SMSC Policy
Spiritual, Moral, Social and Cultural Development for pupils including British Values

Date Approved by the Academy Board of Governors:	4 May 2016
Next Review Date (must be completed):	4 May 2018
Signature of the Chair Of Governors	
Name of the Chair of Governors	Mr William Purvis

The following is the definition of **Spiritual, Moral, Social** and **Cultural Development.**

Spiritual Development

Personal development relating to the spirit or soul and the intangible. It does not relate to physical nature or matter and is not synonymous with religious education.

We will:

- Give pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives.
- Give pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful.
- Encourage pupils to relate their learning to a wilder frame of reference – for example, asking 'why?' 'how?' and 'where?' as well as 'what'.

Moral Development

Personal development relating to human behaviour, especially the distinction between good and bad or right and wrong.

We will:

- Provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.
- Promote measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria.
- Encourage pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes for behaviour.
- Provide models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.

Social Development

Personal development concerned with living in a community rather than alone.

We will:

- Foster a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.
- Help pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect.
- Provide a conceptual and linguistic framework within which to understand and debate social issues.
- Work together co-operatively.

Cultural Development

Personal development concerned with the total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action.

We will:

- Provide opportunities for pupils to explore their own cultural assumptions and values.
- Present authentic accounts of the attitudes, values and traditions of diverse cultures.
- Extend pupils' knowledge and use of cultural imagery and language, recognising and nurturing particular gifts and talents.
- Provide opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.

British Values

At Thorp Academy we pride ourselves on promoting core British values through our teaching, community and ethos. We believe that these values are at the heart of our country's success and the key for unlocking our future potential.

Our values cascade all aspects of Academy life and help and inspire or students into becoming future productive citizens in a vibrant and exciting Britain.

Democracy:

Students have the opportunity to have their voices heard through our Student Leadership team and student questionnaires. Free speech is encouraged through debate in the classroom, we also have a Debate Club and enter Debating competitions.

The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the school day, as well as when dealing with behaviour and through school assemblies. Students are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty:

Within Thorp Academy students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for students to make choices safety, through provision of a safe environment and empowering education. Students are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our Tutorial lessons.

Mutual Respect:

Part of our academy ethos and Behaviour Policy has revolved around Core Values such as "Respect". Our Academy rule is that all students and adults are expected to behave in a responsible manner, both to themselves and others, showing consideration, courtesy and respect at all times. This is reiterated through our classroom and learning rules, as well as our Behaviour Policy.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing students understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions challenging prejudices and prejudice-based bullying have been followed and supported by learning in RE and Tutorial.

SMSC Policy
(Spiritual, Moral, Social and Cultural Development)

Departmental Support Sheet

Across Thorp Academy we abide by the Thorp Way which has a number of core values:

- We are polite and well mannered
- We are honest
- We are respectful
- We look after each other
- We do our best
- We are proud of being part of the Thorp community

These core values support the all-round education of students and encompass aspects of SMSC and the British values.

Tutorial leads on the development of SMSC in the school through the weekly session between the students and their form tutor.

- Students cover 3 main themes; health and well-being, living in the wider world and global citizenship.
- Students are given the opportunity to explore attitudes to themselves and others and British values.
- Students will become confident, well informed individuals prepared for challenges of life to become effective adults in society.

English makes a major contribution to pupils' **SMSC** development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television
- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film
- Helping pupils to understand how language changes over time, the influences on spoken, and written language and social attitudes to the use of language.

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Mathematics can provide a contribution to pupils' **SMSC** by:

- Supporting whole school policy on issues such as discipline and behaviour
- Enabling pupils to acknowledge the important contribution made to mathematics by non-western cultures
- Practical applications to real life examples.

Science provides opportunities for pupils **SMSC** development through examples such as:

- Encouraging pupils to reflect on the wonder of the natural world
- Awareness of the ways that science and technology can affect society and the environment
- Consideration of the moral dilemmas that can result in scientific developments
- Showing respect for differing opinions, on creation for example
- Co-operation in practical activity
- Raising awareness that scientific developments are the product of many different cultures.

Computing can contribute to **SMSC** development by:

- Making clear guidelines about the ethical use of the internet and other forms of communications technology
- Acknowledging advances in technology and appreciation for human achievement.

History makes a contribution to **SMSC** by:

- Looking at the establishment of multi-cultural Britain
- Enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism
- Showing an awareness of the moral implications of the actions of historical figures.

Geography contributes to **SMSC** where:

- Opportunities for reflection on the creation, earth's origins , future and diversity are given
- Reflection on the fair distribution of the earth's resources
- Studies of people and places gives pupils the chance to reflect on the social and cultural characteristics of society.

Religious Education makes a distinctive and substantial contribution to the delivery of **SMSC:**

- Learn about beliefs, values and the concept of spirituality
- Reflect on the significance of religious teaching in their own lives
- Develop respect for the right of others to hold beliefs different to their own

- Show an understanding of the influence of religion on society
- Appreciation and understanding of different cultures, religions and traditions.

Design Technology makes a particular contribution to **SMSC** through:

- Reflecting on ingenious products and interventions, the diversity of materials and ways in which design technology can improve the quality of life
- Awareness of the moral dilemmas created by technological advances, the impact of 'winners and losers' ethos
- How different cultures have contributed to technology
- Opportunities to work as a team, recognising others' strengths sharing equipment.

