



SPIRITUAL, MORAL, SOCIAL & CULTURAL POLICY

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Spiritual, Moral, Social and Cultural Policy

Introduction

At Rosehill Methodist Academy the personal development of students is a fundamental part of the academic and pastoral work of the academy. To this end, we want to develop students spiritually, morally, socially and culturally and ensure that they are treated as individuals.

As a Methodist academy with a strong Methodist ethos the development of SMSC is a thread that runs through all aspects of education and personal development within the academy. The Methodist Our Calling document and the Church Experience are key elements of our approach to SMSC but is by no means the only facet of the academy's SMSC development.

We aim to deliver spiritual, moral, social and cultural education through all aspects of school life; curriculum, extra-curricular activities, the pastoral system, assemblies as well as themes events. No academy can effectively promote the personal development of its young people without the partnership of parents and the wider community. We therefore do our best to engage these key stakeholders in this endeavour and work closely with them whenever possible.

We strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability or special educational needs and ability

The academy takes an active approach to the development of spiritual, moral, social and cultural aspects of our pupils and the monitoring of its impact on pupils at all stages of their education.

Although the Headteacher has ultimate responsibility for ensuring that SMSC has a high priority in the school curriculum, because we see SMSC as being evident in all aspects of school life its development and successful implementation is shared by several members of staff. Including:

Ms Wise	PSHE coordinator
Rev Julie Coates	School Chaplain
Mrs Goodwin	Assistant Head Teacher – responsible for developing the R.E curriculum

Ms Wise leads the academy's Working Together Council. The School Chaplain offers assistance as required and trains children from Year 5 to be Junior Worship Leaders.

The SMSC policy is reinforced by many of our other policies, particularly those concerned with behaviour, equal opportunities, personal social and health education and citizenship.

Definitions

The following definitions are used within the context of this policy and in the development of SMSC throughout the academy

Spiritual development	This can be defined as personal development relating to the spirit or soul and the intangible. It does not necessarily relate to physical nature or matter and is not synonymous with religious education – although religious education and collective worship can be a major vehicle for the delivery of spiritual matters. The spirituality we promote is Christian in nature.
<i>Child friendly definition</i>	<i>What makes me me? What makes me tick?</i>

Moral development	This can be defined as personal development relating to human behaviour, especially the distinction between good and bad, right and wrong.
<i>Child friendly definition</i>	<i>How do I click with others? What is right and wrong?</i>

Social development	This can be defined as a personal development concerned with living in a community rather than alone.
<i>Child friendly definition</i>	<i>What makes society tick? How can I work/learn with others?</i>

Cultural development	This can be defined as personal development concerned with the total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action.
<i>Child friendly definition</i>	<i>Where do I fit in? What could my future hold?</i>

Aims

Our Academy aims to encourage spiritual development by actively:

- planning opportunities to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives;
- encouraging pupils to explore and develop what animates themselves and others;
- giving pupils the opportunity to understand human feelings and emotions. The way they impact on people and how an understanding of them can be helpful;
- developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals;
- promoting teaching styles which;
- value pupils' questions and give them space for their own thoughts, ideas and concerns;
- enable pupils to make connections between aspects of their learning;

- encourage pupils to relate their learning to a wider frame of reference – for example, asking ‘why’, ‘how’ and ‘where’ as well as ‘what’; and monitoring in simple, pragmatic ways, the success of what is provided.

We incorporate the Windows, Mirrors, Doors approach (developed by Liz Mills) as a way of helping teachers understand how spiritual development can be promoted through the life and work of the academy.

WINDOWS: giving children opportunities to become aware of the world in new ways; to wonder about life's 'Wows' (things that are amazing) and 'Ows' (things that bring us up short). In this children are learning about life in all its fullness.

MIRRORS: giving children opportunities to reflect on their experiences; to meditate on life's big questions and to consider some possible answers. In this they are learning from life by exploring their own insights and perspectives and those of others.

DOORS: giving children opportunities to respond to all of this; to do something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to live by putting into action what they are coming to believe and value.

Our academy aims to encourage pupils' moral development by:

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the academy
- promoting racial, religious and other forms of equality;
- giving 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; putting this into practice through commitment to Fairtrade and support of other charitable causes;
- developing an open and safe learning environment in which pupils can express their views and practice moral decision making;
- rewarding expressions of moral insights and good behaviour;
- modelling, through the quality of relationships and interactions the principles which we wish to promote – for example fairness, integrity, respect for pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts;
- recognising and respecting the codes and morals of the different cultures represented in the academy and wider community;
- encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment
- developing codes of behaviour and providing models of moral virtue through literature, humanities, sciences, arts and assemblies
- reinforcing the academy's values through images, posters, classroom displays, etc.
- monitoring in simple ways, the success of what is provided.

Our academy aims to encourage pupils' social development by:

- identifying key values and principles on which academy and community life is based
- fostering a sense of community, with common, inclusive values; promoting racial, religious and other forms of equality; encouraging pupils to work co-operatively;
- encouraging pupils to recognise and respect social differences and similarities;
- providing positive corporate experiences – for example, through assemblies, team activities, residential experiences, academy productions etc.
- helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect;
- helping pupils resolve tensions between their own aspirations and those of the group or wider society;
- providing conceptual and linguistic framework within which to understand and debate social issues;
- providing opportunities for engaging in the democratic process and participating in community life;
- providing opportunities for pupils to exercise leadership and responsibility;
- providing positive and effective links with the world of work and the wider community;
- monitoring in simple, pragmatic ways, the success of what is provided.

Our academy aims to encourage pupils' cultural development by:

- presenting authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality
- extending pupils' knowledge and use of cultural imagery and language
- encouraging them to think about special events in life and how they are celebrated;
- 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, for example, theatre, museum, concert and gallery visits;
- reinforcing the academy's cultural links through displays, posters, exhibitions, etc
- auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum
- monitoring in simple ways, the success of what is provided.

