Spiritual, Moral, Social & Cultural Development Policy

Policy Title	Spiritual, Moral, Social & Cultural Development
Policy Created / Amended	June 2016
Policy Ratified	8 July 2016
Policy review cycle	2 years
Policy Review Date	July 2018

1. POLICY STATEMENT

1.1 Introduction

Sybil Andrews Academy is a community that accepts pupils as unique individuals. Pupils will, however, also gain cultural awareness, respect and tolerance of those of other cultural and faith backgrounds, in addition to developing an understanding of the 'fundamental British values'. The Academy will place a strong emphasis on building positive, caring attitudes towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

Pupils will be encouraged to explore and develop their own values and beliefs, spiritual awareness, along with high standards of personal behaviour through engagement with the Academy's core values. These are:

- **Wisdom** – We gain wisdom through learning and doing. Wisdom is knowing what to do. It is knowing right from wrong, good from bad

- **Justice** – Justice is making sure that we treat ourselves and others fairly

- **Courage** – Courage is being brave when we are scared. It is being able to do something when we feel bad or feel we might fall

- **Compassion** – Compassion is caring about others. It is wanting to help those who are hurting. Compassion is showing kindness to all people

- **Hope** – Hope is knowing and wanting good things to happen. Hope is doing what we can to make good things happen

- **Respect** – Respect honours the good things that we and others do. Respect values people and things for who and what they are. Respect honours people and things of special worth.

- **Responsibility** – Responsibility is taking care of people and the things that are ours. Responsibility is keeping our promises. It is doing our duty for our family, school, community and country.

- **Integrity** – Integrity is being honest. It is being trustworthy. Integrity is being true to yourself and your beliefs.

- **Resilience** – Resilience is about being able to stay strong when things go wrong.

The Academy recognises it must take opportunities which exist in the curriculum to develop pupils' spiritual, moral, social and cultural awareness. The school community will be a place where pupils will learn to differentiate between right and wrong in as far as their actions affect other people. Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The General Aims of the Academy are to:

- Ensure that Social, Moral, Spiritual and Cultural issues are embedded throughout the school curriculum in a consistent way.

- Give each student a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experiences.

- Enable pupils to develop an understanding of their individual and group identity, including but not limited to, the concept of 'Britishness.'

- Provide pupils the opportunity to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.

- Give each student the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

1.2   Spiritual Development

The potential for spiritual development is open to everyone and need not be confined to the development of religious beliefs or conversion to a particular faith. The term needs to be seen as applying to something fundamental in the human condition which is not necessarily experienced through the physical senses and/or expressed through everyday language. Spiritual growth is concerned with:

- assisting pupils to develop personal and shared beliefs;

- enabling pupils to be reflective about their beliefs and to have respect for different people's faiths, feelings and values

- developing in pupils a fascination with, and a curiosity in, the world around them

- recognising human achievements and exploring the possibility that inner resources can help people to deal with everyday experiences;

- the search for meaning and purpose in life;

- creativity and the expression of thoughts and feelings through art, music, literature, human movement and crafts;

- recognising and valuing one's own worth and that of others;

- exercising imagination, intuition and insight;

- appreciating or being moved by beauty or kindness;

- an awareness of when it is important to control emotions and when it is appropriate to express them;

- developing self-knowledge through opportunities to reflect

The Academy will encourage pupils to: recognise the existence of others as independent from themselves; reflect on experiences; question and explore the meaning of experiences; evaluate a range of possible responses and interpretations; and develop and apply personal views and insights.

1.3   Moral Development

Personal morality combines the beliefs and values of individuals, those of the social, cultural and religious groups to which people belong and the laws and customs of the wider society in which they live.

The Academy will encourage pupils to:

- recognise the difference between right and wrong, tell the truth; keep promises; respect the rights and property of others; act considerately towards others; help those less fortunate than themselves; take responsibility for their own actions; and exercise self-discipline.

- reject: bullying; cheating; deceit; cruelty; irresponsibility; and dishonesty. In shaping the personal morality of pupils',

- to understand the consequences of their behaviour an actions.

