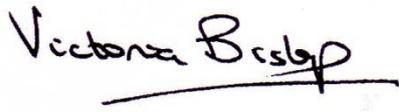


<b>Title</b>	<b>Spiritual, Moral, Social, Cultural Policy</b>
<b>Reviewed</b>	<b>June 2017</b>
<b>Next Review</b>	<b>June 2019</b>
<b>Associated Policies</b>	<b>PSHE/Lifeskills Policy</b> <b>Citizenship Policy</b> <b>Equality &amp; Cohesion Policy</b> <b>Extra-Curricular policy</b> <b>Extremism Policy</b>
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<b>Approved</b>	

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## Spiritual, Moral, Social, Cultural and Mental Development Policy

*Defined by Hansard in 1996 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'*

### 1. Spiritual Development

The Trust defines this as:

1. Beliefs - the development of personal beliefs including religious beliefs; an appreciation that people have individual and shared beliefs on which they base their lives; a developing understanding of how beliefs contribute to personal identity.
2. A sense of awe, wonder and mystery - inspired by the natural world, mystery or human achievement.
3. Experiencing feelings of transcendence – feelings which may give rise to belief in the existence of a divine being or the belief that one's inner resources provide the ability to rise above everyday experiences.
4. Search for meaning and purpose – asking 'why me?' at times of hardship and suffering; reflecting on the origins and purpose of life; responding to challenging experiences of life such as beauty, suffering and death.
5. Self-knowledge – an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences; a growing understanding and acceptance of individual identity; an ability to build up relationships with others.
6. Relationships - recognising and valuing the worth of each individual; developing a sense of community; the ability to build up relationships with others.
7. Creativity – expressing innermost thoughts and feelings through, for example, art, music, literature, crafts, drama; exercising the imagination, inspiration, intuition and insight.
8. Feelings and emotions – the sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings, and how to use such feelings as a source of growth.

The trust considers that the following values are central to our philosophy.

- Compassion
- Concern
- Consideration
- Conviction
- Co-operation
- Corporate responsibility

- Empathy
- Forgiveness
- Honesty
- Humility
- Integrity
- Mercy
- Perseverance
- Respect
- Self-discipline
- Self-knowledge
- Self-reliance
- Self-sacrifice
- Tolerance
- Trust

## 2. Rationale

The positive promotion of the pupil's spiritual development is the entitlement of all students and the responsibility of all staff. Each academy's Religious Education curriculum has much to contribute to the student's spiritual development. The approach to promoting spiritual development is informed by the Trust's values; through its ethos and culture; the school curriculum and through behaviour and relationships.

## 3. Policy into practice

The Spiritual, Moral, Social and Culture (SMSC) Co-Ordinator oversees the material required for 'Thought for the week' in Sir Christopher Hatton Academy. This takes place during registration on a weekly basis with daily referral made throughout the week.

A presentation is provided for form tutors and time is given for reflection. Pupils are not instructed to pray, so that it respects the integrity and beliefs of all present in our multi-cultural community.

Many areas of the curriculum provide opportunities for spiritual development. In the light of this each curriculum leader has evaluated the possibilities in their own area for promoting spiritual values and has written a statement in their curriculum area policy.

A reflection room is provided at Sir Christopher Hatton Academy for pupils to use at break, lunchtimes, before and after school for personal and private time for spiritual development.

Each of the primary academies cover different aspects of spiritual education through planned assemblies, PHSE programmes, school visits to faith organisations, visitors who come into school, residential and Forest School experience, pupil interviews, RE scheme of work and other curriculum opportunities. This enables children to:

- sustain their self-esteem in their learning experience;
- develop their capacity for critical and independent thought;
- experience moments of stillness and reflection;

- form and maintain worthwhile and satisfying relationships;
- empathise and consider others viewpoints;
- consider how beliefs can change people's lifestyles;
- Consider and celebrate the wonders and mysteries of life.

## 4. Teaching styles

The teaching and learning policy promotes styles which:

- Values students' questions and give them space for their own thoughts, ideas and concerns
- Enable students to make connections between aspects of their learning
- Encourage students to relate their learning experience to a wider frame of reference – for example, asking 'why?', 'how?' and 'where?' as well as 'what?'

## 5. Moral Development

The Trust defines this as the building, by students, of a framework of moral values which regulates their personal behaviour including the ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.

It is also about the development of students' understanding of society's shared and agreed values; that there are issues where there is disagreement and that society's values change. Moral development helps pupils gain an understanding of the range of views and the reasons for the range. Students learn to articulate an opinion about the different views. It is the ability to recognise the difference between right and wrong and understanding the consequences of their behaviour and actions. It promotes an interest in investigating and offering reasoned views about moral and ethical issues and the ability to understand and appreciate the viewpoints of others on these issues.

## 6. Practice

Teachers have a significant responsibility for moral education. They inevitably define, for their students, standards of behaviour in the classroom and around the academy. They engage students in thinking about their responsibilities when issues arise, such as keeping promises, telling the truth, or dealing with unfairness or injustice. They provide a moral framework of values which guide their relationships with others. Teacher' attitudes and interactions provide powerful role models.

Each of the primary academies cover different aspects of moral education through opportunities for planned assemblies, a consistent approach to the teaching and management of behaviour and attitudes to learning, developing academic specific values activities, modelling of expected behaviour by all adults, developing links with outside agencies such as local PSCOs, PHSE programmes and other curriculum opportunities such as drama and role play.

