

Spiritual

- ◆ All students follow GCSE short course in RE – knowledge of central beliefs, ideas and practices of major religions
- ◆ Assemblies – awareness of relationship between belief and actions; personal response to questions about the purpose of life – considers aspects of human nature that give meaning and purpose to human existence.
- ◆ Significant emphasis on self-knowledge in PSE / careers Education / MFL modules at KS4; PE clubs / teams etc
- ◆ Many subjects contribute to development of ‘awe and wonder’; curiosity; reflection; valuing students ideas across the curriculum (literature; arts; music; RE; history; PSE etc)
- ◆ Lower School and Upper school Christian Unions
- ◆ Christian Relational Workers
- ◆ Parent prayer groups (cakes for staff!); support for school, meet with Headteacher
- ◆ Open welcome to local churches
- ◆ Annual Spiritual Awareness / prayer room

Moral

- ◆ Key principle of equal value – students; staff curriculum areas
- ◆ Whole school approach to behaviour management – based on two overarching rules – clearly set out homework diary – have been agreed by students through school council – excellent behaviour
- ◆ STAFF Alert – to report bullying and antisocial behaviour
- ◆ Whole school promotion of key values – honesty; respect; fairness
- ◆ Rejection of bullying – anti-bullying policy – dealt with in PSE; termly assemblies; promotion of tolerance and celebration of diversity.
- ◆ Focus on moral issues in RE / PSE – human rights issues; equal opportunities issues; medical and environmental ethical issues; focus on establishing personal values / beliefs. PE – sense of fair play etc
- ◆ Emphasis on rights, duties, responsibilities – citizenship education – promoted throughout the school.
- ◆ Moral issues addressed throughout the curriculum through literature; humanities education; visiting speakers etc
- ◆ Opportunities for moral discussion with purpose being the desire to persuade whilst retaining respect for individual beliefs.

George Abbot School’s provision for Spiritual Moral, Social and Cultural Education. (SMSC)

**NB: These four areas are inter-related and should not be considered as totally separate aspects. The overall ethos of the school is very important, as reflected in our school values:
Respect; Responsibility; Excellence; Support; Personal Development; Equality; Community; Tradition**

Cultural

- ◆ Appreciation of customs, beliefs, traditions etc (through RE/ CE)
- ◆ What it means to be British – understanding British values
- ◆ Opportunities to consider / explore / experience other cultures through Creative / Expressive Arts programme and enhanced Arts Status provision
- ◆ International School Status (links with South Africa; China; India; Tanzania; French / German exchanges; Canadian Exchange etc
- ◆ Consideration of other cultures through literature, music, drama across the curriculum. Also in Humanities education
- ◆ Classic / textiles / Iceland trips etc
- ◆ Visits to galleries; work with artists; sculpture garden
- ◆ Trips to theatre; musicals; concerts
- ◆ Encouragement to participate in extra-curricular / cultural activities outside of school – (recorded in Personal Portfolio)

Social

- ◆ Timetabled PSE / Citizenship Education programme taught by specialist teachers through out KS3 / 4
- ◆ Well ordered community – care for each other and school environment
- ◆ School values promoted widely
- ◆ Numerous opportunities for co-operation / collaboration within the curriculum and extra-curricular
- ◆ Focus on community service throughout the school
- ◆ Opportunities to take responsibility- develop leadership skills
- ◆ Experiences of democracy at work through year / school council
- ◆ Links with the wider community – Abbots Hospital lunch; Safer Surrey Partnership; Visits by police; mayor; magistrates EWO etc
- ◆ Links with South Africa
- ◆ Good relationships between students and staff
- ◆ Large number of trips and residentials – and entitlement in Year 8
- ◆ Work Experience for all Year 10 / Year 12