SMSC Policy

Date adopted: *01/09/2021*   **Next review date:** *01/09/2022*

Packmoor Ormiston Academy
SMSC Policy

Introduction

This policy was reviewed by H Lockett. It was previously approved and adopted by Governors. It will be monitored and reviewed annually as part of the school's monitoring cycle or sooner if required.

This policy outlines the purpose, nature and management of SMSC at the school. It was developed with reference to the new National Guidance from Ofsted 2014.

In contrast to the policies for specific curriculum subjects, this policy relates to the whole life of the school. Of particular importance in promoting spiritual, moral, social and cultural development (SMSC) is the example set by adults in the school and the quality of relationships between staff and students.

Aims

The aims and objectives of SMSC at Packmoor Ormiston Academy are:

- To provide a broad and balanced curriculum which fulfils the statutory requirements of the current Education Act.
- To provide a whole curriculum for all pupils in which equality of opportunity is supported by a policy to which the whole school subscribes.
- To provide a caring and settled environment which will match the needs of the students.
- To deploy the most effective teaching methods with the necessary resources and an efficient and imaginative management of the curriculum.
- To assess each student's progression of learning and develop an on line profile of records using SMSC recording programme.

Rationale

The Education Act (1998) requires the curriculum to 'promote the spiritual, moral, cultural, mental and physical development of pupils at the school':

- Provision for SMSC development will be inspected by Ofsted
- All maintained and schools including church schools must provide a daily act of Collective Worship for all registered pupils

- The connection between good results in the curriculum and high standards in SMSC development is widely acknowledged and is evident in a significant number of Ofsted reports

"inspiring individuals to achieve and excel"

- The SMSC aspects of education concentrate on the development of the pupil as an individual and as a personality, aiming to enrich and extend the human existence of each child in relation to values, attitudes, beliefs and consequent behaviour acquired during school years

Definitions

Spiritual development is concerned with exploring those dimensions of human experience which help pupils consider their thoughts, feelings and relationships and in particular to consider those things which are of special significance such as people, places, objects and stories. All areas of the curriculum may contribute to pupils' spiritual development.

Moral development is concerned with pupils' ability to make judgments about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong.

The system of rules and codes of behaviour established in our school is an important early introduction of issues of fairness for all and to the consequences of operating outside the acceptance rule system. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of consequences or sanctions. Moral development based on Christian principles should enable pupils to become increasingly responsible for their own actions and behaviour.

Social development refers to the development of abilities and qualities that pupils need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects.

The school, but in particular the classroom, provides a suitable environment for promoting social development within a Christian context. Pupils learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led to support others and to recognise the different skills of other group members can be developed when children work co-operatively.

Cultural development refers to the development of knowledge and understanding of differing cultural beliefs, customs and traditions. It is an increasing appreciation of the systems of values and attitudes which form the basis of identity and cohesion within societies and groups.

Aims for Spiritual Development
- The ability to listen and be still
- The ability to sense awe, wonder and mystery in the world around them
- The ability to sense the special nature of human relationships
- The ability to reflect

- The awareness of their own individuality

Objectives for Spiritual Development
- To develop the skill of being physically still, yet alert
- To develop the ability to use own senses
- To promote an awareness of, and enjoyment in, using one's imaginative and aesthetic potential – appreciating language, imagery, poetry, arts etc
- To encourage quiet reflection during a lesson, assembly or worship
- To develop individual self- confidence in expressing inner thought and feelings in a variety of ways
- To provide opportunities to develop their own system of beliefs and values
- To consider the mystery of God and the wonder of His world and care for the world around them
- To find an inner confidence and peace through reflection
- To understand the importance of religion and belief to people
- To recognise the value of the non-materialistic world
- To have opportunities to develop faith and trust
- To celebrate their own uniqueness