- recognise legal boundaries and, in doing so, respect the civil and criminal law of Great Britain

- develop an interest in moral and ethical issues by offering reasoned views about them and appreciating the viewpoints of others on these issues

At Sybil Andrews, we believe that there are five different areas of moral objectivity:

The Personal: It includes 3 main issues:

a) coming to terms with a limited life span (English, RS & Humanities)
b) respect for one's bodily and mental health (PE, Scheme, RS, PSHE, Humanities
c) personal development (Core, Humanities, , RS, PE)

The Inter-personal: is about how people treat other people and includes 3 main issues:

a) getting on with others (Core, PE, Humanities, RS)
b) sexual relationship, parenthood and marriage (Core, Humanities and Science)
c) rights of others (Core, RS, Humanities)

The Social: is about the power and influence of the group and includes 3 main issues:

a) authority, freedom and rules (Core, Humanities, RS)
b) types of groups (Humanities, RS, Science)
c) our society in relation to others (Humanities, Science, RS, PSE)

The Natural: is about the responsibility of people for their natural world. It includes:

a) people and the natural world (English, Science, Humanities, Technology, History)
b) ecological balance (Science, Geography, Humanities)
c) rights of creatures (English, Humanities, RS)

The **Religious** or Mystical: is about the unity of all life with the realisation of the tragic situation of the world. It includes:

a) the limits of understanding (Science, RS, Humanities and English)
b) core and evil (Assemblies, RS, Core and English)
c) death and personal tragedy (RS, Core, Assemblies, English)

Teachers aim to help their pupils make the right moral decision without assuming that the moral truths they arrive at are timeless certainties.

1.4 Cultural Development

The Academy is committed to preparing pupils to develop an empathetic understanding of aspects of their own and other cultural environments, be these religious, social, aesthetic or ethnic. The Academy aims to counteract bias and appreciate, value and celebrate the achievements of others and to prepare pupils for life in a multicultural society. It is recognised that pupils must experience other cultures in order to understand them fully. Where the local cultural environment does not offer a sufficiently broad experience the Academy is committed to providing opportunities not only through the curriculum, but also through educational visits at home and abroad and in-school events led by different cultural groups.

The Academy will develop an appreciation and understanding of different cultures by helping pupils to:

- understand and appreciate of the wide range of cultural influences that have shaped their own heritage and those of others
- understand and appreciate of the range of different cultures within school and further afield
- develop their knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- participate in and respond positively to artistic, musical, sporting and cultural opportunities
- develop an interest in exploring, improving their understanding of and showing respect for different faiths and cultural diversity
- understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

1.5 Social Development

The Academy is committed to working with the home and the community to prepare pupils for relating to others in different social settings, taking responsibility, exercising initiative, working effectively in groups and participating co-operatively and productively in the Academy and the wider community. The Academy will help pupils to understand how they can resolve conflicts effectively and how they can communicate their needs and those of their own communities.

The Academy is further committed to promoting an empathetic understanding of how societies function and are organised in structures such as the family, the school and local and wider communities.

The Academy will also involve pupils in the wider community through the encouragement of volunteering, charity fund raising and by providing them with opportunities to do this at a local, regional and national level.

Effective social development also helps pupils to understand how they 'fit' within the larger community in which they live. To help them do this, Sybil Andrews Academy will ensure that pupils understand and engage with the 'fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Sybil Andrews Academy will also encourage pupils to positively participate in artistic, musical , sporting and cultural opportunities. Pupils will be encouraged to use their talents to compete in a fair and generous manner, appreciating the ability of others, showing determination and team spirit.

2.   ROLES AND RESPONSIBILITIES

   i.   It is the responsibility of the **Governing Body** to establish a policy and procedure for spiritual, moral, social and cultural education and to monitor the effects of the procedure.
   ii.   It is the responsibility of **the Principal** to promote an ethos and to make arrangements for the curriculum which help with the spiritual, moral, social and cultural development of pupils.
   iii. It is the responsibility of all **staff** to familiarise themselves, and comply, with this policy and procedure in accordance with relevant professional standards.

