

	Spiritual, Moral, Social & Cultural Development Policy	Author:	Mary Hall
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SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT POLICY

The school's thoughtful and wide-ranging promotion of students' spiritual, moral, social and cultural development and their physical well-being enables them to thrive in a supportive, highly cohesive learning community. Ofsted: Descriptor of outstanding overall effectiveness (July 2014).

1. AIMS AND VALUES

At The Pingle Academy our aims and value are central to our work with young people and adults and they are expressed through the following statement:

A place for everyone
RESPECT | ENGAGE | SUCCEED

The statement indicates that the spiritual, moral, social and cultural development of our learners is an important aspect of our work. The values were established after a great deal of discussion with staff, governors and the student councils. All parents and the student body at large have been informed of our aims and values. Our values are encompassed in the quality standards for Parents, governors, Leadership team, teachers and students.

2. DEFINING SMSC

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.

Spiritual

Students' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

We therefore aim to promote spirituality through:

- the values and attitudes the school identifies, upholds and fosters
- the contribution made by the whole curriculum
- Religious Education and assemblies
- extra-curricular activity, together with the general ethos and climate of the Academy.

Moral

Students' moral development 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 being able to understand and appreciate the viewpoints of others on these issues.
(Ofsted July 2014)

This involves making clear to our students the values that we subscribe to as an institution and as a community. The will to behave morally as a point of principle is fundamental to moral development. In this sense moral development is to do with understanding the principles lying behind actions and decisions and not just behaviour itself.

We therefore 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 policies

Social

Students' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- 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 students develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. (Ofsted July 2014).

We therefore aim to promote social development through:

- co-operation and partnership
- classroom organisation and management
- the grouping of students
- leadership and responsibility
- extra-curricular activity
- the development of citizenship
- British Values.

Cultural

Students' cultural development 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 Academy 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 understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. (Ofsted July 2014).

We therefore aim to promote cultural development through:

- an explanation of the influences that have shaped our culture
- the extension of our cultural horizons, through the influences of other cultures
- extending cultural horizons beyond the immediate and the local
- past cultural features which influence and shape the present
- a study of the present values and customs of our nation and of other nations cultures and societies
- developing in our students' respect for the values, customs and cultural heritage of those who belong to other faiths or ethnic groups.

3. POLICIES & PRACTICE

Spiritual

Aspects	Subject examples
(i) Beliefs 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.	PSHE/Citizenship Religion English Social Science Tutorial work Drama
(ii) A sense of enjoyment and fascination 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) Use of imagination and creativity	History Religion Science Art Music Drama Technology
(iv) Willingness to reflect on their experiences	

Moral

Aspects	Student experiences
(i) A statement of what is right and wrong. (ii) Academy values are made clear to our students	Student quality standards Code of Conduct Anti-bullying policy Equal opportunities policy Tutorial work Health Education Student Councils Department Schemes of Work Teaching and learning styles PSHE/Citizenship

Social

Aspects	Student experiences
(i) Social Skills	Students work together Students work with teachers Students work with other adults and the wider community Subjects – visits, trips and competitions Year activities Volunteering/enrichment
(ii) Participation	Students and students Students and teacher Teachers and teachers Teachers and parents/carers Students and parents/carers Teachers and Governors Parents and Governors The Academy with the wider community
(iii) Acceptance and engagement with British Values	

Cultural

- 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 Academy 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 understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Aspects	Examples of student experiences
(i) Wider range of cultural influences	History Modern Languages Religion Social Science Diversity Week
(ii) Range of cultures within Academy for life in modern Britain	History Modern Languages Religion Geography Diversity Week
(iii) Participate and respond to artistic, sporting and cultural opportunities	Art History Geography Drama English Music PSHE/Citizenship Diversity Week <i>Subjects – visits, trips and competitions</i> <i>Year activities</i> <i>Volunteering/enrichment</i>
(iv) Explore, understand and show respect for different faiths and cultural diversity	History Religion Diversity Week

PROMOTING BRITISH VALUES

'To create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs' (2011/2014)

We recognise that SMSC includes, but is by no means limited to, promoting the values which underline public life in the UK and also in very many other countries, as outlined in documents issued by the DfE in autumn 2014 about 'fundamental British values'.

