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Approved: LAC (electronically)

1. Aims

There is a statutory duty on academies to encourage pupils' SMSC development.

It is recognised every child has a valuable contribution to make to the life of the academy, creating good local, national and global citizens, who develop good character, resilience and grit. The spiritual, moral, social and cultural elements of pupils' development are inter-related. Although the elements are separated for the purpose of identifying where they occur, it should not be forgotten that there is much overlap between them, not least in respect of spirituality and its links to pupils' attitudes, morals, behaviour in society and cultural understanding.

2. Values and Ethos

The academy seeks to create a cohesive, compassionate community, in which children can develop relationship skills, emotional literacy, health and wellbeing. Five core values underpin our ethos, expectations, policy and our daily interactions and practice, which are compassion, aspiration, respect, integrity and courage.

3. Curriculum

The academy recognises the importance of specifically teaching SMSC education to the children and it therefore features in every curriculum area. Details of the provision are specified and published with the curriculum on the website.

4. Spiritual Development

Spiritual development is not the imposition of a religious faith or to religion in general. However, spiritual development may lead to the acceptance of a faith or it may not. The development of an individual's own personal spirituality is a journey or a quest which seeks to know, develop and understand one's own inner- self. Over a child's four years at the academy, visits to places of worship such as Churches and Mosques are organised to support the theoretical learning.

At the academy, children's spiritual development is encouraged by:

- giving children the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives;
- encouraging children to explore and develop what animates themselves and others;
- giving children the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful;
- developing a climate or ethos within which all children can grow and flourish, enjoying individual liberty and mutual respect;
- accommodating difference and respecting the integrity of individuals, including tolerance of those with different faiths and beliefs;
- promoting learning opportunities which value children's questions, encourage deeper questions and give them space for their own thoughts, ideas and concerns.

5. Moral Development

Pupils are enabled to build a framework of moral values which regulates their personal behaviour. They are also helped to understand the expectations of society's shared and agreed values, including democracy, justice and the rule of law and how these change over time. We recognise the need to help our pupils to balance their right to an opinion and to freedom of speech, with their respect and tolerance of others' values and beliefs.

Children's moral development is encouraged by:

- providing opportunities for reflection and the development of their own opinions;

- helping them to recognise and resolve the moral issues and dilemmas implicit in a given context;
- enabling them to make and act upon informed choices, taking right and wrong into account;
- understanding that there are issues where there is disagreement or conflict and respecting others' views;
- encouraging them to take pride in themselves and their work;
- developing the personal skills and qualities necessary to manage situations, such as being able to:
 - make decisions;
 - reflect on and change personal behaviour;
 - resist peer pressure;
 - show respect and compassion for themselves, others and the environment;
 - challenge behaviour which does not reflect this code, such as dishonesty, injustice, discrimination and the misuse of power;
 - abide by "fair play", being good winners and losers, in games, rules and life.

7. Social Development

Children's social development is encouraged through a growing understanding of the part that they play within the academy community and wider society, both now and in the future. Through their social development, children are encouraged to relate positively to others, participate fully in the community and develop an understanding of good citizenship.

Children's social development are encouraged by:

- developing an understanding and respect of others, their opinions, beliefs and customs;
- developing an understanding of society's institutions, structures and characteristics, including democracy and the rule of law.
- encouraging them to have a sense of pride in their community;
- nurturing the development of the inter-personal skills necessary for successful relationships.
- helping them to use restorative approaches with their peers increasingly independently;
- encouraging them to think about the impact of their own and others' actions on others;
- developing good teamwork skills through opportunities to co-operate and share;
- expecting good manners and courteous behaviour;
- providing opportunities for children to develop self-confidence;
- providing opportunities for the development of interpersonal skills.

8. Cultural Development

Children's cultural development encourages children's understanding in and appreciation of their own culture and other cultures in their community, Britain and throughout the world. It is an exploration of how they are the same and how they are different; how they came to be the way they are and how they are changing. Cultural development at our academy is key to developing community cohesion and pride as well as curiosity and wonder at the world. Promoting pupils' cultural development is intimately linked with our academy's attempts to value cultural diversity and prevent racism.

Children's cultural development is encouraged by:

- helping children to understand and feel comfortable in a variety of cultures and be able to operate in the emerging world culture of shared experiences provided by television, travel and the internet;
- helping children to understand that cultures are always evolving and coping with change;

- celebrating diversity and individual culture
- providing pupils with the knowledge of and appreciation of the key features of their own cultural traditions and practices and of other major cultural groups within their own community and the wider world;
- developing an understanding of, as well as celebrating and embracing, the diversity of cultural, spiritual, social and moral traditions and practices within their community and the wider world;
- developing the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture in the form of music, art, drama, literature and faith;
- providing opportunities to nurture the cultural development of our children in all creative areas across the curriculum;
- encouraging a personal response to a range of cultural activities;
- exposing children to a wealth of stimuli from their own culture and those of others, taught through the whole curriculum with visits and visitors to support this teaching;
- encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with different communities.

This policy should be read in conjunction with the following policies:

- Behaviour for Learning Policy
- PSHCE Policy
- SMSC Policy

