POLICY NAME: Spiritual, Moral, Social and Cultural Development
STATUS: Recommended
DATE OF REVIEW: September 2013

1.0 Introduction

1.1   The spiritual, moral, social and cultural development of pupils is central to the ethos and pedagogy of the academy. This is reflected in the statement of Mission, Aims and Values and in all other policy documentation especially the policy statement on Inclusion, Equal Opportunities, Managing Behaviour, Single Equality Policy and Disability.

1.2   This policy document defines what we mean by Spiritual, Moral, Social and Cultural development and outlines specific strategies to secure development for all pupils.

1.3   In forming this policy document particular note has been taken of guidance issued by OFSTED in Promoting and evaluating pupils' spiritual, moral, social and cultural development (March 2004).

1.4   While the next section of this policy defines each separately we fully recognise that spiritual, moral, social and cultural elements of pupils' development are not only interrelated, they are interdependent.

2.0 Spiritual development

Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view; either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. Depending on your perspective it can be seen as the development of a pupil's spirit, the soul, personality or character.

2.1
- We aim to support pupils in developing the following characteristics:
- A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour;
- An awareness and understanding of their own and others' beliefs;
- A respect for themselves and for others;
- A sense of empathy with others, concern and compassion;
- An increasing ability to reflect and learn from this reflection;
- An ability to show courage and persistence in defence of their aims, values, principles and beliefs;

- A readiness to challenge all that would constrain the human spirit: for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination;
- An appreciation of the intangible – for example, beauty, truth, love, goodness, order – as well as for mystery, paradox and ambiguity;
- A respect for insight as well as for knowledge and reason;
- An expressive and/or creative impulse;
- An ability to think in terms of the 'whole' – for example, concepts such as harmony, interdependence, scale, perspective;
- An understanding of feelings and emotions, and their likely impact.

2.2   In developing Schemes of Work, planning lessons and other activities staff will seek opportunities to:
- Give pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives;
- Where pupils already have religious beliefs, support and develop these beliefs in ways which are personal and relevant to them;
- Encourage pupils to explore and develop what animates themselves and others;
- Encourage pupils to reflect and learn from reflection;
- Give pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful;
- Develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected;
- Accommodate difference and respect the integrity of individuals.

2.3   All staff must ensure that they promote teaching styles which value pupils' questions and give them space to develop them; enable pupils to make connections between aspects of their learning and encourage pupils to relate their learning to a wider frame of reference

3.0   Moral Development
Moral development is about the building, by pupils, of a framework of moral values which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values and their understanding that there are issues where there is disagreement and that society's values can and do change. Moral development is about gaining an understanding of the range of views held by different people and the reasons for those views and forming a personal opinion on the views which are held by others.

3.1
- We aim to support pupils in developing the following characteristics:

- An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures;
- A confidence to act consistently in accordance with their own principles;
- An ability to think through the consequences of their own and others' actions;
- A willingness to express their views on ethical issues and personal values;
- An ability to make responsible and reasoned judgements on moral dilemmas;
- A commitment to personal values in areas which are considered right by some and wrong by others;
- A considerate style of life;
- A respect for others' needs, interests and feelings, as well as their own;
- A desire to explore their own and others' views;
- An understanding of the need to review and reassess their values, codes and principles in the light of experience.

3.2 In developing Schemes of work, planning lessons and other activities and in all other aspects of life we will:
- Provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the Academy;
- Promote measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria;
- Give 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;
- Develop an open and safe learning environment in which pupils can express their views and practise moral decision-making;
- Reward expressions of moral insights and good behaviour;
- Make an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the internet as well as in Academy;
- Model, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts;
- Recognise and respect the codes and morals of the different cultures represented in the Academy and wider community;
- Encourage pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour;
- Provide models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship; Reinforce the Academy's values through images, posters, classroom displays, screensavers, and exhibitions.

4.0   Social Development

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together and functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding of all aspects of society. This includes understanding people as well as society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the inter-personal skills necessary for successful relationships.

4.1 We aim to support pupils 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;
- Challenge, when necessary and in appropriate ways, the values of a group or wider community;
- Share views and opinions with others, and work towards consensus;
- Resolve conflicts and counter forces which militate against inclusion and unity;
- Reflect on their own contribution to society and to the world of work;
- Show respect for people, living things, property and the environment;
- Benefit from advice offered by those in authority or counselling roles;
- Exercise responsibility;
- Appreciate the rights and responsibilities of individuals within the wider social setting;
- Understand how societies function and are organised in structures such as the family, the Academy and local and wider communities;
- Participate in activities relevant to the community;
- Understand the notion of interdependence in an increasingly complex society.

4.2   In developing Schemes of Work, planning lessons and other activities and in all other aspects of life we will:
- Identify key values and principles on which Academy and community life is based;
- 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;
- Encourage pupils to work co-operatively;

- Encourage pupils to recognise and respect social differences and similarities;
- Provide positive corporate experiences – for example, through assemblies, team activities, residential experiences, Academy productions;
- Help pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect;
- Help pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community;
- Help pupils resolve tensions between their own aspirations and those of the group or wider society;
- Provide a conceptual and linguistic framework within which to understand and debate social issues;
- Provide opportunities for engaging in the democratic process and participating in community life;
- Provide opportunities for pupils to exercise leadership and responsibility
- Provide positive and effective links with the world of work and the wider community.

5.0   Cultural Development

Cultural development is about pupils' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with Academies attempts to value cultural diversity and prevent racism.

5.1   We aim to support pupils in developing the following characteristics:
- An ability to recognise and understand their own cultural assumptions and values;
- An understanding of the influences which have shaped their own cultural heritage;
- An understanding of the dynamic, evolutionary nature of cultures;
- An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality;
- An openness to new ideas and a willingness to modify cultural values in the light of experience;
- An ability to use language and understand images/icons – for example, in music, art, literature – which have significance and meaning in a culture;

- A willingness to participate in, and respond to, artistic and cultural enterprises;
- A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures;
- A regard for the heights of human achievement in all cultures and societies;
- An appreciation of the diversity and interdependence of cultures.

5.2   In developing Schemes of Work, planning lessons and other activities and in all other aspects of life 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;
- Address discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality;
- Extend pupils' knowledge and use of cultural imagery and language;
- Recognise and nurture 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;
- Develop partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges;
- Reinforce the Academy's cultural values through displays, posters, exhibitions, etc;
- Audit the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.

6.0 Monitoring

6.1 Monitoring provision and outcomes for spiritual, moral, social, cultural development of pupils presents a particular challenge. We will adopt a simple, pragmatic approach to monitoring which focuses primarily on the feedback from pupils themselves.

6.2 SMSC development may be monitored through:
- Feedback from the School Council;
- Take up of extra-curricular and community activities;
- Review of displays;
- Regular area reviews of subjects.

6.3 The Elliot Foundation and the Local Governing Body will review this policy every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.