## 6.1 Teaching in trust academies aims to

- extend students' knowledge and understanding of the range of accepted values in society
- develop students' skills and attitudes, such as decision-making, self-control, consideration of others, having the confidence to act in accordance with one's own principles and thinking through the consequences of actions
- promote, at an appropriate level, students' understanding of basic moral philosophy and the skills of analysis, debate, judgement and application to contemporary issues
- promote an awareness of modern Britain and acceptance of different cultures

## 7. Social Development

The Trust defines this as young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in the community. It also involves the development of the interpersonal skills necessary for successful relationships.

Each of the primary academies cover different aspects of social education through planned assemblies, planned PE programmes, PHSE programmes, trips, residential and Forest school experience, TAMHS programmes, academy led values activities and other curriculum opportunities are used to develop social skills through:

- modelling of positive behaviours by all staff;
- sporting activities and regular attendance at inter-school competitions;
- after school clubs;
- young leaders programme during play and lunch times;
- school council meetings;
- skill building activities in classrooms;
- specific PSHE programme delivery;
- working with others in the local community.

## 8. British Values

In the document "Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools - November 2014" the DfE state: "Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs".

This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

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Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values."

The Trust and each academy promotes the 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

It also encourages the use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.

We will aim to:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of students as a result of schools promoting fundamental British values:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

## 9. Practice

The Trust and each academy is a social community that offers a model for living and working together. Students learn and experiment with the challenges and opportunities of belonging to a larger group. In school they can experience the tensions between their own aspirations and those of the wider community of the school and beyond. The quality of relationships in school is significant in forming students' attitudes to acceptable behaviour and self-discipline. Pupils are given the opportunity to exercise responsibility and to face the consequences of their actions.

At Sir Christopher Hatton Academy SMSC is included as part of schemes of work and the coverage of this is monitored by the SMSC Co-ordinator.

Each of the primary academies cover different aspects learning about British values through whole school assemblies, whole school and classroom activities children are enabled to participate in activities which support their understanding and knowledge of the democratic process, rule of law, individual liberty and respect, such as:

- ensuring that all children within the Academy have a voice that is listened by children participating in the democratic process yearly by nominating and voting for a class school council representative;
- holding weekly meeting for school council representatives and weekly class council meetings, facilitated by school council lead adult;
- working as a collective during academy led values based activities to decide on shared classroom acceptable behaviours and shared skills to be developed;
- using opportunities of local and general elections to hold mock elections to provide children with opportunities to learn how to argue and defend points of view;
- providing children with rights and responsibilities, such as; Young leader programme and anti-bullying ambassadors programme and Year 5 apprentices.

Social skills are developed through all aspects of the Academy ethos including teaching and learning and the wider elements of the curriculum, such as Enrichment.

## 10. Cultural Development

The Trust defines this as students' understanding of their own cultures and other cultures in the wider community, both within Wellingborough and in the country as a whole. In addition it is about understanding cultures represented in Europe and elsewhere in the world. Pupils need to develop an understanding of and to feel comfortable in a variety of cultures and to be able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. Students need to understand that cultures are always changing and learn to cope with change. Promoting students' cultural development is intimately linked with the trust's attempts to value cultural diversity and to prevent racism.

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The Trust recognises that students need to understand their own culture. This gives them a sense of identity and a language with which to communicate, receive and modify the shared values of the culture. Their culture embraces customs, history, geography, icons and images, artefacts, music, painting, sculpture, dance and technology as well as the spoken word and written literature. There are opportunities to participate in the above both within each academy curriculum and as extra-curricular activities and events.

In addition each trust academy promotes an 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 as well as knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values and in continuing to develop Britain.

The trust and the academies promotes willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.

The trust encourages an interest in exploring, improving the 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.

## 11. Practice

Opportunities are provided across the curriculum for students to explore their own cultural assumptions and values. Discrimination on the grounds of race, religion, gender, age and other criteria is addressed both through the curriculum and through the ethos and policies of the trust or each academy.

Preparation for Modern Democratic Britain is provided by such opportunities as the student council; house system; whole trust events, citizenship education as well as curricular and extra-curricular activities. This is monitored by academy principals.

Gifted and Talented students are nurtured through participation in literature, drama, music, art, technology and other events. Cultural awareness is developed through partnerships with outside agencies, for example, theatre, museum, gallery visits and foreign exchanges.

The Trust's cultural values are reinforced through throughout the academies via curricular and extra-curricular activities.

In each of the primary academies children are introduced to local and global perspectives in life through planned curriculum opportunities within Edison Connected Curriculum, planned assemblies, RE scheme of work, and within other curriculum areas:

- links with local and international schools;
- stories from different cultures;
- first-hand experiences through local visits, theatre and art;

- visitors from the local and international community;
- being part of national and international fund raising events;
- studies of different lifestyles including; food, dress, and places of worship.

## 12. Evaluation

**Self-evaluation should reveal evidence of students' SMSC development in**

- The values projected by the staff and students
- The relationships between students and staff
- The way staff address students and vice versa
- The way students address and care for each other
- The way disputes and dissent are addressed
- The quality of the physical environment and the wall displays
- The range of opportunities provided by each academy outside the formal curriculum
- The relationships developed by each academy with the wider community
- The tone and content of material published by the academy and trust
- Audits and questionnaires to staff and students

## 13. Training

In Service, Education and Training (INSET) will be provided for staff needing to develop a fuller understanding of SMSC issues.

## 14. Appendix

### Defining spiritual, moral, social and cultural development

1. The spiritual development of students 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.
2. The moral development of students is shown by their:
  - ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries 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 ability to understand and appreciate the viewpoints of others on these issues.
3. The social development of students is shown by their:
  - use of a range of social skills in different contexts, for example working and socialising with other pupils, 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 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 develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
4. The cultural development of students is shown by their:
  - understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those 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, 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, respect and



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celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.