



Mildenhall College

A C A D E M Y

Spiritual, Moral, Social and Cultural (SMSC) Policy

Adoption Date: 18th September 2013

Last Reviewed: 20th June 2017

Next Review: June 2020

This policy is reviewed every three years. It can be reviewed sooner if amendments to legislation or educational practice necessitate a change.

Links to other policies:

This policy links to:

- PSHE & Citizenship Policy
- Teaching and Learning Policy
- Curriculum Policy
- SRE Policy

Mildenhall College Academy

SMSC Policy

AIMS

At our academy we want to create an ethos which develops students spiritually, morally, socially and culturally.

We want to ensure that students are treated as individuals with individual needs.

We aim to deliver spiritual, moral, social and cultural education through all aspects of school life; the curriculum, extra- curricular activities, the pastoral system, PSHE and assemblies.

We want to ensure that the personal development of students is a fundamental part of the academic and pastoral system at our academy.

DEFINITIONS

Spiritual Development

Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a student's 'spirit'. Some people may call it the development of a student's 'soul'; others as the development of 'personality' or 'character'.

Spiritual development is an essential part of learning to value everyone as a unique human being. It also encompasses reflection on religion as an important focus of the faith of many people. At our academy, together with parents, we can help ensure that no young person lacks opportunities to develop spiritually. Spiritual development can include providing opportunities for us to encounter all the positive aspects of human experience and students who are developing spiritually are likely to be developing some or all of the following characteristics:

- A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour
- An awareness and understanding of their own and others' beliefs
- A respect for themselves and for others
- A sense of empathy with others, concern and compassion
- An increasing ability to reflect and learn from this reflection
- An ability to show courage and persistence in defence of their aims, values, principles and beliefs
- A readiness to challenge all that would constrain the human spirit, e.g. poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination

- An appreciation of the intangible, e.g., beauty, truth, love, goodness, order, as well as for mystery, paradox and ambiguity
- A respect for insight as well as for knowledge and reason
- An expressive and/or creative impulse
- An ability to think in terms of the 'whole', e.g. concepts such as harmony, independence, scale and perspective.

Moral Development

Moral development is about the building, by students, of a framework of moral values which regulates their personal behaviour. It is also about the development of students' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

The promotion of students' moral development helps students to value their relationships. It is central to the smooth running of society. No school can effectively promote students' moral development without the help of parents and the community.

Students who are becoming morally aware are likely to be developing some or all of the following characteristics;

- an ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures
- a confidence to act consistently in accordance with their own principles
- an ability to think through the consequences of their own and others' actions
- a willingness to express their views on ethical issues and personal values
- an ability to make responsible and reasoned judgements on moral dilemmas
- a commitment to personal values in areas which are considered right by some and wrong by others
- a considerate style of life
- a respect for others' needs, interests and feelings, as well as their own
- a desire to explore their own and others' views
- an understanding of the need to review and reassess their values, codes and principles in the light of experience

Social Development

Social development is about 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 of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characters, economic and political principles and organisations, roles and responsibilities as a citizen, parent or worker in a community. It also involves the development of the interpersonal skills necessary for successful relationships.

The promotion of students' social development is key in enabling them to socialise both in the academy and the wider community. It helps to develop an understanding of citizenship and roles in society.

Students who are becoming socially aware are likely to be developing the ability to;

- adjust to a range of social contexts by appropriate and sensitive behaviour
- relate well to other people's social skills and personal qualities
- work, successfully, as a member of a group or team
- challenge, when necessary and in appropriate ways, the values of a group or wider community
- share views and opinions with others, and work towards consensus
- resolve conflicts and counter forces which militate against inclusion and unity
- reflect on their own contribution to society and to the world of work
- show respect for people, living things, property and the environment
- benefit from advice offered by those in authority or counselling roles
- exercise responsibility
- appreciate the rights and responsibilities of individuals within the wider social setting
- understand how societies function and are organised in structures such as the family, the school and local and wider communities
- participate in activities relevant to the community
- understand the notion of interdependence in an increasingly complex society.

Cultural Development

Cultural development is about students' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting students' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

The promotion of students' cultural development will enable them to appreciate that the communities and society to which they belong provide the conditions in which human creativity, imagination and insight can flourish.

