



An Daras
Multi Academy Trust



Spiritual, Moral, Social and Cultural Policy

St Stephens Community Academy

The An Daras Multi Academy Trust (ADMAT) Company
An Exempt Charity Limited by Guarantee
Company Number/08156955

Status: Approved	
Recommended	Yes
Statutory	
Version	v1.0
Adopted v1.0	Jan 2015
Reviewed and approved	-
Next Review	Jan 2018
Advisory Committee	Local Governing Advisory Body
Linked Documents and Policies	SSCA Vision and Aims Statement SSCA Anti Bullying Policy SSCA Faith and Belief Policy SSCA Collective Worship Policy SSCA Curriculum Policies SSCA Behaviour Policy SSCA British Values Statement

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Rationale

Spiritual, Moral, Social and Cultural (SMSC) development first became a statutory requirement in the Education Reform Act of 1988. This was endorsed in the Education (Schools) Act of 1992, and further reiterated in the School Inspections Act of 1996. Since then legislation has continued to endorse the need for schools to ensure pupils have identifiable opportunities to develop their spiritual, moral, social and cultural understanding and skills.

To support this understanding and skills acquisition the following definitions are offered: -

- **Spiritual Development;** is related to the development of a sense of identity, self-worth, meaning and purpose. To have the understanding of their strengths and weaknesses and their will to achieve. It is about the development of a pupil's 'spirit', which some people may refer to as the development of their 'personality' or 'character'.
- **Moral Development;** is the building of a framework of moral values which regulate personal behaviour, through the teaching and promotion of principles. Where possible learners will be able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. Different points of view, on behalf of the teacher, parents and pupils will occur, however, they will generally help pupils understand the reasons for this.
- **Social Development;** encompasses pupil's ability to take responsibility, to show initiative and to develop an understanding of being a member of a family and living in a community, *also* to be able to relate with others and work as a team member.
- **Cultural Development;** includes the opportunity for young people to recognise, explore, understand and respect their own culture and that of others. An interest in others' way of doing things and curiosity about differences and values, understand cultural diversity, the historical perspective and other people's views.

When considering these areas of learning other St Stephens Community Academy policies should be accessed, PSHE, Citizenship, Drugs Education, Sex and Relationship Education, Anti-Bullying, Special Needs and Disabilities, British Values statement, Faith and Belief (RE) & Collective Worship.

Aims:

- To develop confidence and self-esteem.
- To develop a respect for themselves and for others.
- To encourage pupils to explore their own beliefs and values and those of others.
- To provide a framework for pupils, which allows them to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.
- To encourage a climate of learning where the questions 'why' and 'how' are valued.
- To develop an ability to think through the consequences of their own and others actions.
- To help pupils develop a willingness to make responsible and reasoned judgments on moral issues.
- To provide the opportunity for recognition and respect of the different cultures and their codes of living, both within the academy and the wider community.
- To ensure the promotion of racial, religious and other forms of equality.
- To encourage pupils to work co-operatively and understand how to resolve tensions between themselves and others.
- Provide opportunities for pupils to engage in the democratic process and experience leadership and responsibility. □
Provide opportunities for pupils to participate in and respond to artistic and cultural experiences.

Guidelines:

- SMSC will be an integral part of the Early Years Foundation Stage, National Curriculum and Faith and Belief (RE) teaching for all ages and abilities.
- The academy will use cross-curricular events, such as Multi-Cultural days, to further pupils' and stakeholders' understanding of cultural diversity and provide the opportunity to meet a wide variety of people who live in the surrounding community.
- Assemblies will be used as opportunities to explore SMSC issues.
- Pupils will be encouraged to express and develop their personal thoughts, views, beliefs, opinions and feelings.
- Pupils will be encouraged to question and respect other people's thoughts, views, beliefs, opinions and feelings.

- Pupils will be encouraged to understand and accept right and wrong actions for themselves and others. □ The academy will celebrate individual personal achievements and have high expectations for all pupils.
- This academy will recognise, accept and celebrate diversity of need, including all pupils special education, racial or cultural needs.
- Pupils will be encouraged to develop an understanding of the multicultural society they live in, including a tolerance of other people's beliefs and values.
- The Pupil Forum (School Council) will provide pupils with an opportunity to take part in democratic processes, demonstrate how to take responsibility and develop leadership skills.

RRSA

Within our SMSC teaching, we, as ADMAT Schools, aim to promote the UNCRC in all aspects of our work. This reflects our position as a Rights Respecting School.

SMSC relates to the UNCRC articles:

Article 2 (equality): 'The convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.'

Article 12 (freedom of expression): 'Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.'

Article 13 (freedom of expression): 'Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.'

Article 14 (equality): 'Every child has the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights.'

Article 17 (right to education): 'Every child has the right to reliable information from the media. This should be information that children can understand.'

Article 28 (right to education): 'Every child has the right to an education.'

Article 29 (goals of education): 'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.'

Other relevant policies

The following policies need to be born in mind when reading this policy:

- PSHE,
- Citizenship,
- Drugs Education,
- Sex and Relationship Education,
- British Values statement,
- Anti-Bullying,
- Faith and Belief (RE) & Collective Worship, □ Special Educational Need and Disabilities.

This policy will be shared with all staff and be available on the academy website.

Review timetable

This policy was written in the Spring Term 2015. It will be reviewed and updated by the Faith and Belief Domain Leader in the Spring Term 2018.

Signed

Signed

Head of School

Chair of Local Governors