

**WREAKE
VALLEY**



ACADEMY

Wreake Valley Academy

Social, Moral, Spiritual and Cultural Development Policy

Date of last review	May 2020
Date approved by Local Governing Board	1 st June 2020
Date of next review	Summer Term 2021

Signed on behalf of the Governing Body
Chair of Governors/Chair of Committee

Wreake Valley Academy

Reviewed May 2020



SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

1. **A Statement of Aims and Values**

At Wreake Valley Academy the pupils and their learning are at the very heart of every decision we make. Through this policy, we will help pupils to develop an inner discipline and encourage them to not just 'follow the crowd' – they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding themselves to account for the choices they have made. They will want to be honest with themselves and with others. The spiritual, moral, social and cultural (SMSC) education of our pupils is cross-curricular and not limited to specific SMSC lessons.

Aims

Through the implementation of this SMSC Policy, we aim to:

- Provide a safe, caring and happy environment where each pupil is valued as an individual and can develop towards their full potential.
- Provide for each pupil a wide, balanced curriculum of high-quality, appropriate to the interests and aspirations of the individual, and encourage the development of the whole person – fulfilling the requirements of the national curriculum.
- Develop the potential of each pupil within their capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.
- Set and maintain standards of discipline, courtesy and general moral values so that the school community can function effectively.
- Engender a sense of self-respect, independence and self-motivation – to increase the individual's capacity to accept responsibility for actions taken.
- Encourage pupils to recognise their responsibility to, and dependence on, others to help them become active, reasoning participants in a democratic society.
- Provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles.
- Foster links between home and school to develop a partnership with parents in the education of their children.

2. **Towards Definitions**

Through planning work with staff and through our daily interaction with students the following working definitions have emerged. All four aspects involve getting

our students to ask questions about their own experiences and the world, together with that of considering the feelings of others.

(A) SPIRITUALITY

Spirituality is concerned with:

Beliefs – informed by the study of religions and philosophies, but in particular to be able to discuss with others the range of beliefs (both formal and informal) that students and adults share.

A sense of awe and wonder – the way in which students are struck by what they see, feel and hear. For example, opportunities for visits and extra-curricular activities, especially in relation to music and drama.

Feelings of transcendence – the opportunity for students to discuss unexplainable issues and to feel that there is something beyond themselves.

A search for meaning and purpose – this is encouraged through students asking questions about what is going on in their lives and a willingness to reflect on their experiences

Relationships – recognising and valuing the worth of each individual developing a sense of community and building up relationships with others.

Creativity – where the student has the opportunity to express his or her thoughts and feelings through art, music and literature. This aspect involves getting to grips with their own feelings and emotions.

Feeling and Emotions – the sense of being moved by beauty or kindness; hurt by injustice or aggression; **knowledge of, and respect for, different people's faiths, feelings and values**; a growing awareness of when it is important to control emotions and feelings and how to use such feelings as a source of growth.

We therefore aim to promote spirituality through: -

The values and attitudes the Academy 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 Academy.

(B) MORAL DEVELOPMENT

The moral development of pupils is shown by their:

- **Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.**
- **Understanding of the consequences of their behaviour and actions.**
- **Interest in investigating and offering reasoned views about moral and ethical issues, and their ability to understand and appreciate the viewpoints of others on these issues.**

We aim to promote moral development through: -

- quality of relationships
- standards of behaviour
- quality of leadership given by the Academy
- the values the Academy sets and exhibits through its structures
- the curriculum and teaching

(C) SOCIAL DEVELOPMENT

Social development is the students' progressive acquisition of the competencies and qualities needed to play a full part in society.

The social development of pupils is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Ability to use modern communication technology, including mobile technology, the internet and social media, safely.
- Acceptance and engagement 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. The pupils should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

(D) CULTURAL DEVELOPMENT

Cultural development is students' understanding of their own cultural identity. More than this however, it is also about understanding other groups in a particular society and of other societies beyond their own. The students need to understand the beliefs, values, customs, knowledge and skills which provide identity and cohesion to a particular society.

