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**National and local guidance in relation to the Covid 19 pandemic may over rule aspects of this policy.**

# **Spiritual, Moral, Social, Cultural Policy**

**STATUS:**

**Approved**

**REVIEW DATE:**

**September 2023**

*"The Academy believes that inclusive practice is central to developing quality teaching and learning. As such we endeavour to provide a supportive framework that responds to pupils' needs and overcomes potential barriers for individuals and groups of pupils and to ensure that pupils of all abilities and needs are fully included in the life of the school. The ethos of this statement underpins all Oldbury Academy's policies."*

## **1. Our vision for 'Spiritual, Moral, Social and Cultural Development'**

Our vision is to provide a personalised education in a safe environment promoting self-discipline, motivation and excellence in learning, through which we will develop together as life-long learners and socially responsible citizens and to 'promote fundamental British values.'

We recognise that the spiritual, moral, social and cultural, ('SMSC') element of students' education is crucial to their development as individuals, allowing them to take their rightful place in their community as local, national and global citizens. 'SMSC' is about the values students are encouraged to hold and their attitude towards learning, knowledge and society. Through 'SMSC' we seek to develop attitudes and values that will enable students to become responsible and active members of society.

We are committed to the 'SMSC' development of all students at Oldbury Academy. Our aim is to impact on our students':

- Spiritual development so that they are creative in the way they approach challenges and are critical and reflective of their outcomes; are inquisitive and enjoy their learning and are accepting of others and embrace the wide range of cultures within the local, national and global communities.
- Moral development so that they can recognise the difference between right and wrong; are respectful of each other; are willing to debate and are able to discuss moral and ethical issues openly.
- Social development so that they can develop highly effective social skills including collaboration and resilience; are happy to work and socialise with students from different religious, ethnic, and socio-economic background and take an active part in running the school. Student voice is central to the process of self-evaluation and school improvement.
- Cultural development so they are excited to investigate their own and others' heritage; participate in a wide range of extracurricular activities and understand, accept and respect diversity.

The implementation of this policy is the responsibility of all staff at Oldbury Academy. This policy aims to ensure that everyone connected with the school is aware of our values and principles and that there is a consistent approach to the delivery of 'SMSC' through the curriculum, teaching and learning and the wider school community.

## **2. Defining ‘Spiritual, Moral, Social and Cultural’ development**

This policy reflects and responds to DfE guidance on ‘Promoting fundamental British values in Schools’. [Nov 2014].

### **Spiritual development**

Students’ spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in, 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

### **Moral development**

Students’ moral development is shown by their:

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

### **Social development**

Students’ social development is shown by their:

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

### **Cultural development**

Students’ show their cultural development through:

- 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 within school and further afield as an essential element of their preparation for life in modern Britain
- 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, 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, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

### **3. Promoting 'Spiritual, Moral, Social and Cultural Development'**

The promotion of 'SMSC' helps children develop personal qualities, which are valued in a civilised society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. We seek to teach these qualities across the curriculum and throughout school life and link them closely to our school values and ethos. These qualities are also embedded and reinforced through our PSHE and Citizenship curriculum which is delivered through the curriculum, during enrichment days and in assemblies.

#### **At Oldbury Academy 'SMSC' is effectively promoted through:**

- our whole school CARE ethos
- pastoral care, guidance and support
- personal development (incorporating national, international, school events and celebrations).
- the effective analysis of behaviour, including bullying and discriminatory behaviour
- a broad and balanced curriculum
- lessons and curriculums planned to promote SMSC
- Values-based assemblies and opportunities for collective worship
- Student Voice
- Involvement in fundraising and support for a variety of charities
- a Personal, Social, Health Education (PSHE) and Citizenship curriculum, including weekly opportunities for debate and discussion through Votes for Schools.
- a programme of academic mentoring for target pupils
- extra-curricular and enrichment activities
- established links with community partners
- maintaining positive relationships with the wider community
- our pastoral team on a daily basis
- local, national and international visits
- effective induction and transition arrangements for students
- working together as a Form, to promote feelings of community and identity