

Spiritual, Moral, Social and Cultural (SMSC) Policy

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Introduction

At Myles Academy, we recognise that the spiritual, moral, social and cultural (SMSC) development of pupils plays a significant role in their ability to learn and achieve. Therefore, we aim to facilitate an education that delivers our students the opportunity to develop spiritually, morally, socially and culturally throughout the curriculum: during learning sessions, lunch and break times, themed assemblies and extra-curricular activities by

adopting:

- Their own values and beliefs
- Spiritual awareness
- High standards of personal behaviour
- A positive, caring attitude towards other people
- An understanding of their social and cultural traditions
- An appreciation of the diversity and richness of the cultures.

Aims

The aim of the school is to encourage students to reflect this by learning to understand and respect the various beliefs, traditions and practices of others, both within the school and the wider community. Our purpose is to ensure that pupils leave us with a maturing understanding of the experiences and values of others and a growing sense of identity based on personal values and self-worth within the community.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again (fresh start), are fundamental to the ethos of the school. Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others. Pupils should understand the need for rules and the need to abide by rules for the good of everyone for a more safe and pleasant environment. School and classroom rules should reflect, reiterate, promote and reward positive behaviour and provide opportunities to celebrate pupils' work and achievements.

Teaching & Organisation

Development in SMSC will take place across all curriculum areas, where activities will take place, that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

Teachers will inspire pupils through the enthusiasm for and modelling of learning. Teachers at Myles Academy will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences. Class discussions, assemblies, extra curriculum and Key working time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g., bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.

- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g., empathy, respect, open mindedness, sensitivity, critical awareness, etc.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Strategies for implementation

The four strands of SMSC must be evident throughout the work of the school including:

- Its leadership and management
- Teaching and learning
- The behaviour and achievement of students
- The school's engagement with parents/ caregivers and its wider community.

The school implements this by:

- Ensuring that everyone connected with the school is aware of our values and principles.
- Ensuring a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- Ensuring that our students' education is set within a context that is meaningful and appropriate to their age, ability, and background.
- Ensuring that our students know what is expected of them and why.
- Giving each student a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- Enabling our students to develop an understanding of their individual and group identity.
- Enabling our students to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- Giving each student the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

Spiritual Development

As a school, we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings

- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

Moral Development

As a school, we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.

Social Development

As a school, we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.

Cultural Development

As a school, we aim to promote opportunities that will enable pupils to:

- Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Gain knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Show a willingness to participate in, and respond to artistic, sporting, and cultural opportunities
- Show interest in exploring, improving understanding of, and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

At Myles Academy we recognise the importance of these values because:

- People, staff as well as pupils, achieve better when they feel valued.
- Our beliefs and values influence the way we behave and the community that we live in.
- Education is about the development of the whole person.

Links with the wider community

- Visitors are welcomed into school.
- The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility for/towards it.

Monitoring & Evaluation

The provision of Spiritual, Moral, Social and Cultural Education at Myles Academy is

monitored by the Head and Deputy Head.