Promoting Spiritual, Moral, Social and Cultural Awareness (SMSC) Policy

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1. Aims

At our academy we want to create an ethos, which develops students spiritually, morally, socially and culturally.

We want to ensure that students are treated as individuals with individual needs.

We aim to deliver spiritual, moral, social and cultural education through all aspects of academy life; the curriculum, extra-curricular activities, flexible learning, the pastoral system, PSHE and assemblies.

We want to ensure that the personal development of students is a fundamental part of the academic and pastoral system at our academy.

2. Definitions

Spiritual Development

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'.

Everyone is capable of developing spiritually. Spiritual development is an essential part of learning to value everyone as a unique human being. It also encompasses reflection on religion as an important focus of the faith of many people. At our academy, together with parents, we can help ensure that no young person lacks opportunities to develop spiritually.

Spiritual development can include providing opportunities for us to encounter all the positive aspects of human experience and students who are developing spiritually are likely to be developing some or all of the following characteristics:

- A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour
- An awareness and understanding of their own and others' beliefs
- A respect for themselves and for others
- A sense of empathy with others, concern and compassion
- An increasing ability to reflect and learn from this reflection
- An ability to show courage and persistence in defence of their aims, values, principles and beliefs
- A readiness to challenge all that would constrain the human spirit, e.g. poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination
- An appreciation of the intangible, e.g., beauty, truth, love, goodness, order, as well as for mystery, paradox and ambiguity
- A respect for insight as well as for knowledge and reason
- An expressive and/or creative impulse

- An ability to think in terms of the 'whole', e.g. concepts such as harmony, interdependence, scale and perspective.

Moral Development

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 society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's 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.

The promotion of students' moral development helps students to value their relationships. It is central to the smooth running of society. No school can effectively promote students' moral development without the help of parents/carers and the community.

Students who are becoming morally aware are likely to be developing some or all of the following characteristics:

- 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.

Social Development

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characters, 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.

The promotion of students' social development is key in enabling them to socialise both in the academy and the wider community. It helps to develop an understanding of respectful citizenship and roles in society.

Students who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work, successfully, as a member of a group or team
- Challenge, when necessary and in appropriate ways, the values of a group or wider community

- Share views and opinions with others, and work towards consensus
- Resolve conflicts and counter forces which militate against inclusion and unity
- Reflect on their own contribution to society and to the world of work
- Show respect for people, living things, property and the environment
- Benefit from advice offered by those in authority or counselling roles
- Exercise responsibility
- Appreciate the rights and responsibilities of individuals within the wider social setting
- Understand how societies function and are organised in structures such as the family, the academy and local and wider communities
- Participate in activities relevant to the community
- Understand the notion of interdependence in an increasingly complex society.

Cultural Development

Cultural development is about pupils' 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 pupils' cultural development is intimately linked with academy attempts to value cultural diversity and prevent racism.

The promotion of students' cultural development will enable them to appreciate that the communities and society to which they belong provide the conditions in which human creativity, imagination and insight can flourish.

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to recognise and understand their own cultural assumptions and values
- An understanding of the influences which have shaped their own cultural heritage
- An understanding of the dynamic, evolutionary nature of cultures
- An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality
- An openness to new ideas and a willingness to modify cultural values in the light of experience
- An ability to use language and understand images/icons, e.g. in music, art, literature, which have significance and meaning in a culture
- A willingness to participate in, and respond to, artistic and cultural enterprises
- A sense of personal enrichment through encounters with cultural media and traditions from a range of cultures
- A regard for the heights of human achievement in all cultures and societies
- An appreciation of the diversity and interdependence of cultures.

3. **Delivery of Spiritual, Moral, Social and Cultural Development in the academy**

- All departments should identify and consider ways in which they can contribute to the personal development of each student
- SMSC should be highlighted in all schemes of work and lesson plans
- Collective worship provides a regular opportunity to help students in their personal development.
- The PSHE programme will provide an opportunity to focus on specific issues and events which are in line with

SMSC requirements and also give time for reflection upon students own identity and life both in and out of the academy

- The rewards and consequences system in the academy promote moral understanding at all times
- Extra-curricular activities
- Salter Scholar activities
- Student Voice
- Assemblies
- Fundraising and Charity work
- Form Tutor mornings.

4. Monitoring the implementation of the policy

SMSC Co-ordinator

- Will be responsible to the Principal for monitoring and maintaining the implementations of the policy
- Will be responsible for producing and conducting surveys with a representative sample of students on their knowledge and understanding of their own culture and those of others, and of stereotypes and generalisations
- will be responsible for keeping a log of the use of resources, visitors, assemblies, PSHE activities, Curriculum activities etc. used
- Will be responsible for producing a short report to be fed into the Academy Development Plan (ADP)
- Will be responsible for mapping Spiritual, Moral, Social and Cultural Development across the curriculum
- Will be responsible for auditing the current Spiritual, Moral, Social and Cultural provision, using the revised OFSTED criteria. They will then need to work with Curriculum Leaders to identify how to develop areas of weakness across the curriculum
- Will be responsible for devising a student survey to assess the effectiveness of SMSC Development

Heads of Department

- Will be responsible for ensuring that opportunities for SMSC are discussed in Department Meetings and, where appropriate, incorporated into schemes of learning and learning plans
- Keep simple checklists of incidents that break this policy, which can be shared at Department meetings and Heads of year meetings
- Record and share examples of good practice

Heads of Year

- Keep simple checklists of incidents that break this policy, which can be shared at Department meetings and Heads of Year meetings
- Will monitor the behaviour and attitude of the students by analysing attendance and punctuality data, exclusions, exits, and complaints from outside the academy

All Staff

- Will be responsible for modelling good SMSC practice and delivering SMSC through both formal and informal contact with students

The responses from future OFSTED inspectors and department audits will also assist us in the monitoring and implementation of the policy.

5. **Success criteria for the skilled Spiritual, Moral, Social and Cultural Ambassador**

Students show attitudes of:

- Happiness, pride, forgiveness and responsibility
- Imagination, curiosity, creativity and intuition
- Exploring, searching, questioning and engaging
- Respect for different cultures
- Positive self-identity
- Empathy towards others
- Curiosity to learn about other cultures
- Willingness to step outside of the 'comfort zone' in learning about others
- Enjoying exploring cultural diversity
- Thoughtfulness and sensitivity towards others
- Acceptance that we are all part of the human race.

Students possess knowledge and understanding of:

- Right and wrong
- Surviving hardship, pain and grief
- How to deal effectively with moral conflict and temptation
- Their own culture(s)
- Stereotypes and generalisations
- Other cultures and traditions.

Students are able to:

- Experience order, peace, wonder and calm
- Empathise with others at times of joy and tragedy
- Understand that people choose their behaviour and those choices have consequences
- Choose wisely with consideration for self and others
- Engage in self-reflection
- Negotiate disagreements fairly and compromise willingly when necessary
- Contribute confidently to the well-being of friendship groups and community
- Set aside self-interest to work with others for the common good
- Understand, appropriately express, recognise and respond to emotions in others

- Recognise and explore similarities and difference between cultures
- Listen actively to others' views and experiences
- Interact comfortably with those from cultures and traditions different from their own.