Students who are becoming culturally aware are likely to be developing some or all of the following characteristics;

- an ability to recognise and understand their own cultural assumptions and values
- an understanding of the influences which have shaped their own cultural heritage
- an understanding of the dynamic, evolutionary nature of cultures
- an ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality
- an openness to new ideas and a willingness to modify cultural values in the light of experience

- an ability to use language and understand images/icons, e.g., in music, art, literature, which have significance and meaning in a culture
- a willingness to participate in, and respond to, artistic and cultural enterprises
- a sense of personal enrichment through encounters with cultural media and traditions from a range of cultures
- a regard for the heights of human achievement in all cultures and societies
- an appreciation of the diversity and interdependence of cultures.

DELIVERY OF SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT IN THE ACADEMY

- All faculties and subject areas should identify and consider ways in which they can contribute to the personal development of each student.
- Opportunities for SMSC should be highlighted in all schemes of work, on curriculum maps and in lesson plans.
- Collective assemblies provide opportunity to help students in their personal development.
- The PSHE programme will provide an opportunity to focus on specific issues and events which are in line with SMSC requirements and also give time for reflection upon students' own identity and life both in and out of the Academy.
- The House system promotes all aspects through vertical tutoring, peer mentoring, leadership activities and a comprehensive programme of foci throughout the academic year.
- The Sixth Form Prefect System gives students the opportunity to interact with a wide range of backgrounds and ages in formal and informal opportunities including leadership development. It also allows the sixth form students to set and promote their own identity within the Academy.
- The rewards and consequences system in the Academy promote moral understanding at all times.
- Extra-curricular activities.
- Student Voice – House and Academy Councils, focus groups, survey results and individual feedback.

IMPLEMENTATION OF THE SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY

- At our academy we will offer positive and realistic examples and role models for students to follow.
- Opportunities for personal target setting, profiling, discussion, support and advice will be offered so that students develop self-awareness and self-esteem. This will be done through vertical tutoring, learning conversations, IAG, support and guidance in subjects.
- All faculties and subject areas are required to consider ways in which they can contribute to the personal development of each student and this will be recorded in the Academy Audit.
- All staff will be required to consider ways in which they can contribute to the personal development of each student
- A series of checklists will help staff consider how their subjects can help contribute to the effective implementation of the policy
- The academy's vision and aims need to be shared by the whole academy and everyone should work together to achieve the agreed goals

- Consistency in staff responses to students with regard to rewards and sanctions and the implementation of the Behaviour for Learning Policy is essential
- All staff should aspire to achieve high student and staff expectations at all times
- Faculties and houses should track the implementation of SMSC to ensure complete coverage of the SMSC agenda.

MONITORING THE IMPLEMENTATION OF THE POLICY

- The Spiritual, Moral, Social and Cultural Lead will be responsible to the Principal for monitoring and maintaining the implementations of the policy.
- Heads of Faculty/Subject will be responsible for ensuring that the checklists are discussed in Faculty Meetings and, where appropriate, incorporated into schemes of learning and learning plans.
- Heads of Faculty and House Leaders should keep simple checklists of incidents that break this policy. These should be discussed with SLT through line management in order to identify issues of concern, which can be shared at Faculty meetings and Pastoral meetings.
- Examples of good practice should also be recorded and shared at Faculty meetings and House meetings.
- The Spiritual, Moral, Social and Cultural Development Lead will be responsible for producing and conducting surveys with a representative sample of students on their knowledge and understanding of their own culture and those of others, and of stereotypes and generalisations.
- The Spiritual, Moral, Social and Cultural Development Lead will be responsible for keeping a log of the use of resources, visitors, assemblies, PSHE activities, Curriculum activities etc.
- The Spiritual, Moral, Social and Cultural Development Lead will be responsible for producing a short report to be fed into the Academy Improvement Plan.
- The Spiritual, Moral, Social and Cultural Development Lead will be responsible for mapping Spiritual, Moral, Social and Cultural Development across the curriculum.
- The Spiritual, Moral, Social and Cultural Lead will be responsible for auditing the current Spiritual, Moral, Social and Cultural provision, using the revised OFSTED criteria. They will then work with Curriculum Leaders to identify how to develop areas of weakness across the curriculum.
- The Spiritual, Moral, Social and Cultural Lead will be responsible for devising a student survey to assess the effectiveness of SMSC Development.