Aims for Moral Development

- To develop understanding of the principles lying behind decisions and actions
- To be able to try to take moral decisions for themselves
- To try to assume moral responsibility through belief and conviction
- To be able to distinguish between right and wrong
- To be able to listen and respond to the needs of others

Objectives for Moral Development

- To be honest and tell the truth
- To respect the rights and property of themselves and others
- To help those less fortunate than themselves
- To develop an understanding of compassion and forgiveness
- To act considerately towards others
- To take responsibility for one's own actions, to experience remorse and be able to adopt appropriate behaviour
- To develop ability to work out difference between right and wrong themselves
- To exercise self-discipline
- To develop high expectations
- To conform to rules and regulations for the good of all

Aims for Social Development

- To relate positively to others
- To participate fully and take responsibility in the classroom and in the school
- To use appropriate behaviour, according to situations
- To engage successfully in partnership with others
- To exercise personal responsibility and initiative
- To understand that, as individuals, we depend on family, school and society

Objectives for Social Development

- To develop good speaking and listening skills via own forms of communication
- To share such emotions as anguish, fear, joy, love and hope
- To realise there are things each person can do well
- To behave with courtesy, generosity, politeness and respect and to show acceptance of others, showing tolerance and respect for differences
- To show sensitivity to the needs and feelings of others
- To work co-operatively in pairs and small groups to develop their interactive skills
- To develop skills of responsibility, commitment, initiative and co-operation needed in teamwork, as team leaders and team members
- To interact positively with others through contracts outside school e.g. sporting activities, visits, community and music concerts etc
- To develop an understanding of citizenship and to experience being part of a whole caring community
- To develop appropriate behaviour towards adults and each other
- To show care and consideration for others by sharing and taking turns
- To demonstrate fairness and honesty for everyone
- To equip themselves to make life choices and develop skills needed to function in society

Aims for Cultural Development

- To develop a sense of belonging to pupils' own culture and being proud of their cultural background
- To respond to cultural events
- To share different cultural experiences
- To respect different cultural traditions

Objectives for Cultural Development

To respond to literature, music, dance, art, design, technology and sport to further their own personal cultural development

- To develop a love of learning
- To recognise and understand the similarities and differences between people and be non-judgmental of these differences
- To develop an understanding of British cultural tradition
- To respect and appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond
- To understand and be tolerant of the diversity of religious, social, aesthetic, ethnic and political traditions and practices in their own community as well as the wider community
- To develop the ability to value current cultural enthusiasms, icons, music and media, and independently of peer pressure
- To develop tolerance of different beliefs and cultures

Provision of Opportunities

Spiritual, moral, social and cultural development does not take place in any one aspect, in isolation of other aspects of school life.

We aim to create a caring environment where everyone is welcome, and given the opportunity to develop their full potential.

We endeavour to provide an environment and ethos in which children and adults can grow and develop in spirituality and where positive attitudes and consistency provide children with good role models, and similarly, older children are expected to demonstrate good behaviour to younger children. All children are valued equally whatever their age or stage of development, and are entitled to maximum success. The ethos encourages safe, sensible behaviour incorporating good manners, consideration, courtesy and respect for others whilst encouraging imagination, inspiration, independence, resilience and reflection.

Within RE, PSHCE and VotesforSchools, The school will

- Allow pupils to investigate and reflect upon their own beliefs and values
- Provide opportunities for pupils to share what is meaningful and significant to them
- Provide opportunities for prayer, reflection and silence
- Encourage a balance of music, speech, silence and the creative arts when exploring spiritual development
- Help pupils develop a knowledge and understanding of religion and faith
- Provide opportunities to discuss and debate current affairs.
- Explore symbols, imagery and metaphor
- Explore what commitment means

- Promote respect for people and property
- Promote the school community
- Promote and understanding of the differences between right and wrong
- Help pupils understand how their actions affect others
- Praise good behaviour positively and reward publicly
- Provide opportunities to discuss and explore differences, similarities, equal rights, peer pressure and discrimination
- Provide opportunities to acquire and develop those skills, values and attitudes which enhance willingness to participate, to work co-operatively and help others
- Provide opportunities to learn about society and community cohesion, including the family, the local community, and the wider world

The Broader Curriculum

- All subjects contribute to the spiritual, moral, social and cultural development of pupils. (See attached Appendices).
- Where there is a positive climate and ethos just about everything the school does will contribute to the pupils' spiritual, moral, social and cultural development and will be recorded using on line SMSC tracking system.

