



Chiltern Way Academy

Turning Futures Around

SMSC Policy (Spiritual, Moral, Social and Cultural)

Responsibility for this policy (job title): Assistant Head

Responsibility for its review: CEO

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The Purpose of SMSC at Chiltern Way Academy

The Academy is committed to offering students the opportunities to:

- identify, reflect on and explore experiences and distinguish between right and wrong
- discuss moral issues develop and talk about their own attitudes and values
- take responsibility for their own decisions
- develop an understanding of social responsibilities and citizenship
- celebrate a diversity of cultures

The Academy aims to create an ethos that fosters the spiritual, moral, social and cultural development of all students.

The Academy aims to promote SMSC through:

- the whole curriculum
- PSHE, Relationship education at primary and Relationship and sex education at secondary
- 'extra curricular' activities and cross curricular days
- assemblies
- Code of Conduct
- Behaviour Policy
- opportunities for 'student voice' and student leadership
- reinforcement of reward and sanction

The SMSC description given in the current Ofsted framework is included at the back of this policy.

Spiritual Development

The Academy supports the process of developing positive beliefs and values beyond the traditional notion of 'spiritual' as 'religious'.

The fundamental reasoning is to underline the spiritual concerns we each experience, from issues concerning life and death, human existence and humanity to artistic and aesthetic appreciation.

Religious Spiritual development is experienced largely through Religious Education. Religious Education lessons aim to provide students insight into their own religious beliefs and loyalties. Vitality it contributes to the moral and social development of students. We aim to develop consideration for the beliefs of others and empathy with the underlying principles and values that are encountered in a modern multicultural society. Religious Education, alongside PSHCEE, seeks to foster an appreciation of wider human rights and responsibilities and an understanding of justice in society.

It is understood that further openings in the school's curriculum must exist that afford students opportunities to think about spirituality. These should be experienced through using art, drama, music, languages, science and technology as well as humanities and physical education.

Moral Development

The Academy seeks to develop students' principles about behaviour and the reasons for behaviours. We aim to encourage students to develop and widen core skills and as such the confidence to make decisions. Consequently students will have the self-assurance to be able to listen to the views of others and respect differing beliefs.

Although targeted in the first instance through the PSHCEE and Citizenship curriculums, there is expectation that the wider curriculum will impact on the moral development of young people.

Our aims through all areas of the curriculum are:

- to inspire students to express to their own moral beliefs and values
- to challenge students to justify their beliefs and demonstrate understanding with reasoned argument
- to reflection, listen to others and resolve their differences
- to apply social norms of morality in vocational experience and the workplace
- to encourage moral reflection to national and international issues

We, as the Academy, must be aware of the moral issues which are raised and experienced by students, and in particular students within the SECID setting. We must have the confidence to explore them openly when necessary and appropriate. As staff we should be mindful to:

- encourage self-respect in making the right choices
- encourage the resolution and management of conflict
- encourage trust
- encourage civil rights and civil responsibilities
- encourage a sound work ethic
- encourage students to challenge stereotypes based on race, gender, faith or sexuality

- encourage reflection on environmental issues

Social Development

The Academy aims to develop students' skills and personal qualities required for successful everyday living and functioning in a modern multicultural society. This necessitates an understanding of all aspects of society, its various structures and its principles. We aim to foster an understanding of rights and responsibilities as a citizen, parent or worker in a modern society.

Students are encouraged to view themselves not only as part of the school community but also as part of the wider community. To this end students are encouraged to become more aware of their individual identity and character and how they can use this increasing awareness to work with the wishes, beliefs, abilities and needs of others. We aim that both the wider curriculum and extra-curricular activities promote these essential life skills. The development of social and emotional skills is monitored formally and informally through pastoral interactions. Supportive interaction plans are instigated, if necessary through SEN annual review, SEN statements and EHCPs where they are needed.

There is a planned programme of personal social, and citizenship education, which aims to develop student awareness of moral issues as well as nurturing a sense of responsibility and community values.

All students are mentored, both individually as well as in groups, in order that their full potential is reached. Records are kept of positive achievement, behaviour and effort alongside comprehensive records of negative behaviours and incidents. Concerns are regularly monitored and prompt action is taken when required.

Codes of conduct and expected standards of behaviour are discussed with students by all staff including SLT, and if necessary further interaction is instigated with senior staff.

Individuals are encouraged to participate in enrichment and extension activities outside of normal school timetable wherever possible.

Cultural Development

The Academy aims to foster an understanding of the beliefs, values, customs, knowledge and skills that together form modern communities and societies. In many respects Cultural Development is interconnected with spiritual, moral and social development and is perhaps impossible without them.

The Academy takes every opportunity to uphold and encourage the values and customs of society as a whole and seeks to celebrate diversity and multiculturalism.

We endeavour to explore influences of home, community and religion in a sensitive and supportive environment to extend students' awareness and 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. Personal achievements in life outside the school environment can be celebrated through assemblies and the Academy Newsletters and as such the wider school community and stakeholders.

The Academy looks to provide an education which expands and strengthens students' understanding and develops new knowledge through avoiding cultural bias and by upholding a positive image of cultural diversity.

Within the Academy students should:

- know about their own culture and society and value their own cultural identity
- be aware of, and celebrate, cultural diversity
- understand the interdependence of groups within society
- know about societies and cultures other than their own be aware of the principal ways in which different people interpret the world
- the Academy seeks to enhance the cultural development of students
- know about extra-curricular activities on offer and how to access them
- if they wish be able to use own home influences into discussions without fear

Chiltern Way Academy will not:

- tolerate abuse or bullying based on sexuality (homophobia)
- tolerate abuse or bullying based on religion
- tolerate abuse or bullying based on nationality
- tolerate abuse or bullying based on ethnicity
- tolerate abuse or bullying based on gender

Please refer to the latest school inspection handbook

Defining spiritual, moral, social and cultural development

SMSC is defined in the Ofsted Inspection Handbook November 2019:

Provision for the spiritual development of students includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, 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

Provision for the moral development of students includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, 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 ability to understand and appreciate the viewpoints of others on these issues.

Provision for the social development of students includes developing their:

- use of a range of social skills in different contexts, for example working and socialising with other students, including those 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 of 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. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Provision for the cultural development of students includes developing 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 in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities

- 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, musical, 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 and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.