



MONKWEARMOUTH ACADEMY

SMSC POLICY

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SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

Crescat Sapientia – Growing Wisdom

Monkwearmouth Academy passionately believes in developing students' wisdom. The academy perceives wisdom as a cardinal virtue, meaning the development of our students' knowledge to make the right action under any given circumstance.

The academy seeks to enhance the spiritual, moral, social and cultural development of students both within

- the formal curriculum and;
- extra-curricular activities

Aims for Spiritual, Moral, Social and Cultural Development:

Monkwearmouth Academy aims to ensure a broad and balanced curriculum in order for students to:

- be reflective about beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning
- develop and apply an understanding of right and wrong in their school life and life outside school
taking part in a range of activities requiring social skills
- develop awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability
- gain a well-informed understanding of the options and challenges facing them as they move through the academy and on to the next stage of their education and training
- overcome barriers to their learning
- respond positively to a range of artistic, sporting and other cultural opportunities, provided by the academy, including, for example developing an appreciation of theatre, music and literature
- develop the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain
- understand and appreciate the range of different cultures within the academy and further afield as an essential element of their preparation for life.

Spiritual Development and Collective Worship

Spiritual development is relevant to all students, not only those who come from faith backgrounds. The academy does not have a daily act of collective worship, but all students will attend a weekly assembly during which there will be time for stillness and reflection. This may lead to a student coming to the threshold of faith.

Spiritual development is concerned with students':

- 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
- willingness to reflect on their experiences.

These opportunities appear across the curriculum although are clearly scheduled in Religious Education, Personal Development, Guidance and assemblies. As an academy, we also value opportunities presented within our specialist area of performing arts.

Spiritual Development at Monkwearmouth Academy is specially provided for in the Religious Education curriculum.

- Students will be able to independently enquire about the spiritual nature of their local area and other areas of the world in Year 7.
- Students will be able to evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues while at the same time realising that it is not possible to provide an absolute answer during the year 10 and 11 studies.
- Students will consider reasons for belief in God and issues surrounding the meaning and purpose of life

Moral Development

This relates to the students developing an understanding of what is “right”, “wrong” and “fair”. The academy will try to build on the moral guidelines given at home, while accepting that there might be different approaches between home and academy.

Moral development is concerned with students:

- 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
- interest in investigating, and offering reasoned views about, moral and ethical issues.

The academy will promote the moral development of the student by:

- Implementing a behaviour and reward policy, which explains to students the consequences and rewards for their behaviour and actions. This will regularly used as part of lessons (BfL).
- Showing respect to all adults in the school e.g. teachers, LSA’S, Dinner Ladies and Parent Helpers.
- Having a series of expectations and values that are stated clearly and owned by everyone, especially the student.
- Building up the self- esteem of the child.
- Encouraging everyone within the school to behave in an acceptable way towards one another.
- Enabling students to understand the consequences of their actions.
- Opportunities to promote moral development will be provided during lessons (specifically Religious Education, Personal Development and Guidance and Enrichment) and in collective acts of worship.

Social Development

The academy enables students to acquire the skills and personal qualities to become conscientious participants in their academy, family and the local and wider community. This requires an understanding of society in all aspects, its structures and principles and life as a citizen. Social development is the growing ability to consider the needs of others in relation to one’s own and to take on responsibility. It is also to do with students growing in confidence and independence.

Social development is concerned with students’:

- using of a range of social skills in different contexts, including working and socialising with students

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
- interest in, and understanding of, the way communities and societies function at a variety of levels.

The academy will promote the social development of the student by:

- Increasing awareness of students' own identity as individuals and need to work with the feelings and wishes of others.
- Providing formal curriculum and extra-curricular opportunities to promote team work and co-operation.
- Ensuring that in tutor groups throughout the school, students are in mixed gender, ability, ethnicity and previous school
- Planned provision of Personal Development and Enrichment lessons for all students.
- Students sensing they are members of the academy community
- Staff assessing social skills both formally and informally
- Teachers actively guiding students to work in groups outside of friendship groups across the tutor group and curriculum.
- Organised timetable of enrichment clubs that promote social interaction.
- Students being regularly interviewed by staff, both individually and in groups, in order that their full potential is reached. Records are kept of positive achievement, behaviour and effort. Concerns are regularly monitored and prompt action is taken when required.
- Codes of conduct and expected standards of behaviour are discussed by students and all staff, including administration staff.
- Effective communication through all sections of the academy, maintained by an active Student Council.
- All students being given the opportunity and responsibility of acting in a supporting role in various school initiatives, e.g. assistance with visitors, parents evenings, community activities.
- Encouraging students to participate in extra-curricular activities outside of normal school timetable – these activities range from music lessons, extra sports, and extra IT.
- Highlighting the needs of the individual on an international basis by the academy's active support of a variety of charitable organisations both at home and overseas in addition to a range of opportunities for students to mix with other nationalities through exchange visits and international trips.
- Students having a wide range of opportunities to participate in the performing arts.
- Planning an effective transition programme and annual summer school provision
- Paired, small group and whole class activities in all lessons
- Consideration of relationships and communities in lessons such as English, Geography, History, and RE
- Active citizenship activities such as, Student Council, Charity work/fundraising, Sports Leaders etc.
- Supportive activities for more vulnerable students -clubs for invited students
- Visits locally, regionally, nationally and abroad