Modern Foreign Languages contributes to **SMSC** through:

- Pupils may gain insights into the way of life, cultural traditions, moral and social developments of other people
- Pupils social skills are developed through group activities and communication exercises
- Listening skills are improved through oral / aural work.

Art may contribute to **SMSC** by:

- Giving pupils the chance to reflect on nature, their environment and surroundings
- Studying artists with spiritual or religious theme, issues raised by artists which concerns ethical issues i.e. War and Violence.

Music contributes to **SMSC** through:

- Teaching that encourages pupils to be open to the music of other cultures
- Considering the role of music in society and to see how music can cause conflict and differences of opinion
- Looking at the way music can change moods and behaviour.

Physical Education – Pupils' **SMSC** development is actively promoted through PE by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play
- Exploring the sports and traditions of a variety of cultures
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

SMSC GUIDANCE

Provision	Outcomes
Spiritual • Opportunities to develop experiences which provide curiosity and awe and to reflect on those experiences. • Teachers give help. • Quality of the environment. • Participation in music. • Teachers encourage pupils to try hard. • Teachers show respect for pupil's beliefs by giving time for pupils to follow their own beliefs and religious practices. • Opportunities to explore other beliefs. • Open mindedness. • Promote high esteem. • Teachers care about the well-being of the whole child. • Philosophy – to do their best is all that is expected. • Everyone is made to feel part of the school- everyone is valued. • Giving opportunities to explore and understand feelings. • Helping pupils to understand the importance of effort. • Promoting teaching styles which – value pupils own questions enable pupils to make connections in their learning. • A respect for themselves and others. • A sense of empathy or compassion towards others. • An understanding of the intangible e.g. beauty, truth, love – mystery. • A distaste for all forms of discrimination.	• Ideal during change in seasons, new birth, feelings evoked by music, art. • Fun – pupils like school. • Pupils explore own abilities – confident. • Passion for a subject. • Pupils have high expectations for the future. • Pupils have a burning desire to do well. • Pupils discuss their feelings. • A respect for themselves and others. • A sense of empathy or compassion toward others. • An understanding of the intangible e.g. beauty, truth, love – mystery. • A distaste for all forms of discrimination.
Moral • Promotion of equality. • Firm but fair discipline – reward good behaviour. • Structures in place for discussing moral issues – personal rights and responsibilities. • Support to resolve moral dilemmas. • All pupils are treated in the same way. • School Uniform. • Pupils are allocated responsibilities. • School Council – pupil involvement in maintaining rules • Modelling the principles the school wishes to promote e.g. fairness, respect for minority interests, keeping promises. • Encouraging pupils to take responsibility for their own actions e.g. respect for property, care for the environment. • Providing example of acceptable moral	• Pupils respond well to high expectations. • They know how to deal with bullying. • Interaction and behaviour is good. • Pupils obey rules because they are involved in making them. • Pupils get on well. • Pupils want to help others. • High levels of maturity. • An ability to distinguish right from wrong. • An ability to think through the consequences of their own actions. • A willingness to express their own views on ethical issues and personal values.

behaviour – through drama stories, assemblies.
- A respect for other's needs, interests and feelings, as well as their own.

Provision	Outcomes
Social • Huge emphasis on relationships. • Group work – opportunities to talk – encourage pupils to work co-operatively. • Plan residential visits. • Teamwork. • Encourage responsibility. • Orderly community. • Conflict avoidance – resolving tensions. • Provide positive corporate experiences e.g. assemblies, team activities, school productions. • Help pupils to develop personal qualities which are valued in society e.g. thoughtfulness, honesty, respect for difference, independence. • Providing opportunities for participation in the democratic process. • Providing opportunities for pupils to exercise leadership and responsibility.	• Mutual respect and trust. • Confident and happy pupils. • Adjust to a range of social context. • Work well as a member of a group share views and opinions with others and work towards consensus. • Show respect for others and their environment. • Benefit from the advice and guidance of others. • Appreciate the rights and responsibilities of individuals within the social setting. • Understand how societies function and are organised in structures. • Participate in shared activities.

Cultural

- Curriculum is carefully planned to include contexts for learning from a range of cultures.
- Opportunities are planned to enable children to interact with pupils from a range of different cultures – both within their own geographical area and globally.
- Pupils are aware of, and show respect for, the practices and festivals of different cultures.
- Curriculum is discretely planned to ensure children experience art and music in a wide variety of forms.
- An understanding of the influences which have shaped their own cultural heritage.
- An ability to appreciate cultural diversity and accord dignity to other people's values and beliefs, thereby challenging racism and valuing race equality.
- An ability to use language and understand images / icons e.g in music, art literature which have significance and meaning in a culture.
- 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.
- Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness e.g theatre, museum, concert and gallery visits, resident artists, foreign visits.
- Reinforcing the school's cultural values through displays, posters, exhibitions etc.

- Children learn in contexts other than those they are familiar with.
- The library is resourced with books from a number of countries and cultures – particularly those with whom the school has connections.
- Music, including singing, is celebrated – children listen to music, as well as performing it. The school environment is rich with a variety of art forms on display.