

Spiritual Moral Social Cultural (SMSC) Policy	
Policy Ref:	Educ022
Status	
Purpose	To set the expectations in terms of the opportunities we provide pupils with to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.
Committees	Staff and Pupil Wellbeing
Other linked policies	
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Definitions

Spiritual Development

- Pupils' spiritual development is shown by their:
 - beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible;
 - use of imagination and creativity in their learning; and
 - willingness to reflect on their experiences.

Moral Development

- Pupils' moral development is shown by their:
 - ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives;
 - understanding of the consequences of their actions; and
 - interest in investigating, and offering reasoned views about, moral and ethical issues.

Social Development

- Pupils' 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 social settings, cooperating well with others and being able to resolve conflicts effectively; and
 - interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural

- Pupils' cultural development is shown by their:
 - understanding and appreciation of the wide range of cultural influences that have shaped their own heritage;
 - willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities; and
 - interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Rationale

- At Inspire Academy we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal

behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures. The Academy will ensure that children should understand how the culture(s) in which they live influences individual thinking. At Inspire Academy we understand the importance of promoting British values through a comprehensive and unprejudiced curriculum. In addition the underlying culture and expectations underpinned by British Values are promoted through our SMSC Policy.

6. The Principal will ensure that all teachers and staff are aware of the requirement to uphold British values. Teachers and support staff will ensure that their lessons are inclusive of, and sensitive to, the fundamental British values. Pupils are expected to treat each other and staff with respect, in line with the school's Behaviour Policy.
7. All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and promoting British values and opportunities for this should be planned in each area of the curriculum. Staff should model and promote expected behaviour, treating all people equally as unique and valuable individuals and showing concern and respect for pupils and their families. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. The Academy community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the Academy.
8. Pupils should learn to differentiate between right and wrong. They should be aware that their actions affect other people. They will be encouraged to value themselves and others. Pupils will be encouraged to understand the need for rules and the need to abide by rules for the good of everyone. Academy and classroom responsibilities reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate students' work and achievements.

Aims

9. At Inspire Academy our expectation is that the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.
10. The ethos of our Academy is such that all people who come into our Academy, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.
11. The Academy will help the students to develop an inner discipline and will encourage pupils to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.
12. To ensure everyone connected to Inspire Academy is aware of our values and principles we will always aim to do all of the following:
 - To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the Academy;
 - To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background;
 - To ensure that pupils know what is expected of them and why;
 - To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society; and

- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

Planning

13. In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PSHE, RE and Circle Time activities.

Spiritual Development

14. Spiritual development is essential to helping pupils to value everyone as a unique human being. It involves reflecting on organised religion and the concept of a deity as an important focus of faith for many people but also on different belief structures not based on religion per se. Spiritual development includes opportunities for pupils to encounter all the positive aspects of human experience.
15. As an Academy we aim to provide learning opportunities that will enable pupils to:
- Sustain their self-esteem in their learning experience;
 - Feel happiness, pride, forgiveness and responsibility;
 - Develop their capacity for critical and independent thought;
 - Exercise their capacity for creativity, curiosity, questioning and exploring;
 - Foster their emotional life and express their feelings;
 - Experience moments of stillness and reflection;
 - Form and maintain worthwhile and satisfying relationships;
 - Empathise with others at times of joy and tragedy; and
 - Reflect on, consider and celebrate the wonders and mysteries of life.
16. Planned opportunities for spiritual development in all subjects can be seen across the Academy. Children are given opportunities to reflect upon the meaning of spiritual experiences.
17. Examples of experiences commonly regarded as spiritual include:
- Curiosity and mystery;
 - Awe and wonder;
 - Connection and belonging;
 - Heightened self-awareness;
 - Prayer, worship and reflection;
 - Deep feelings of what is felt to be ultimately important; and
 - A sense of security, well-being, worth and purposefulness.
18. The Academy will develop a climate/ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals. These can occur during any part of the Academy day, e.g. when listening to music, discussing the care needed for animals, exercising empathy/creativity, how we live, contemplating the future, etc.

Moral development

19. Moral development enables pupils to value and improve their relationships and is central to the smooth running of our Academy and wider community.
20. As an Academy we aim to provide learning opportunities that will enable pupils to:
- Recognise the unique value of each individual;
 - Listen and respond appropriately to the views of others;
 - Gain the confidence to cope with setbacks and learn from mistakes;
 - Take initiative and act responsibly with consideration for others;

- Distinguish between right and wrong;
 - Show respect for the environment; and
 - Make informed and independent judgements.
21. At Inspire Academy we believe that a morally aware pupil will develop a wide range of skills. They should have a high regard for the laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Our pupils are involved in the creation of school rules to inspire them with this understanding. Pupils will develop the skills to:
- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures;
 - Develop an ability to think through the consequences of their own and others' actions;
 - Have an ability to make responsible and reasoned judgements;
 - Ensure a commitment to personal values;
 - Have respect for others' needs, interests and feelings, as well as their own; and
 - Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience.
22. Pupils are taught these values and the reasons behind laws, whether they govern the class, the school or the country, that are essential for their well-being and safety. Pupils are allowed healthy debate in class on the matter to encourage recognition of the importance of the law. To support this we will arrange visits from authorities to enable pupils to link the curriculum to the public world.
23. Our Academy develops pupil moral development by:
- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the Academy;
 - Promoting racial, religious and other forms of equality;
 - Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong;
 - Developing an open and safe learning environment in which pupils can express their views and practice moral decision making;
 - Rewarding expressions of moral insights and good behaviour;
 - Recognising and respecting the codes and morals of the different cultures represented in the Academy and wider community; and
 - Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing our values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided.
24. Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the Academy. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.
25. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers, merits, Star of the Week and other means that highlight both academic and social achievements.

