversity and prevent racism.

Our intention is that the students of Heathrow Aviation Engineering UTC will be working towards:

- An ability to recognise and understand their own cultures and values.
- An ability to appreciate cultural diversity and to respect other peoples values and beliefs.
- Having openness to new ideas.
- Having a willingness to participate in artistic and cultural events, recognising and understanding images/icons, which have significance, and meaning in a culture.

Heathrow Aviation Engineering UTC:

- Have an Equal Opportunities Policy.
- Celebrate students particular gifts and talents, regardless of culture.
- Work with outside agencies to support the needs of students as appropriate.
- Raise students awareness of other cultures through assemblies, and Departmental Schemes of Work and Citizenship.
- Our Religious Education Scheme of Work provides opportunities for learning about other cultures.
- We report incidents of racism and prejudice appropriately.

Equal Opportunities

All members of the school are committed to the Equal Opportunities Policy.



Discrimination based on race, gender, colour, religion, faith, physical appearance or disability is unacceptable to us (see Equal Opportunities Policy).

How SMSC will be incorporated into the curriculum

All students at the UTC will have allocated curriculum time dedicated to personal development and enterprise education. This will include Personal, Social, Citizenship, Health and Enterprise Education. SMSC will also be included within the wider curriculum as follows:

The Enrichment Curriculum

The Enrichment Curriculum at HAE UTC provides many opportunities for students to develop their understanding of SMSC. It consists of:

- Technical Challenges: working closely with local employers to solve real world problems
- Skill Development e.g. the UTC CCF RAF Section
- Sport and PE
- Other Activities e.g. Duke of Edinburgh Award, Model Making, Music, Sport etc.
- Competitive Challenges e.g. Competitions in Schools
- Private Study
- Work Experience

Subject Contributions to SMSC

English

- Developing confidence and expertise in language, which is an important aspect of individual and social identity
- Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television
- Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film
- Helping students to understand how language changes over time, the influences on spoken, and written language and social attitudes to the use of language

Mathematics

- Supporting whole school policy on issues such as discipline and behaviour
- Enabling students to acknowledge the important contribution made to mathematics by non-western countries

Science

- Encouraging students to reflect on the wonder of the natural world
- Awareness of the ways that Science and Technology can affect society and the environment
- Consideration of the moral dilemmas that can result in scientific developments
- Showing respect for differing opinions, on creation for example
- Co-operation in practical activity
- Raising awareness that scientific developments are the product of many different plus many others
- Giving students the chance to reflect on nature, their environment and surroundings



Computing

- Preparing the students for the challenges of living and learning in a technologically-enriched, increasingly interconnected world
- Making clear the guidelines about the ethical use of the internet
- Acknowledging advances in technology and appreciation for human achievement

Geography

- Opportunities for reflection on the creation, earth's origins, future and diversity are given
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change
- Studies of people and physical geography gives our students the chance to reflect on the social and cultural characteristics of society

Modern Foreign Languages

- Students' may gain insights into the way of life, cultural traditions, moral and social developments of other people
- Social skills are developed through group activities and communication exercises
- Listening skills are improved through oral/aural work

Engineering

- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives
- Awareness of the moral dilemmas created by technological advances
- How different cultures have contributed to technology
- Opportunities to work as a team, recognising others' strengths, sharing equipment

Physical Education

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play
- Exploring the sports and traditions of a variety of cultures
- Individual activities that provide the opportunity for self-reflection, awareness and challenge

Tutor Time

- Every assembly has a Spiritual, Moral, Social or Cultural
- Tutor Time provides an opportunity to discuss topical issues

Monitoring and Evaluation

The Board of Governors and Principal will monitor the operation and effectiveness of UTC's SMSC procedures.

Date created: 2nd June 2014

Date agreed: 9th June 2014

Date of Review: 31st July 2015