

SPIRITAL, MORAL, SOCIAL & CULTURAL POLICY

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Outstanding Achievement for All

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LeAF Studio SMSC Policy

At LeAF Studio the personal development of students is fundamental in all areas of the School. We want to develop students spiritual, moral, social and cultural and ensure that they are treated as individuals and have the confidence to grow into mature adults. We recognise that the personal development of students, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve.

Aims

To deliver spiritual, moral, social, cultural and education through extra-curricular activities, the pastoral system, assemblies as well as themed events in partnership with parents and the wider community whenever possible.

Definitions

Spiritual – Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.

Moral – Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social – Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.

Cultural – Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Principle

The personal development of our students is practised in the following ways;

- Promote their self-esteem by valuing and commending their achievements
- Engage their imaginations and feelings
- Assist them to reflect, question and explore
- Provide opportunities for them to discuss and exchange views and insights
- Encourage them to be inspired by a sense of awe and the mystery of life
- Support those who seek faith or wish to strengthen it

Practices

In order to put the above definitions into practice, and to ensure that they are co-ordinated with each other and other school policies several actions must take place;

- **Assemblies and tutorial programmes** – those with responsibilities of delivering assemblies and drawing up tutorial programmes will regularly consider aspects of SMSC and ensure that matters of topical concern are also included as well as recurrent issues.
- **External links** – those with responsibility for publicising the School or liaising with other schools and organisations will consider the SMSC aspects of their public relations. In addition to being representatives of the School, they will report SMSC matters arising from their links to the School at appropriate occasions.
- **Extra-curricular activities** – those with responsibility for running clubs, societies, trips and other events should develop their awareness of SMSC opportunities their activities have and maximise the benefits they bring

- **Pastoral Care** - SMSC issues relating to particular students will come to the attention of staff members in the course of School life and business and through interactions with and about students. Prime responsibility for addressing these lies with the Tutor or Pastoral Lead who will also often need to discuss the issues with other members of staff and sometimes with students, parents and other affected parties; great care needs to be taken over such wider reporting.
- **Awareness by members of staff** – All members of staff should be aware of the importance of SMSC development and the enhancement it brings to the life of the School. They should feel free to voice related concerns and interests within the normal pattern of departmental, tutorial and staff meetings. There is an SMSC team who oversee the strands that make up SMSC.

SMSC Development Across the Curriculum

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

- Encouraging students to consider their own values, beliefs and attitudes and those of others.
- Encouraging reflection on questions about religion and the meaning of life
- Reflecting on human experiences
- Developing a sense of awe and wonder
- Promoting understanding of ways that beliefs contribute to individual and group understanding and identity
- Promoting awareness of the value of a non-material dimension to life, the search for truth and the possibility of a Divine Being
- Considering ways that people have sought to explain the universe and the purpose of life
- Providing opportunities for problem-solving and discovery
- Developing students capacity to think, reflect and express themselves on spiritual matters
- Exploring the beliefs that are central to religious traditions
- Promoting respect for their own and other people's religious beliefs
- Recognition of the multi-faith society in which we live

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

- Encouraging students to formulate and review their own values
- Developing students' sense of right & wrong and integrity by examining motives for actions (i.e.: the link between beliefs/values and actions) and taking responsibility for their actions.
- Challenging hypocrisy
- Developing students' awareness of the needs of others and the need to show consideration to others
- Promoting discussion of ethical issues
- Exploring issues of evil and suffering
- Providing opportunities for students to consider equal opportunities

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

- Encouraging students exposure to a range of social issues (some controversial) and to a variety of points of view.
- Developing the capacity to discuss reasonably matters about which they feel strongly
- Promoting good relations between individuals and groups
- Developing/understanding ways in which communities function and are organised
- Promoting equal opportunities and an understanding that everyone has equal worth and that all students have different abilities and talents
- Recognising the need to live harmoniously in society and developing the ability to cope with conflict and differences of opinion.
- Writing for a range of purposes and audiences
- Providing opportunities for exercising responsibility, showing initiative and to contribute to the life of the school and/or community

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

- Exploring relationships between religion and culture
- Enabling discussion from different cultural perspectives and enabling students to question from the security of their own cultural/family traditions and practices
- Challenging racism and cultural elitism
- Providing learning opportunities through links to other cultures
- Enabling students to encounter people/representatives and visit exhibitions/performances from other cultures and develop positive attitudes
- Recognising the contribution of many cultures in the development of curriculum resources and school materials
- Developing openness towards the literature, music, performing arts and dance of other cultures