Spiritual, Moral, Social & Cultural Development Policy

Reviewed: September 2023
Next Review Due: September 2024

1. Introduction

Thornhill Community Academy recognises that the Spiritual, Moral, Social and Cultural (SMSC) aspect of students' education is crucial to their development as an individual. SMSC development plays a significant role in their ability to learn and achieve and allows them to take their rightful place in their community, as a local, national and global citizen. SMSC development is fundamental in preparing young people for society. At our Academy students are helped to develop positive attitudes and beliefs through opportunities to:

- Develop spiritual, reasoned, personal and moral values
- Consider the diverse nature of society and develop their understanding and respect for those with different religions, beliefs and ways of life
- Value everyone equally
- Develop personal relationships, based on trust, self-esteem and mutual respect
- Become active, responsible citizens in a democratic society
- Develop an appreciation of the world in which they live and the interdependence of individuals, groups, nations and the environment
- Develop an understanding of their social and cultural traditions and appreciate the diversity and richness of other cultures.
- Demonstrate and develop fundamental British Values

At Thornhill Community Academy SMSC development permeates the life and the work of the school. Through SMSC we seek to develop attitudes and values which will enable students to become responsible and caring members of society. Promoting fundamental British Values is at the heart of the Academy's values. We give students the opportunity for spiritual reflection and encourage them to explore the fundamental questions of life, including their own personal existence, journey and purpose. Students are provided with a curriculum which will enable them to develop a knowledge and understanding of diverse cultures, particularly those within their own society. We seek to foster an attitude of tolerance and respect towards those from a culture and background different from their own. Students are encouraged to develop an understanding of the world, society and the community in which they live and accept responsibility as a local and global citizen. Students are guided in the development of their capacity to tackle moral and spiritual dilemmas and their ability to reach independent judgements. Through discussion, group work, sensitivity and tolerance the Academy expects students to develop questioning, enquiring minds and the ability to express their ideas appropriately.

As an Academy we are aware of our collective responsibilities towards spiritual, moral, social and cultural development. We ensure that:

- All staff are aware of their role in developing student's morals, interpersonal skills, self-esteem and in preparing students for the opportunities, responsibilities and experiences of adult life.
- Fundamental British Values are at the heart of the Academy's values.
- We celebrate student's achievements and foster a sense of community. Explore relevant SMSC issues and involve students as active participants at every opportunity. This is demonstrated through a wide range of celebration events.
- The rewards system encourages a culture of success and achievement for all.
- Students are also encouraged to contribute to the success of the academy by developing their leadership roles. There are numerous opportunities such as; prefects, peer mentors and by completing the Duke of Edinburgh award scheme.
- Students have information about all extra-curricular and enrichment activities
- The PSHCE and Learning for Life curriculum provides opportunity for discussion and reflection on particular themes throughout each Half Term.
- The Assembly schedule provides students with thought provoking topics related to local, national and global events.
- We build community and careers links into the curriculum wherever possible
- Displays reflect and display cultural variety
- Provide opportunities for all students to discuss issues and to take on responsibility within lessons, extra-curricular activities, trips, visits and enrichment days.

2. Spiritual development

Spiritual development is concerned with how a student develops:

- Personal values and beliefs
- A willingness to reflect
- An ability to communicate these beliefs in discussion and behaviour
- An understanding of the value and role of faith and religion in societies
- Tolerance of other people.

Spiritual development is personal and unique to each individual. It is about the meaning in life, truth and ultimate values. It includes imagination, inspiration, creativity and an awareness of self-identity and self-worth.

We promote spiritual development as part of a student's personal development through:

- Academy rules and rewards system
- Religious Education lessons
- Personal, Social, Health and Citizenship Education (PSHCE) lessons
- Learning for Life lessons
- Assemblies
- The ethos of the Academy: Our values, attitudes and expectations which encourage opportunities for students to develop their understanding of spiritual issues.

- All subjects of the curriculum heighten awareness of the spiritual dimensions in our lives. This is achieved through tasks and lesson content which questions students and enables them to work out their own position on issues, both moral and religious.

3. Moral Development

Moral development is concerned with students' knowledge, understanding, intentions, attitudes and behaviour in relation to right and wrong within the accepted codes of practice of society.

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

- Understand the difference between right and wrong
- Respect people, truth and property
- Have a concern for how their actions may affect others and to take responsibility for their own actions
- Develop the skills and confidence to make decisions
- Gain the confidence to cope with setbacks and learn from mistakes
- Demonstrate positive personal behaviour which has been established through principles rather than fear of punishment
- Understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Acquire a broad general knowledge of and respect for public institutions and services in Britain
- Show respect for democracy and support for participation in the democratic processes, including respect for the basis on which law is made and applied in Britain

The academy has agreed Core Values which permeate the life of the school in all experiences and interactions:

Be Nice, Work Hard
A School, A Family, A Community

The essence of moral behaviour is to build a framework of values which regulate personal behaviour, through principles rather than fear of punishment or reward. These values provide the framework for students to develop their attitudes and understanding on morality and develop the self-confidence to hold to this code of values against a variety of pressures.