- All adults in the Academy will be responsible for modelling good SMSC practice and delivering SMSC through both formal and informal contact with students.
- The SMSC Lead and House Leaders will monitor the behaviour and attitude of the students by analysing attendance and punctuality data, exclusions, exits, seclusions and complaints from outside the Academy.
- The responses from OFSTED inspectors and Faculty/Subject Audits will also assist us in the monitoring and implementation of the policy.

SUCCESS CRITERIA FOR THE SKILLED SPIRITUAL, MORAL, SOCIAL AND CULTURAL NAVIGATOR

Students show attitudes of:

- Happiness, pride, forgiveness and responsibility
- Imagination, curiosity, creativity and intuition
- Exploring, searching, questioning and engaging
- Respect for different cultures
- Positive self-identity
- Empathy towards others
- Curiosity to learn about other cultures
- Willingness to step outside of the 'comfort zone' in learning about others
- Enjoying exploring cultural diversity
- Thoughtfulness and sensitivity towards others
- Acceptance that we are all part of the human race.

Students possess knowledge and understanding of:

- Right and wrong
- Surviving hardship, pain and grief
- How to deal effectively with moral conflict and temptation
- Their own culture(s)
- Stereotypes and generalisations
- Other cultures and traditions.

Students are able to:

- Experience order, peace, wonder and calm
- Empathise with others at times of joy and tragedy
- Understand that people choose their behaviour and those choices have consequences
- Choose wisely with consideration for self and others
- Engage in self-reflection
- Negotiate disagreements fairly and compromise when necessary
- Contribute confidently to the well-being of friendship groups and community
- Set aside self-interest to work with others for the common good
- Understand, appropriately express, recognise and respond to emotions in others

- Recognise and explore similarities and difference between cultures
- Listen actively to others' views and experiences
- Interact with those from cultures and traditions different from their own.

APPENDIX 1

OPPORTUNITIES FOR ACADEMY-WIDE SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

The academy will promote awareness and understanding of spiritual, moral, social and cultural matters through:

- Displays around the academy
- The academy's aims and objectives
- Selection of resources to support students' learning
- Highlight aspects of planning
- Positive relationship between students and staff; staff and staff etc.
- Assemblies
- Skills for Life curriculum
- PSHE
- Extra -curricular activities
- Cross-curricular activities
- Awareness of social and cultural celebrations
- Choice of visits, visitors, field trips etc.
- Links with schools in other areas
- Rich questions which enable range of opinions to be explored e.g. Thanks
- The staff development programme
- The menus offered in the dining hall

Appendix 2

OPPORTUNITIES FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT WITHIN SUBJECT AREAS

This checklist can be used within Departments and subject teams to consider ways in which the students' spiritual, moral, social and cultural development can be promoted.

Each statement should be considered by staff teaching the subject and where appropriate incorporated into schemes of work and learning plans. This list is not exhaustive.

English and Drama

The studying of different texts – classical, contemporary, serious, humorous can provide challenging starting points and give an appreciation of the beauty of great language and literature.

Exposure to great literature and poetry and its place within a culture – appreciating moral or social aspects or knowing that we can learn a lot about other cultures from its writing. Access to drama and stories and creating opportunities for moral judgments.

Shared activities – shared reading, group drama, corporate writing that lead to an understanding of an appreciation of the importance of the group and other people's point of view.

Knowledge of the English language and its influence on British culture and the importance and value of other languages and cultures.

Awareness of traditional tales and their cultural background.

Numeracy

Group work on a shared topic or investigation promoting an appreciation of the input of all members of the group.

An appreciation of the inherent pattern and beauty of mathematics.

Studying the patterns of Islam and their cultural/religious connections.

The promotion of positive attitudes towards mathematics through appropriate groupings.

An understanding that mathematics has an historical and cultural base – Greek, Arabic, Egyptian. An understanding of the role and importance of these cultures.

I.C.T.

Working together to create a graphic design or study.

Researching religious artifacts on the website.

Setting up email correspondence with another school from a different country.

Following the Internet and Computer Acceptable use policy.

Science

The development of an understanding of our place in the great scheme of things by studying space or life processes.

An appreciation of moral questions as scientific knowledge increases e.g. the use of animals for research.

An awareness of the cultural background of science.

Consideration of moral, environmental and citizenship issues when considering our role in caring for the environment e.g. efficient ways of feeding the world, intensive farming, and the pollution of the planet.

