



## **Serlby Park Academy**

# **Spiritual, Moral, Social and Cultural Policy**

*Setting standards for success*

Date of Last Review/update:	Jan 2017
Reviewed by:	RTH
Date of next Review:	Dec 2017

# Spiritual, Moral, Social and Cultural (SMSC) 3-18 Policy

## **Delta Mission Statement:**

Our Mission is to enable all of the academies within our group to reach the same level of excellence and quality of provision, and for all of our young people to achieve their full potential.

### **1) Aims and Objectives**

At Serlby Park Academy we recognise the importance of providing a well-rounded education for all our pupils, within a safe environment. Pupils' spiritual, moral, social and cultural development plays a fundamental part in their ability to learn and achieve, and is recognised by the staff and Educational Advisory Board Members as a crucial part of every child's education. Across the 3-18 curriculum, we aim to provide an education which presents opportunities for pupils to develop, reflect upon their own values and beliefs, acquire spiritual awareness, set high standards of personal behaviour, have confidence to express their views and listen to those of others, and develop an appreciation of the equality and diversity within local, national and global cultures. It is our aim that these opportunities will permeate the life and work of the Academy.

### **2) Spiritual Development of Pupils**

Spiritual development is an opportunity for pupils to be reflective about experiences, beliefs and religious practice that will inform their perspective on life and their interests in and respect for other people's faiths, feelings and values. It also provides pupils with the opportunity to explore the sense of enjoyment and fascination in learning about themselves, others and the world around them whilst drawing upon their use of imagination and creativity in their learning.

The Academy will promote spiritual development through:

- reflection, and times of quiet;
- encouraging pupils to listen and consider the ideas and experiences of others;
- posing questions which encourage pupils to consider issues of meaning or purpose;
- encouraging pupils to have a positive self-esteem.

### **3) Moral Development of Pupils**

Moral development is an opportunity for pupils to recognise the difference between right and wrong and to readily apply this in their own lives. Legal boundaries are recognised and promoted through respect for the civil and criminal laws of England and understanding the consequences of their behaviour and actions. Lessons will provide opportunities for investigating and offering reasoned views about moral and ethical issues and the ability to understand and appreciate the viewpoint of others, regardless of whether they are staff, pupils, friends or visitors.

The Academy will promote moral development through/by:

- making it clear what is expected in terms of behaviour (see SPA Pupil Behaviour Policy);
- ensuring all pupils are aware of the consequences of their actions, and what these consequences will be;
- allowing pupils to evaluate, refine and re-evaluate attitudes and values over a period of time.

### **4) Social Development of Pupils**

Social development promotes the use of a range of social skills in different contexts, for example working and socialising with other people, including those from different religious, ethnic and socio-economic backgrounds. Learning provides opportunities for pupils to show a willingness to participate in a variety of communities and social settings including volunteering, co-operating well with others and being able to resolve conflicts effectively. Such qualities include politeness, courtesy, self-discipline, self-awareness and caring. We want pupils to become confident, capable and responsible individuals, and to contribute fully and generously to the life of the Academy, society and the wider community by emphasising the importance of the pupil voice in the learning community and involving pupils in the decision making process. By acceptance and engaging with the fundamental British Values of democracy, the rule of the law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs, our pupils develop and demonstrate skills and attitudes that allow them to participate fully in and contribute to modern Britain.

The Academy will promote social development through/by:

- setting high standards in their relationships with each other;
- providing pupils with the opportunity to make decisions within groups;
- encouraging teamwork and co-operation;
- offering opportunities to contribute to the pupil voice e.g. Academy / Charity / Food Councils and pupil questionnaires.

## **5) Cultural Development of Pupils**

Cultural development provides opportunities for pupils to develop their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others. They become aware of the diverse range of different cultures within school and further afield as essential elements of their preparation for modern Britain. They learn about the development of Britain's democratic parliamentary system and its central role in shaping history and values, and in the development of modern Britain. There is willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities, and also an interest in exploring, improving their understanding of and showing respect to different faiths and cultural diversity. Celebration is given to the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and social-economical groups in the local, national and global communities.

The Academy promotes cultural development by:

- inviting in visitors, and organising visits to places of cultural interest;
- exposing pupils to a wealth of stimuli from their own culture and those of others;
- encouraging tolerance and the appreciation of the beliefs and values of others.

## **6) Promotion of British Values**

Fundamental British values such as democracy, the Rule of Law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are actively encouraged at Serlby Park Academy.

The Academy promotes British Values by:

- enabling pupils to develop their self-knowledge, self-esteem and self-confidence;
- enabling pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encouraging pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;

- enabling pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- making pupils aware of further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encouraging respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- encouraging respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

## **7) Implementation**

We will achieve this by:

- all adults modelling and promoting the expected behaviour, treating all people with respect and value;
- having a consistent approach to the delivery of SMSC issues through the curriculum, and the general life of the Academy;
- ensuring all pupils know what is expected of them and why;
- celebrating pupils' work and achievements;
- delivering themes suggested which support SMSC areas in assemblies / tutor time activities. Records maintained and logged to ensure suitable coverage.

## **8) Links with the wider community**

We will encourage wider community links by:

- proactively promoting our Academy within the local area;
- ensuring a good communication network between parents and the Academy, to support the pupils;
- supporting the work of a variety of charities;
- liaising with other local Primary and Secondary schools;
- encouraging the successful School Partnership Trust, Doncaster Post 16 Partnership.

## **9) Monitoring and Evaluation**

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- monitoring of teaching and learning by subject leaders, Senior Leadership, Principal which includes evidencing on formal lesson plans;
- SMSC development plans and when relevant inclusion in the SEF.

10) **Direct links to other policies**

Pupil Behaviour Policy, Anti-Bullying Policy, Uniform Policy, Marking Policy (DIRT reflection) Student IT user agreement (student planner)

11) **Monitoring and review of this guidance**

This policy will be reviewed every year by the SMSC Co-ordinator

12) **Approval by Education Advisory Board and Review Date**

This policy and plan has been formally approved and adopted by the Education Advisory Body at a formally convened meeting.

Signed: \_\_\_\_\_  
Chair of Education Advisory Board

Date: \_\_\_\_\_