



SPIRITUAL, MORAL, SOCIAL & CULTURAL POLICY

Author of Policy
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December 2014

A handwritten signature in black ink, appearing to read "Matthew Brake", is written over a horizontal line.

Signed on behalf of Governing Body

Reviewed
December 2014

All Saints Church of England Academy, Plymouth aims to be an inspirational community of learning, which will transform the life chances of the students and make a positive contribution to the well-being of the local community and the wider world. The Academy is rooted in Christian values including truth, justice, forgiveness, generosity and respect. The Academy aims to provide outstanding educational opportunities and experiences which will enable all students, regardless of ability and background, to bring out the best in themselves, and to make a difference for good in the world.

The Academy believes that education is about the development of the whole person, and in educating each student will endeavour to:

- sharpen the mind
- enrich the imagination
- strengthen the body
- nourish the spirit
- encourage the will to do good
- open the heart to others

This policy and the associated procedures are based on these principles, aims and beliefs.

Introduction

As a Church of England Academy, All Saints Academy aims to foster a Christian Ethos and to educate the whole person in order to:

- sharpen the mind
- enrich the imagination
- strengthen the body
- nourish the spirit
- encourage the will to do good
- open the heart to others

The Academy recognises that the personal development of students; spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

Purpose

We therefore aim to provide an education that provides students with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

The integrity and spirituality of students from all faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and students will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for students and their families. The Academy community will be a place where students can find acceptance for themselves as unique individuals.

Students should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others. They should understand the need for rules and the need to abide by rules for the good of everyone. Academy and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate students' work and achievements.

All curriculum areas can contribute to students' spiritual, moral, social and cultural development and all curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible.

General Aims

- To ensure that everyone connected with the school is aware of our values and principles
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the Academy
- To ensure that a student's education is set within a context that is meaningful and appropriate to their age, aptitude and background
- To ensure that students know what is expected of them and why
- To give each student a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience
- To enable students to develop an understanding of their individual and group identity
- To enable students to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society
- To give each student the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility

Procedure

Spiritual Development

As an Academy we aim to provide learning opportunities that will enable students to:

- sustain their self-esteem in their learning experience
- develop their capacity for critical and independent thought
- foster their emotional life and express their feelings
- experience moments of stillness and reflection
- discuss their beliefs, feelings, values and responses to personal experiences
- form and maintain worthwhile and satisfying relationships
- reflect on, consider and celebrate the wonders and mysteries of life
- recognise and reflect on Christian as well as other faith approaches to spiritual development

Moral development

As an Academy we aim to provide learning opportunities that will enable students to:

- recognise the unique value of each individual
- listen and respond appropriately to the views of others
- gain the confidence to cope with setbacks and learn from mistakes
- take initiative and act responsibly with consideration for others
- distinguish between right and wrong
- show respect for the environment
- make informed and independent judgments

Social Development

As an Academy we aim to promote opportunities that will enable students to:

- develop an understanding of their individual and group identity
- learn about service in the school and wider community
- begin to understand the need for social justice and a concern for the disadvantaged

Cultural Development

As an Academy we aim to promote opportunities that will enable students to:

- recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society
- recognise the diverse faiths that exist now in our society
- develop an understanding of their social and cultural environment
- develop an understanding of Britain's local, national, European and global dimensions

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage students to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

However, the work of the People & Society Learning Community, in that it is responsible for the delivery of the Religious Studies and Citizenship, will play a particular role in developing SMSC. Similarly the Personal Development and tutor time programme will play an important role. [See RS, Citizenship and Personal Development schemes of work.].

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis as part of the QA process. The Subject Leader for Personal Development, Citizenship and Careers Education and the Learning Community Leader for Society & People will be responsible for this and will report to their SLT Line Manager. Staff were trained re SMSC June 2012 and SMSC is now a part of all Academy Lesson Plans.

Resources

Guidance for Staff in securing the development of SMSC within learning sessions

Class discussions and circle time will give students opportunities to:

- talk about personal experiences and feelings
- express and clarify their own ideas and beliefs
- speak about difficult events, e.g. bullying, death etc
- share thoughts and feelings with other people
- explore relationships with friends/family/others
- consider others' needs and behaviour
- show empathy
- develop self-esteem and a respect for others
- develop a sense of belonging
- develop the skills and attitudes that enable students to develop socially, morally, spiritually and culturally, e.g. empathy, respect, open mindedness, sensitivity, critical awareness

Many curriculum areas provide opportunities to:

- listen and talk to each other
- learn an awareness of treating all as equals
- agree and disagree
- take turns and share equipment
- work cooperatively and collaboratively

[Policy produced in consultation with members of SLT, SL for RS and SL for Personal Development, Citizenship & Careers]