



Limehurst Academy Policy Document

SMSC

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Headteacher's signature:

Chair of Governors' signature:

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

This policy takes full account of the school's legal obligations and the latest Ofsted/HMI Guidance.

Introduction

Spiritual, Moral, Social and Cultural Development is crucial for individual pupils and it is crucial for society as a whole. Most teachers would see it as the heart of what education is all about – helping pupils grow and develop as people. This importance has repeatedly been recognised by legislators; schools are required by law to promote pupils' SMSC Development and inspectors are required to inspect it.

The statutory requirement that schools should encourage pupils' SMSC Development was first included in the Education Reform Act 1988. The Act clearly recognised that there is more to life than achieving high standards in academic subjects. The task was described as:

'...the training of good human beings, purposeful and wise, themselves with a vision of what it is to be human and the kind of society that makes that possible'.

The school's curriculum, in its widest sense, is underpinned by our mission statement "**Achievement in a Caring Environment**". As part of the wider curriculum aims, the school is committed to promoting pupils' Spiritual, Moral, Social and Cultural Development through all curriculum areas, the ethos of the school and collective worship, and it is considered to be a 'whole school' issue. The elements of SMSC Development are inter-related and inform all aspects of the school's work. The key components of SMSC Development link together PSHE, Citizenship, Enrichment, Inclusion, Assemblies, and the wider curriculum. The development of positive values and attitudes is considered to be intrinsically linked with SMSC Development. Our Statement of Values focuses on Active Care, Valuing Others, Valuing Ourselves and Self Determination and Motivation. The relationship of all teachers and staff with their pupils and the activities carried out across the curriculum are central to the implementation of the SMSC Development policy. It is an expectation at this school that all staff can and should make a contribution to the SMSC Development of pupils through the taught curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation etc.

The following principles are intended to provide a framework against which our working practices can be checked.

Spiritual Development

- The school provides opportunities for pupils to explore values and beliefs, including religious beliefs and our statement of values, in particular Self Determination and Motivation, and the ways in which they impact on people's lives.
- The school gives pupils opportunities to explore and to understand human feelings and emotions.
- Our Teaching and Learning policy and practice encourage pupils to reflect on their own values and behaviour and to question the validity of their own assumptions and values.
- Pupils are encouraged to show empathy, concern and compassion for others.
- Pupils are encouraged to have confidence and belief in themselves, and to have high aspirations for their future.
- Pupils are encouraged, by evaluating their own strengths and areas for improvement and development, to foster a desire for success.
- Pupils are encouraged to develop skills of creativity within individual curriculum areas and through experiences provided by whole school activities and themed days.
- Across the curriculum, pupils are encouraged to explore the intangible, including beauty, love, goodness, truth, mystery, awe and wonder.

- Opportunities are given in many and diverse contexts for pupil voice to be developed and respected.
- Through monitoring and reviewing activities and planned opportunities across the school curriculum, the effectiveness of the school's policy on Spiritual Development is evaluated.

Moral Development

- The school's aims and our Statement of Values, in particular Valuing Others, provide a clear moral framework for the curriculum and for the work of the school in general.
- Pupils are encouraged to explore values in connection with themselves, others and the wider world.
- Time is provided within the formal curriculum for discussion about issues of 'right' and 'wrong'.
- Pupils are encouraged to explore links, in for example RE and PD lessons, between beliefs, values and behaviour.
- Pupils are encouraged by teachers and the classroom ethos to respect each other's cultures and values and to listen to, and reflect on, the ideas and opinions of others.
- Teachers are expected to reinforce the moral framework of the school when dealing with conflict situations, and to challenge breaches of the framework in ways that encourage pupils to reflect on what they have done.
- The rewards systems and processes reinforce good behaviour, and the importance of personal responsibility permeates school life.
- The 'citizenship curriculum' reinforces the importance of making decisions on the basis of consideration for other people in the school, in the local community and in the wider society.
- Effective classroom practice enables pupils to think through the consequences of their actions and the actions of others.
- Through study of the values and moral codes of other people, in for example RE and PD lessons, pupils are encouraged to renew and re-assess their own values.
- Displays and images around the school, including our Statement of Values and our classroom expectations, reinforce the school's values.
- Through monitoring and reviewing activities and planned opportunities across the school curriculum, the effectiveness of the school's policy and practice on Moral Development is evaluated.

Social Development

- The school's aims and objectives and our Statement of Values, identify the key values and principles through which successful school and community life are sustained and nurtured.
- The rewards and sanctions policies of the school are used to encourage pupils to contribute positively to the school.
- Limehurst Awards reinforce our commitment to encouraging pupils to make a positive contribution to the wider life of the school and to be its ambassadors.
- Through discussion, mediation and planned opportunities in for example PD activities, teachers work with pupils to resolve conflict.
- In line with the school's policy on Teaching and Learning, effective classroom practice encourages group work and teamwork. Pupils are also encouraged to value the views of others and to understand the principles behind the school's Race Equality Policy and its meaning in day-to-day situations.

- Corporate activities, including assemblies, fund-raising events and themed days/weeks, are intended to provide positive experiences encouraging a sense of social responsibility and to value the importance of making a positive contribution to society.
- The 'citizenship curriculum' has broadened the range of activities that encourage a sense of social responsibility and understanding of interdependence.
- The school's academic curriculum fosters and supports the social and linguistic skills which will a) enable pupils to participate effectively in all aspects of school life, and b) enable them to contribute positively to society in the future.
- Through monitoring and reviewing activities and planned opportunities across the school curriculum, the effectiveness of the school's policy and practice on Social Development is evaluated.

Cultural Development

- The school's aims and objectives and our Statement of Values, in particular Valuing Others and Valuing Ourselves, underpin its policies and practice for Cultural Development.
- The school provides opportunities for pupils to emphasise their own cultural values and to reflect on how cultures can be inter-related.
- The school presents a range of opportunities to study and explore the attitudes, values and traditions of diverse cultures and religious backgrounds, whilst also addressing racism and promoting race equality.
- Pupils are given opportunities in, for example, RE lessons, to understand the nature of prejudice including racism and to be aware of the value of a multi-ethnic and culturally diverse society.
- The school provides opportunities for pupils to develop links with outside agencies and individuals to extend pupils' cultural awareness – opportunities include visits to theatres, museums, places of worship, working with visitors and pupils from links abroad.
- Pupils are encouraged to celebrate diversity within our own school and local community.
- Displays, posters, exhibitions, competitions and our Statement of Values reinforce the school's cultural values.
- Through monitoring and reviewing activities and planned opportunities across the school curriculum, the effectiveness of the school's policy and practice on Cultural Development is evaluated.

We are continually reviewing opportunities for SMSC Development in the context of the aims and values of our school and as further initiatives develop.