Social Development

26. Social development is the foundation for education in PSHE and extra-curricular activities at

the Academy.

27. As an Academy we aim to promote opportunities that will enable pupils to:
 - Develop an understanding of their individual and group identity;
 - To understand about the rights and responsibilities of individual liberty;
 - Learn about service in the Academy and wider community;
 - Contribute confidently to the well-being of friendship groups and the wider community; and
 - Learn to work with others for the common good.
28. At Inspire Academy we recognise that pupils 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;
 - Share views and opinions with others;
 - Resolve conflicts maturely and appropriately;
 - Reflect on their own contribution to society;
 - Show respect for people, living things, property and the environment
 - Exercise responsibility;
 - Understand how societies function and are organised in structures such as the family, the Academy; and
 - Understand the notion of interdependence in an increasingly complex society.
29. Our Academy develops pupil social development by:
 - Identifying key values and principles on which our Academy and community life is based;
 - Fostering a sense of community, with common, inclusive values;
 - Promoting racial, religious and other forms of equality; and
 - Encouraging pupils to work co-operatively.
30. Encouraging pupils to recognise and respect social differences and similarities
 - Providing positive experiences to reinforce our values as an Academy community – for example, through assemblies, team building activities, residential experiences, Academy productions;
 - Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs;
 - Providing opportunities for engaging in the democratic process and participating in community life;
 - Providing opportunities for pupils to exercise leadership and responsibility;
 - Providing positive and effective links with the world of work and the wider community; and
 - Monitoring in simple, pragmatic ways, the success of what is provided.
31. We foster a safe and supportive environment where pupils are actively encouraged to make choices. Whether it is choosing a challenging task or an extra-curricular club, pupils have the freedom to base their choices on their interests.
32. Pupils are taught about their rights and personal freedoms and are encouraged and advised on how to exercise these safely, for instance through our teaching on e-safety and PSHE lessons.

Cultural Development

33. Cultural development enables pupils to appreciate that creativity and imagination is stronger because of the communities and society to which they belong. Mutual respect forms a core

pillar of Inspire Academy's ethos. Pupils are treated with respect and learn to treat each other and staff with respect. This is reinforced through our Behaviour Policy and posters throughout the Academy promoting mutual respect.

34. Inspire Academy acknowledges that tolerance is achieved through pupils' knowledge and understanding of their place in a culturally diverse society and the opportunity for pupils to experience such diversity.
35. As an Academy we aim to promote opportunities that will enable pupils to:
 - Recognise the value and richness of cultural diversity in Britain, and how this has influenced individuals and society;
 - Develop an understanding of their social and cultural environment; and
 - Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
36. Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas. This is shown in our Foundation plans.
37. Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:
 - An ability to reflect on important questions of meaning and identity; and
 - An interest in exploring the relationship between human beings and the environment.
38. Our Academy develops pupils' cultural development by:
 - Extending pupils' knowledge and use of cultural imagery and language;
 - Encouraging them to think about special events in life and how they are celebrated;
 - Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance;
 - Reinforcing our cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits; and
 - Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of PSHE, RE, MFL, ECO & Academy Council.

Pupil Voice

39. The term 'Pupil Voice' describes how pupils give their input to what happens within the Academy and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of Academy life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the Academy.
40. Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. Teaching across the Academy will encourage the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc.
41. Class discussions will give pupils opportunities to:
 - Talk about personal experiences and feelings;
 - Express and clarify their own ideas and beliefs, share thoughts and feelings with other

people;

- Speak about difficult events, e.g. bullying, death etc;
- Explore relationships with friends/family/others, considering others needs and behaviour;
- Show empathy;
- Develop self-esteem and a respect for others; and
- Develop a sense of belonging.

42. Many curriculum areas provide opportunities to:

- Listen and talk to each other;
- Learn an awareness of treating all as equals, and accepting people who are physically, mentally, culturally and spiritually different;
- Agree and disagree;
- Take turns and share equipment; and
- Work co-operatively and collaboratively.

Links with the wider community

43. Visitors are welcomed into the Academy on a regular basis to enrich the curriculum.

44. The development of a strong home-Academy link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.

45. Pupils will be taught to appreciate their local environment and to develop a sense of responsibility for it.

Monitoring and Evaluation

46. Provision for SMSC should be monitored and reviewed by:

- Monitoring of lesson plans and the observation of teaching and learning;
- Audit of policies and schemes of work; and
- Sharing of classroom work and practice.