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Understanding and appreciation of the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Willingness to participate in, and respond positively to, artistic, sporting and cultural opportunities.

- Interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures.
- Understanding, acceptance, respect for, and celebration of, diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Cross-curriculum teaching and learning

SMSC education will take place across all areas of the curriculum. SMSC has particularly strong links to religious education, school assemblies, the Weekly Pause for Thought, registration activities and PD lessons. All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible. An SMSC Cross Curricular Audit is updated on a regular basis as the curriculum is reviewed.

3. Policies and Practice

(A) SPIRITUALITY

ASPECTS	EXAMPLES OF STUDENT EXPERIENCES
(i) <u>Beliefs</u> This is seen in a study and discussion of formal religious beliefs and also through simple exploring what students themselves believe in respect to their own lives and the wider community.	RE English Social Science Tutorial Work Drama
(ii) <u>A sense of Awe and Wonder</u> Where students are struck by what they see, feel and hear.	Opportunities provided for visits to music, art and theatre events. History RE English
(iii) <u>Feelings of Transcendence</u> Where students are given the opportunity to feel that there is something more than just themselves, which includes unexplained issues.	History RE Science
(iv) <u>Search for meaning and purpose (in what is going on in their lives)</u> This has involved exploring such issues as self-awareness, planning ahead, understanding the pressures placed upon us and looking beyond 16.	English Tutorial work Health education Career education
(v) <u>Relationships</u> In particular the fostering of positive relationships, between student and student and student and teacher.	The range of educational experience
(vi) <u>Feelings and Emotions</u>	RE Geography

	English History
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(B) MORAL DEVELOPMENT

ASPECTS	EXAMPLES OF STUDENT EXPERIENCES
(i) A statement of what is right and wrong. (ii) Academy values are made clear to our students	Code of Conduct Anti-bullying policy Equal opportunities policy Tutorial work Health Education Student Councils Department Schemes of Work Teaching and learning styles.

(C) SOCIAL DEVELOPMENT

ASPECTS	EXAMPLES OF STUDENT EXPERIENCES
(i) <u>Co-operation</u>	Students work together Students work with teachers Students work with other adults and the wider community
(ii) <u>Partnership</u>	Students and students Students and teacher Teachers and teachers Teachers and Parent Students and Parents Teachers and Governors Parents and Governors The Academy with the wider community
(iii) <u>Classroom organisation and management</u>	Teachers and support teachers take account of the Academy's criteria for effective teaching and learning
(iv) <u>Extra curricular activities</u>	Subject departments Year activities High School Club

(D) CULTURAL DEVELOPMENT

ASPECTS	EXAMPLES OF STUDENT
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		EXPERIENCES
(i)	Influences that have shaped our culture	History Modern Languages RE Social Science
(ii)	Extension of our cultural horizons through the influence of other cultures.	History Modern Languages RE Geography

4. SMSC Education is also promoted through the ETHOS and CLIMATE of the Academy. Additional practical activities to encourage pupils' SMSC development include:

- the work of the pastoral system
- the emphasis on student care
- the student councils for each of the key stages
- the code of behaviour
- the system and rewards
- the student organiser which includes sections on:
- target setting and review
- the anti-bullying policy
- the extra curricular activities and clubs at lunchtime and after school
- the range of teaching and learning styles

5. Students are encouraged to:

- Discuss matters of personal concern
- Develop relationships with adults and peers
- Develop a sense of belonging to a community
- Be challenged by exploring beliefs and values while deepening their own faith or beliefs
- Discuss religious and philosophical questions.
- Understand why people reach certain decisions on spiritual and moral issues and how these decisions affect their lives
- Experience what is aesthetically challenging
- Experience silence and reflection

6. **Review and Monitoring**

SMSC provision is reviewed on an annual basis in the following ways:

- The monitoring of teaching and learning and work scrutiny by the Deputy Head and Assistant Heads for Keystage 3 and Keystage 4
- Regular discussions at staff and governors' meetings.
- Annual policy audits.

- The development of RE, PD and collective worship to reflect the diversity of both our school and society.
- The sharing of classroom work and practice.

The next scheduled review date for this policy is May 2021.