At our Academy we do not accept the following behaviours:

- Bullying
- Cheating
- Deceit

- Cruelty
- Violence
- Irresponsibility
- Dishonesty
- Obscenity
- Intolerance including racism, homophobia, sexism, religious and disability discrimination

At Our Academy we promote moral development through a range of activities and opportunities both within and outside the classroom such as:

- Working with teachers and form tutors
- The PSHCE Curriculum
- The Learning for Life Curriculum
- Religious Education lessons
- Assemblies
- The rewards system
- The Academy values
- Welfare and guidance
- An ambitious core curriculum
- Links with primary and secondary schools

4. Social Development

Social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society. Social development is based on the acceptance of group rules and the ability to see oneself in a wider context. The quality of relationships in the Academy is crucial in forming students' attitudes to good social behaviour and self-discipline. The Academy helps prepare students to live in society by providing knowledge and understanding of society, its institutions, structures and characteristics, political and non-political and economic organisations. The Academy systematically plans for social-development of students through a range of teaching and learning activities including:

- Classroom organisation and management
- The development of social skills is monitored both formally in assessments, and informally, through pastoral interactions. Supportive measures are available where they may be needed
- Student grouping and opportunities for group work
- The Academy code of conduct
- Prefect Opportunities
- Academy productions
- Residential trips including the Duke of Edinburgh expeditions
- Social trips
- The PSHCE & Learning for Life curriculum
- An extensive range of Extra-Curricular activities which promote team work and

- •Student leadership opportunities which support students in the Academy community
- Links with primary and secondary schools
- External speakers are used to expose the students to a balance of viewpoints and opinions.

5. Cultural Development

Through cultural development students gain an understanding of those beliefs, values, customs, knowledge and skills which link groups together and give people a sense of identity. Cultural Development is closely related to, and integrates, certain aspects of spiritual, moral and social development.

- The academy reinforces the values and customs of society as a whole and celebrates diversity and multiculturalism
- The cultural influences of home, community and religion are explored in order to extend the students awareness and breadth of understanding. This is achieved through the formal curriculum, through extra-curricular activities and the value placed overtly on the students own cultural interests and achievements and the way in which they enrich their experiences of all aspects of culture.

The Academy seeks to provide an education, which not only develops and strengthens students' current awareness, but also allows them to develop new cultural insights by:

- Avoiding cultural bias
- Promoting an appreciation of cultural diversity

Students should be able to:

- Know about their own culture and society and value their own cultural identity
- Be aware of, and understand cultural diversity
- Understand the interdependence of groups within society
- Know about societies and cultures other than their own
- Be aware of the principle ways in which different people interpret the world

The academy seeks to enhance the cultural development of students through:

- The formal curriculum. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible
- Extra-curricular activities
- Incorporating students own home influences into discussions
- Creative and performing arts for all students
- Cultural visits both locally and abroad
- Visits to centres of cultural interest

6. Teaching and Organisation

Development of SMSC will take place across all curriculum areas, within activities that encourage students to recognise the spiritual, moral, social and cultural dimensions of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitudes and lifestyle.

As an Academy we recognise the importance that every member of staff plays in providing

provision for SMSC. We ensure that:

- 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 Academy community will be a place where students can find acceptance for themselves as unique individuals, and where forgiveness and the opportunity to start again is fundamental to the ethos of the Academy
- Effective communications are maintained between the Academy and parents to ensure students maximise their potential. Formal parental/carers contact is made during parents/carers evenings, interim and full reports and options evenings. A significant amount of contact is made through telephone calls, emails and ad hoc meetings in the Academy with individual members of staff
- All curriculum areas have a contribution to make to student's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

7. Monitoring and Evaluation

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

- Subject leaders identify aspects within their subjects to be included in teacher planning
- Subject leaders monitor lesson plans, schemes of work and their evaluations and assessments
- Subject leaders will monitor resource provision, identifying shortfalls.
- Regular discussion at staff and governors' meetings. There is a governor with responsibility for SMSC
- Sharing of classroom work and good practice
- The SMSC Co-ordinator is responsible for auditing and monitoring of the academy's provision of SMSC and providing support to subjects when necessary
- Collection of evidence of SMSC in lessons, students work, extra-curricular activities in an Academy portfolio
- The Headteacher shall have oversight of this policy and monitor the provision of SMSC.

EQUALITY IMPACT AUDIT AND ACTION PLAN

Put X in the PLUS column to indicate if you judge that the policy has a positive impact on a group.

Put X in the neutral column to indicate if you judge that the policy has a neutral impact on a group.

Put X in the MINUS column to indicate if you judge that the policy has a negative impact on a group.

In making a judgement *due regard* has been paid to the requirement to:
  i.   Eliminate unlawful discrimination, harassment and victimization
  ii. Advance equality of opportunity
  iii. Foster good relations

	PROTECTED CHARACTERISTICS	PLUS	NEUTRAL	MINUS	ACTION
1	Age	x			
2	Disability	x			
3	Gender Reassignment	x			
4	Marriage and Civil Partnership	x			
5	Pregnancy and Maternity		x		
6	Race	x			
7	Religion or Belief	x			
8	Gender	x			
9	Sexual Orientation	x			
Other					