Opportunities through	SPIRITUAL	MORAL	SOCIAL	CULTURAL
Collective Worship	Reflection on own beliefs and values, and those of others	Influence of values on behaviour	Celebrating together	Celebration of own and others' religious and cultural traditions
Behaviour Code of Conduct Class and School Rules	Sense of wellbeing in a secure and fair environment Learning respect for	Recognition of differences between right and wrong Living by the rules for the benefit of each	Living together in the school community Fostering good relationships and respect for property	Recognising the culture of their school community Communities need values and rules for

	themselves and others	other		living together
Awards and Merit System	Sense of being appreciated	Positive actions and behaviour are rewarded	Recognising the worth and achievements of others	Reinforcement of the cultural values of the community
Equal Opportunities SEN, Gender, Multicultural, Multi-ethnic	Values of mutual respect, equal worth Good relationships A sense of being included	Recognising values and beliefs that may be different from their own	Encouragement of complete integration	Richness and diversity of cultures
Community Links including Charitable Giving	Being involve, participating, playing a part	Recognition of the needs of others	Working together	Insight into one's own and other cultures
Extra-Curricular Activities including Visits/Visitors	Sense of achievement and enjoyment when pursuing an interest, talent or skill	Channelling interests, talents or skills positively	Team work, meeting others, working with interest groups	Extending interests, talents and cultural pursuits
School Council	Views and values recognised	Making decisions	Representation and democracy	Belonging, playing a part in school life, community life

Preparation For Adult Life	Personal skills Self worth Self expression Knowing oneself Inspiration	Right and wrong behaviour Actions have consequences Responsibility and roles Care for the environment as a moral imperative	Social skills Being a 'good' citizen Democratic process A better society/environment Working together in groups and teams	Appreciation of environment, art, music, literature Aesthetic and creative qualities

Beyond the Formal Curriculum, the school will:
- Encourage pupils in personal conversations and during discussions in lessons, to express such feelings as wonder, change, injustice or inequality whilst listening carefully to others' questions and responses.
- Treat pupils, staff and governors with respect, regardless of personal feelings.
- Set high expectations and raised awareness o high moral standards inside and outside the classroom.
- Provide pastoral care from all staff giving pupils the chance to see caring in action.
- Provide opportunities to welcome or give a vote of thanks to visitors and visits from outside school culture.
- Provide opportunities to debate and discuss current affairs
- Vote weekly on current affairs and have a voice in their community

There are various out of school activities and community links and these reflect the importance on these opportunities to develop children's interests, talents and abilities whilst supporting and enhancing the curriculum.

We have many extra-curricular opportunities and the school supports a wide range of charitable giving both in the local community and wider world. School events include:

- Sports days
- VotesforSchools
- Quiz nights
- Fairs
- Community remembrance service
- Harvest/Easter/Christmas services
- Themed curriculum days

- RE/Maths/English/PSHCE/Music/Art/communication/science days
- School leavers' services
- Music concerts
- Day trips
- Residentials
- Sport and Leisure

Visitors to school include:

Parents, friends, other professionals, clergy, police, fire brigade, work experience students, teacher trainees, nurses and volunteers to name but a few.

Links with other policies:

- Agreed RE Syllabus
- Behaviour Policy
- Social and Emotional Aspects of Learning
- Equal Opportunities Policy
- PSHCE Policy
- Inclusion Policy
- Equal Opportunities Policy
- Sex and Relationship Policy

Updated by: H Lockett