Democracy

- Students have their voices heard through the Academy council and student questionnaire.
- The elections of tutor/year group councillors, as well as the winner of sports personality of the year and Deputy Head/Head Boy and Girl.
- Our Academy behaviour policy involves rewards which students have decided on.

The rule of law

- Students are actively encouraged to make choices within the Academy, knowing that they are in a safe and supportive environment.
- As an Academy we educate and provide boundaries for students to make choices safely.
- Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety and PSHE lessons.

Mutual respect

- Part of our Academy ethos, quality standards for students and behaviour policy revolves around core values such as respect. Students are part of assemblies and tutor activities related to what respect means and how it is shown.
- Displays around the Academy promote respect for others and this is reiterated through our behaviour policy and quality standards.

Tolerance of those of different faiths and beliefs

- Students have their understanding of their place in a culturally diverse society enhanced and they are given opportunities to experience diversity.
- Assemblies and discussions involving prejudices and prejudice-based bullying are included as part of the SMSC assembly themes.
- Curricular areas such as Religion, History, PSHE, Drama and English support the work done in assembly.
- Members of different faiths or religions and those who speak languages other than English are encouraged to share their knowledge to enhance students' learning.
- The Academy chaplain takes a non-denominational approach to support students' spiritual lives.

4. Clearly in all the above, the ETHOS and CLIMATE of the Academy makes an important contribution. We would like to think that the ethos of the Academy reflects our values and aims. In all the above we believe that the following also play an important contribution:

- 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 planner which includes sections on:
 - forward planning
 - homework
 - an emphasis on:
 - praise
 - target setting and review
 - the anti-bullying policy
 - the use of the student planner
 - the extra-curricular activities and clubs at lunchtime and at the end of the Academy day
 - the range of teaching and learning styles.

5. In terms of Learning Experiences, as an Academy we attempt, across the curriculum, to encourage our students 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

In relation to our work an audit of practice has been undertaken. Staff development activities have been undertaken by Heads of Department and Heads of Years. The provision of Spiritual, Moral and Cultural development is monitored by the Leadership Team, together with Heads of Department and Heads of Year. We have not identified performance indicators, but rather colleagues are asked to provide specific examples of student experiences.

7. ROLES AND RESPONSIBILITIES

- The Governing Body is responsible for ensuring that the Academy complies with legislation and that this policy and its related procedures and actions plans are implemented.

- A member of the Governing Body has a watching brief regarding the implementation of this policy.
- The Principal is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support.
- A member of the Leadership Team has day-to-day responsibility for co-ordinating the implementation of the policy.
- All staff are expected to:
 - promote an inclusive and collaborative ethos in their classrooms
 - deal with any prejudice-related incidents that may occur
 - plan and deliver curriculum and lessons that reflect the principles set out in the policy
 - keep up to date with legislation relevant to their work.

8. BREACHES OF THE POLICY

Breaches of the policy will be dealt with in the same way that breaches of other Academy policies are dealt with, as determined by the Principal and Governing Body.

9. KEY GUIDANCE

- DfE (2013), improving the spiritual, moral, social and cultural (SMSC) development of students.
- DfE (2014), promoting fundamental British values as part of SMCS in schools.
- DfE (2014) improving the SMSC development of students (supplementary information).
- Ofsted (2016) inspecting safeguarding in maintained schools and academies.
- Ofsted (January 2018) school inspection handbook.
- Ofsted (February 2018) working together to safeguard children: revisions to statutory guidance.

This policy needs to be read in conjunction with:

- Single Equality Policy
- Citizenship Policy
- Pastoral Care: Personal Development, Behaviour and Welfare Policy
- Child Protection/Safeguarding Policy