Cultural Development

Cultural development relates to the children recognising and celebrating their own culture and broadening their aspirations and horizons whilst maintaining the balance between the two so as not to enforce stereotypes. It is also to do with valuing and celebrating the diversity of beliefs, other systems of social values and aesthetic experiences. The academy reinforces the values and customs of society as a whole and celebrates diversity and multi-culture particularly within Sunderland. The cultural influences of home, community and religion are explored in order to extend the students'

awareness and breadth of understanding.

Cultural development is concerned with students’:

- 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
- 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. This is achieved through the formal curriculum, through extra-curricular activities and the value placed overtly on the students’ own cultural interests and achievements and the way in which they enrich their experiences of all aspects of culture (aesthetic, mathematical, literary, technological, etc.)

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others. The academy emphasises the importance of understanding those beliefs, values, customs, knowledge and skills that bond together to form cultures.

The academy will promote the cultural development of the student by:

- developing a sense of belonging to students’ own culture and being proud of their cultural background
- responding to cultural events
- sharing different cultural experiences
- respecting different cultural traditions
- understanding codes of behaviour, fitting to cultural tradition
- planned units of work
- interaction with the local community
- shared cluster school activities
- educational visits to concerts, theatres, museums
- sporting fixtures with other schools
- exploring other cultures through musical theatre, art, drama, dance and religion
- international trips and exchange programmes to France, Spain, Poland, Croatia, Germany and the U.S.A
- fundraising for and finding out about our partner schools
- Through planned activities within the academy’s Performing Arts specialism
- a whole academy commitment to challenging racism and promoting race equality
- assemblies
- Fundraising for local, regional, national and international charities
- fostering cultural development and awareness through issues discussed in various areas of the curriculum, e.g. Design/Technology/World Studies/English, Religious Studies, Social Studies and Guidance
- organised visits which explore and investigate sites of contrasting cultural backgrounds
- mixed cultural groupings, both in tutorial bases and teaching sets;
- the use of visiting speakers and members of the wider cultural community; extra-curricular activities which empathise with individuals, communities and cultures throughout the world

British Values

The Academy will promote British values by:

- these values being at the core business of schools alongside academic achievement, preparing pupils for later life so that they can be confident, well rounded individuals who will make a full and active contribution to modern British society.
- Promoting British values so that it pervades the whole school climate and ethos helping to develop skills and attitudes in pupils e.g. looking outwards, respect, tolerance, making individual choices, acting responsibly.
- Promoting British values in the formal and the informal curriculum including through enrichment activities and the pastoral system. • Schools should actively promote British values for all pupils in school.
- Consideration being given to the background of all students, linking with schools' duties under the Equalities Act 2010.
- safeguarding all pupils from radicalisation and extremism and give 'due regard' to the Prevent duty (the need to prevent people from being drawn into terrorism). The promotion of fundamental British values contributes to the development of pupil resilience to radicalisation.
- Promoting British values forms part of the professional behaviours expected of teachers in the Teacher Standards.

Parental Contact

Effective communication is maintained between the academy and parents to ensure students maximise their potential. Parental contact is made via interim and full reports, parents' evening, information evening and letters. All parents know that they are welcome to come to the academy once an appointment has been made with the relevant member(s) of staff.

Monitoring and Evaluation

SMSC is a whole school responsibility. Audits are completed to identify how areas contribute to SMSC and planning is encouraged to include aspects of SMSC when appropriate. Personal Development and Enrichment programmes deliver all the aspects of SMSC over the Key Stages and these are monitored in line with faculty QA schedules. Observations of teaching in these subjects will take place in accordance with the school's QA cycle. Feedback will be given to teachers. Other forms of QA will regularly be used such as learning walks and work scrutiny establishing parity across all subjects. Each faculty has an SMSC link who promotes SMSC. These staff identify aspects of SMSC within their subjects and encourage further development. The Head Teacher shall have oversight of this policy and monitor the provision of SMSC.

This policy was updated on 1 September 2018 and will be reviewed every 2 years or earlier if necessary.

Signed  Executive Headteacher Date 1/10/18

Signed  Chair of Governors Date 2.10.18