Promotion of healthy life styles, linked to PSHCE, considering drugs and alcohol misuse.

Design Technology

The aesthetic aspect of good design is an important area, as is the question 'How will this affect the environment?'

Appreciating design in nature.

The study of technologies from different cultures – historical and geographical – and how these have evolved provides important lessons in cultural awareness.

Group working – sharing of equipment and designing together.

Promoting equality of opportunity and providing an awareness of areas that have gender issues e.g. activities that are historically female such as textile studies, encouraging girls to use equipment that has been traditionally male dominated.

History

The study of artifacts, buildings, churches etc. gives students a sense of their place in the historical scheme of things. It also helps to develop an awareness of beauty and aesthetics.

Moral issues can be considered, e.g., was it right that war was fought or that children were forced to work in factories and mines in Victorian Britain, or that Anne Frank was forced into hiding?

Studying the cultures of other times – Egyptians, Romans etc. builds an awareness of the value and importance of other societies and cultures and the relative value and importance of our own. It also stresses the interdependence of cultures.

Geography

The study of different localities helps students to understand the background, way of life and values etc. of different people and cultures.

Understanding and respect for other peoples' differences, overcoming stereotyping, racism and prejudice can all be highlighted through the study of different peoples and their way of life.

Local studies will encourage an awareness of the student's place, family, home, dependency upon other individuals, people and cultures and needs in the great scheme of things.

Environmental issues and concerns can be discussed.

Art

Studying great works of art can give an insight into the culture of other people and provide a strong link with the past.

Art can provide a valuable tool to study the past and make social or moral comment on it, e.g. what do the people in works by Lowry tell us about the social conditions of the time?

Multicultural art, the art of different religions, the art of ancient societies all reinforce the value of societies other than our own and help us to appreciate their value and the value of our own.

The appreciation of great works of art and the appreciation of our own attempts helps to build up an awareness of aesthetics and gives an uplifting experience.

Music

Listening to music, performing, joining in with it gives pleasure, lifts spirits and has an emotional dimension that students need to experience. Music experienced in assemblies helps the students in their spirituality.

Listening to and appreciating the great music of our culture and its folk music builds an important awareness of our culture and that of other lands. Music of other cultures is important for the same reasons.

Music and its place in social history and the accompanying moral and social questions that arise out of it.

Group music-making is an important social activity – working together and experiencing the same feelings together.

Physical Education

Care and respect for our bodies and respecting the health of others.

Obeying the rules of the game, being a 'good sport', learning to be a good winner and a good loser, understanding that doing one's best is important.

Appreciating the aesthetic beauty and skill of the movements of gymnastics or dance.

Building team spirit, being a good team member, valuing the contributions of others to the team.

Learning that sport is an important element of many cultures – Ancient Greeks, Romans, the history of great sporting events such as the Olympics or the Ashes.

Appreciating that different individuals or groups have different skills because of their background or habitat e.g. Austrian skiers, Dutch speed skaters.

Personal, Social, Health Education/Citizenship

Listening to others and valuing what they have to say.

Holding debates and discussions leading to written work.

Drama and role play linked to choices.

Drawing pictures of feelings and emotions.

Religious Education

The exploration of moral and spiritual questions by discussing, for example, the great Bible stories or the stories from other religions.

Appreciating and valuing other faiths and beliefs of both groups and individuals.

Learning about being a member of a pluralist society and respecting and tolerating others and their belief and needs.

Knowing about the historical, social and religious aspects of our own culture and that of others – Harvest, Christmas, Easter, May Day, Jewish New Year, Divali, Eid etc - appreciating and respecting the values of the cultures concerned.

APPENDIX 3

SPIRITUAL DEVELOPMENT ACROSS THE CURRICULUM

This checklist can be used within faculties and subject teams to consider ways in which the students' spiritual development can be promoted.

Each statement should be considered by staff teaching the subject and where appropriate incorporated into schemes of work and learning plans. This list is not exhaustive.

