



Huntingdon Academy

A L.E.A.D. Academy

SMSC Policy

Spiritual, Moral, Social and Cultural

Huntingdon Academy

Policy for Spiritual, Moral, Social and Cultural Values

At Huntingdon Academy we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) 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.

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of Huntingdon and is an essential ingredient of school success. The SMSC policy provides the school with the opportunity to meet our Public Sector Equality Duty (PSED) to

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Guidelines

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school 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 school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

General Aims

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- 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 give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- 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.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

Spiritual Development

Pupils' spiritual development 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.

Moral Development

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives 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 being able to understand and appreciate the viewpoints of others on these 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 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural Development

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that 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, 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 celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities;
- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.

As a school we recognise the importance of these values because:

- people, staff as well as pupils, achieve better when they feel valued;

- our beliefs and values influence the way we behave and the community that we live in;
- education is about the development of the whole person.

Teaching and Organisation

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. Teachers will inspire pupils through the enthusiasm for and modelling of learning. Teachers at Huntingdon will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions and circle time will give pupils opportunities to:

- talk about personal experiences and feelings;
- express and clarify their own ideas and beliefs;
- speak about difficult events, e.g. bullying, death etc;
- share thoughts and feelings with other people;
- explore relationships with friends/family/others;
- consider others needs and behaviour;
- show empathy;
- develop self-esteem and a respect for others;
- develop a sense of belonging;
- develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc (for comprehensive list see attached sheet).

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 or mentally different;
- agree and disagree;
- take turns and share equipment;

- work co-operatively and collaboratively.

Extra-Curricular Activities

Personal development is also enriched through a wide range of extra-curricular activities which provide opportunities for SMSC and for inspiring pupils to broaden their experience and horizons.

Links with the wider community

- visitors are welcomed into school;
- the development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn;
- pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

SC Provision at Huntingdon Academy

By integrating SMSC into the life of our school, we aim to develop a sense of society, tolerance and collaboration that tackles prejudice and promotes equality. We aim to teach children to make sense of the world we live in, how to interact positively with others, how to know themselves and the person they may become in the future.

This will be done formally; through taught lessons, informally; through providing activities and experiences and through the hidden curriculum/ ethos as displayed through the expectations, relationships and attitudes of everybody in school.

We aim to instil a sense of pride in being part of the St Ann's community and in the school as a building where all can learn and belong. Our learning environment is bright, relevant and well cared for. Our children feel safe and cared for. School council means the children have a say in changes that are made. Many visitors to our school comment on the positive ethos and welcoming atmosphere. We believe that the behaviour, manners and attitudes of our pupils is a real strength.

| Provision |
|--|
| <p>SPIRITUAL</p> <ul style="list-style-type: none"> ▪ Pupils are encouraged to be reflective during collective worship and in R.E, PSHE lessons. ▪ The school follows the Nottingham Agreed syllabus for R.E, which is supported by other curriculum areas such as art, science and geography and through visits. |

- The school has a supportive ethos where pupils can be individuals, develop respect and be respected.
- Pupils lead celebration assemblies and share achievements using music, images, drama and reflect on their and other pupil's, successes.
- Pupils visit special places.
- Pupils have experiences that inspire awe and wonder.
- Pupils are encouraged to give creative and imaginative responses to art and music.
- There is time for peace, happiness, tranquillity.
- Talents are celebrated that develop a sense of self.
- There is root spirituality in everyday experiences but an appreciation and curiosity of the mysterious is also developed.
- The school develop a sense of values.

MORAL

- Pupils raise funds for charities and understand what is happening in other parts of the world.
- Pupils feel comfortable to express their views and usually show good sportsmanship.
- Pupils participate in class council discussions and contribute to school improvement.
- Behaviour management systems promote fairness and morality based on intrinsic motivation.
- School rules, rewards and sanctions clearly defined and understood.
- Staff and older children act as role models during everyday life.
- Teaching focuses on the difference between right and wrong.
- There are discussion of outcomes and consequences of actions.
- Staff help pupils develop a 'good moral compass' and reward good behaviour and attitudes.
- There are opportunities for pupils to discuss choices made by pupils and others and the resulting outcomes (character studies, studies of historical figures).
- There is an assembly programme that discusses moral values and cites expectations.
- Thinking through Philosophy sessions promote debate around moral issues.

SOCIAL

- New pupils adjust well to the school and are firmly accepted by their classmates.
- A range of afterschool clubs are offered and are usually oversubscribed.
- Residential trips are offered in most year groups.
- Pupils join with other pupils from local schools and across L.E.A.D. to participate in sports contests and collaborate in teams to compete against other clusters of schools.
- Opportunities are planned for collaborative working in lessons.
- Participation in the Full Effect Project develops a sense of responsibility for identified pupils.
- Circle time and social stories activities help children understand different social situations and acceptable behaviour and develop emotional intelligence.

CULTURAL

- There are opportunities to help pupils appreciate their own cultures and traditions and those of others
- Pupils enjoy participating in a range of cultural experiences and are

keen to develop their knowledge of others' way of life.

- Children participate in a range of drama; music and art activities linked to different cultures and reflect on their significance.
- Through the curriculum and collective worship children learn about the traditions, challenges and experiences of people in less economically developed countries and show empathy and understanding.
- Themed meal days allow children to experience tastes linked to other parts of the world.
- Assemblies, P.S.H.E. and R.E lessons introduce the children to a range of cultures by looking at stories, festivals, traditions from a range of cultures so that they better understand the global communities in which we live.
- Our library contains a variety of story and text books about other cultures and countries.

Experiences. There are opportunities for all children to:

- play a tuned musical instrument and participate in school concerts;
- go on a theatre visit;
- participate in a community event both in and out of school;
- take part in a performance;
- take part in a sporting competition to represent the school;
- have outdoor experiences such as Bushcraft;
- have a residential experience;
- be involved in a charitable event;
- visit a museum;
- to have a cross-phase experience.

Teresa Shrestha

30.6.15