3.   Implementation

To promote the spiritual, moral, social and cultural development of each member of the Academy community, the Academy will:

a)   **Develop the school environment by:**

   i.   making the Academy a place of welcome for all visitors;
   ii.   maintaining and improving grounds;
   iii. creating areas and times of silence;
   iv.   celebrating achievement through the display of work; and
   v.   ensuring that play and leisure areas encourage and promote co-operative behaviour.

b)   **Provide opportunities for explicit spiritual development by:**

   i.   using to highlight the spiritual dimension;
   ii.   ensuring that subjects like RE, English and Art include space for personal reflection; and
   iii. taking opportunities to reflect on events in all areas of the curriculum, especially those which may involve a sense of awe, wonder or mystery in subjects like Art, Performing Arts, Drama, English, Geography, History, Music, RE, Science and Technology.

c)   **Enable the whole curriculum to be a vehicle for spiritual, moral, social and cultural development by:**

   i.   presenting positive images of regions, countries, faiths and cultures from around the world and challenging stereotypes;
   ii.   encouraging pupils to see a pattern and purpose in life;
   iii. promoting aesthetic awareness;
   iv.   being sensitive to the scope of human achievement;
   v.   providing opportunities for pupils to engage in activities of discovery and exploration;
   vi.   ensuring achievement and effort are celebrated and self-esteem enhanced;
   vii. assisting pupils in the pursuit of truth and excellence;
   viii. providing opportunities to search for meaning and coherence in experience;
   ix.   exploring the connection between personal philosophy and behaviour; and

x.   continuing to plan for and provide in-Academy events and educational visits which afford pupils the opportunity to understand both their own and other cultures and societies.

d)   Build structures that encourage spiritual, moral, social and cultural development by:

i.   giving pupils opportunity to exercise responsibility and initiative;
ii.   implementing discipline strategies that emphasise and reward positive behaviour;
iii.   ensuring that sanctions allow pupils to take responsibility for their behaviour, while balancing this with the need for forgiveness and reconciliation, rather than judgement and recrimination;
iv.   encouraging teamwork and co-operation and emphasising that achievement and success should not be attained at the expense of others;
v.   encouraging competition based on mutual respect;
vi.   instituting procedures that emphasise the equality and dignity of each person and combating intolerant attitudes manifested in bullying, racism, sexism and violence; and
vii.   enabling pupils to recognise the inter-dependence of human beings through work for charity and in community programmes.

e)   Establish and maintain an ethos to encourage spiritual, moral, social and cultural development by:

i.   setting an example of justice, fairness, truth and respect in dealings between members of staff and between staff and pupils;
ii.   avoiding the use of language and other modes of expression which tend to denigrate others;
iii.   encouraging tolerance and a willingness to listen to and value difference of opinion;
iv.   valuing courtesy and consideration for others;
v.   making available facilities for individual support, guidance and counselling where needed;
vi.   involving pupils in developing the Code of Conduct; and
vii.   developing appropriate courses in PSHE.

3.1   SMSC in the Curriculum

All curriculum areas have a contribution to the student's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. Below are **some** examples of how SMSC development has been integrated into the curriculum.

a)   English makes a major contribution to pupils' SMSC development through:

▪   Developing confidence and expertise in language, which is an important aspect of individual and social identity;

▪   Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television;

▪   Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film;

- Helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language;

- Through written and discussion work on points of view and arguments pupils will reflect on a number of social and moral issues.

- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.

b)   Mathematics can provide a contribution to pupils' SMSC by:

- Supporting whole school policy on issues such as discipline and behaviour.

- Enabling pupils to acknowledge the important contribution made to mathematics by non-western cultures.

c)   Science provides opportunities for pupils' SMSC development through examples such as:

- Encouraging pupils 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 cultures.

d)   ICT can contribute to SMSC development by:

- Making clear the guidelines about the ethical use of the internet and other forms of communications technology.

- Establishing boundaries in society by considering what is acceptable.

- Raising pupils' awareness through the use of ICT with a focus on charities and travel.

e)   History makes a contribution to SMSC by:

- Looking at the establishment of multi-cultural Britain.