1. Encouraging students to consider their own values and attitudes.
2. Encouraging reflection on questions about religion and the meaning of life.
3. Reflecting on human experiences.
4. Exploring their own and other people's beliefs.
5. Encouraging students to consider and discuss their beliefs.
6. Developing a sense of awe and wonder.
7. Promoting understanding of ways that beliefs contribute to individual and group identity.
8. Promoting awareness of the value of a non-material dimension to life.
9. Considering ways that people have sought to explain the universe and the purpose of life.
10. Being concerned about the search for truth.
11. Promoting self-understanding.
12. Providing opportunities for problem-solving and discovery.
13. Encouraging the enjoyment of learning.
14. Encouraging students to think for themselves.
15. Developing students' capacity to think, reflect and express themselves on spiritual matters.
16. Exploring the beliefs that are central to religious traditions.
17. Providing opportunities to see another person's point of view.
18. Developing ways of demonstrating reflection and creativity.
19. Reflecting on their response to the possibility of a Divine Being.
20. Promoting respect for their own and other people's religious beliefs.

21. Recognition of the multi-faith society in which we live.

Appendix 4

MORAL DEVELOPMENT ACROSS THE CURRICULUM

This checklist can be used within faculties and subject teams to consider ways in which the students' moral development can be promoted.

Each statement should be considered by staff teaching the subject and where appropriate incorporated into schemes of work and learning plans. This list is not exhaustive.

1. Developing students' sense of right and wrong.
2. Examining motives for action.
3. Exploring links between beliefs and values.
4. Considering the need for consistency between beliefs and actions.
5. Challenging hypocrisy.
6. Encouraging consideration towards others.
7. Developing students' awareness of the needs of others.
8. Promoting honesty and integrity.
9. Promoting discussion of ethical issues.
10. Challenging students to take personal responsibility for their own actions.
11. Exploring issues of evil and suffering.
12. Encouraging students to formulate and review their own values.
13. Treating students courteously and respectfully, and expecting them to behave similarly.
14. Providing opportunities for students to consider equal opportunities

Appendix 5

SOCIAL DEVELOPMENT ACROSS THE CURRICULUM

This checklist can be used within Faculties and subject teams to consider ways in which the students' social development can be promoted.

Each statement should be considered by staff teaching the subject and where appropriate incorporated into schemes of work and learning plans. This list is not exhaustive.

The curriculum provides ways of promoting the students' social development by:

1. Encouraging students to identify issues.
2. Listening to the views of others.
3. Handling controversial issues.
4. Promoting good relations between individuals and groups.
5. Developing/understanding ways in which communities function and are organised.
6. Developing the capacity to discuss reasonably matters about which they feel strongly.
7. Promoting concern for those with special needs.
8. Promoting equal opportunities.
9. Providing opportunities to work in a range of groups.
10. Exploring aspects of citizenship.
11. Recognising links between beliefs and positive/negative aspects of society.
12. Respecting the right of others to hold views different from one's own.
13. Recognising the need to live harmoniously in society.
14. Negotiating conflict and coping with differences of opinion on important issues.
15. Writing for a range of purposes and audiences.
16. Providing opportunities to reflect on social issues.
17. Recognising that to be different is not necessarily to be wrong.
18. Providing opportunities for exercising responsibility.
19. Providing opportunities for students to contribute to the life of the school and/or community.
20. Enabling students to demonstrate initiative.

21. Understanding that everyone has equal worth and that all students have different abilities and talents.
22. Enabling students to take on responsibilities within classes form groups and the wider school community including as prefects.

Appendix 6

CULTURAL DEVELOPMENT ACROSS THE CURRICULUM

This checklist can be used within Faculties and subject teams to consider ways in which the students' cultural development can be promoted.

Each statement should be considered by staff teaching the subject and where appropriate incorporated into schemes of work and learning plans. This list is not exhaustive.

1. Enabling discussion from different cultural perspectives.
2. Enabling students to question from the security of their own cultural traditions and practices.
3. Challenging racism and cultural elitism.
4. Exploring relationships between religion and culture.
5. Encouraging students to see the worth of themselves, their family, religion and culture.
6. Enabling students to encounter people from other cultures.
7. Encouraging openness to learning from other cultures.
8. Providing a range of resources from different cultural perspectives.
9. Recognising the contribution of many cultures to the development of materials in the curriculum.
10. Developing positive attitudes to other countries and cultures.
11. Providing opportunities to visit museums, theatres, art galleries or other relevant cultural institutions.
12. Providing opportunities to work with artists, authors, performers and other visitors.
13. Developing openness towards the literature, music, drama and dance of other cultures.
14. Enabling students to appreciate the natural world through literature and the arts.