- Enabling pupils to reflect on ethical issues such as slavery, the holocaust and Imperialism.

- Showing an awareness of the moral implications of the actions of historical figures.

- Taking pupils on trips to significant battlegrounds and memorial sites of WWII to develop moral and social consciousness and empathy skills.

f)   Design Technology makes a particular contribution to SMSC through:

- Reflecting on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life.

- Awareness of the moral dilemmas created by technological advances.

- How different cultures have contributed to technology.

- Developing pupils' skills to be able to work as a team, recognising others' strengths, sharing equipment.
- Providing pupils with the opportunity to make and evaluate food from other countries.

g)   Geography contributes to SMSC where:
- Opportunities for reflection on the creation, earth's origins, future and diversity are given.
- Reflection on the fair distribution of the earth's resources.
- Studies of people and places give pupils the chance to reflect on the social and cultural characteristics of society.

h)   MFL contributes to SMSC through:
- pupils may gain insights into the way of life, cultural traditions, moral and social developments of other people in lesson time and through exchange trips to France and Germany
- Student's social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.

i)   Religious Education makes a distinctive and substantial contribution to the delivery of SMSC through:
- Assessing what it means to be spiritual/human.
- Exploring spirituality.
- Expressing spirituality.
- Experiential learning for spiritual growth and development.
- Developing an appreciation and understanding of different cultures, religions and traditions.
- Reflecting on the significance of religious beliefs and teachings in their own lives.
- Learning about beliefs, values, and the concept of spirituality.
- Analysing moral decisions and the impact that they may have on society (Abortion/euthanasia)
- Developing respect and tolerance of other religious beliefs and practices.
- Showing an understanding of the influence of religion on society.
- Appreciation and understanding of different cultures, religions and traditions.
- Increasing tolerance through the awareness and importance of community cohesion.

j)   Music and Drama may contribute to SMSC by:
- Giving pupils the chance to reflect on nature, their environment and surroundings.
- Studying art with a spiritual or idealist theme.
- Creating pieces of art based on ethical/moral concerns raised by artists i.e. War/racism/violence.
- Giving pupils the opportunity to investigate a range of cultures and media.

- Considering the impact of art on society.

k)   Physical Education – Pupils' SMSC development is actively promoted though PE by:
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.
- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Having links with feeder and secondary schools in own locality and beyond.

Assessment

It is not possible, nor necessarily desirable, to assess quantitatively the extent to which pupils have absorbed these aspects of education, though resultant changes in behaviour may be observed. It is more appropriate to use the word "development" when considering the outcomes of spiritual, moral, social and cultural education though this development will not necessarily occur in a linear fashion.

3.2   Evaluation

The Ofsted Evaluation Schedule for Schools provides evaluation criteria which can be usefully applied to the Academy. It is a responsibility of the Academy and the Vice-Principal (Curriculum) to ensure that faculties and curriculum areas have schemes of work which, where possible, make specific reference to the spiritual, moral, social and cultural dimensions. The Vice-Principal (Curriculum) should ensure that such plans are implemented.

4.   LINKS WITH THE WIDER COMMUNITY

In order to develop pupils SMSC we believe that it is important to have close links with the local and global communities. We play an important role in promoting shared values and encouraging our pupils to actively engage with other people in the community to understand what they have in common. In order to help all our pupils grow in SMSC and build close relationships with the community we:

- Welcome all visitors into the Academy.
- Provide a Community which is central for community development.
- Visit different cultures.
- House and provide an Extended Schools programme both in and out of term time.
- Support the work of a variety of charities
- Encourage the development of a strong home-school relationship which is
- regarded as very important, enabling parents and teachers to work in an
- effective partnership to support pupils.
- Teach pupils to appreciate and take responsibility for their local environment, and create opportunities to be involved in events and activities in our local community
- Liaise with our professional partners for the benefit of our families and young people.

5.   MONITORING AND REVIEW

The Vice Principal (Curriculum) will report on the Policy to the Principal as appropriate.

The Principal will report to the Governors' on any relevant aspects of the working of the Policy as appropriate.

The Governing Body will review the Policy every two years.