



SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION POLICY

Spiritual, Moral, Social and Cultural Development Policy (SMSCD)

1. Scope

1.1 This policy applies to all students of The Stockwood Park Academy.

2. Context

2.1 The Academy will create an ethos which enables students to develop spiritually, morally, socially and culturally. It is important to ensure that all students are treated as individuals and to recognise their individual needs.

2.2 The Academy will ensure that the personal development of students is a fundamental part of the academic and pastoral system.

3. Aims

3.1 The aim of this policy is to deliver spiritual, moral, social and cultural education through all aspects of Academy life, the curriculum, extra-curricular activities, the house system and assemblies.

4. Statutory position

4.1 The Independent School Standards Regulations (ISSR), with limited exceptions, apply to Academies. The standards include the coverage of spiritual, moral, social and cultural development of students.

5. Policy detail-definitions

5.1 Spiritual development is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a student's 'personality' or 'character'. Spiritual development is an essential part of learning to value everyone as a unique human being. It also encompasses reflection on religion as an important focus of the faith of many people. The Academy will work with parents to help to ensure that no young person lacks opportunities to develop spiritually.

Spiritual development can include providing opportunities to encounter all the positive aspects of human experience and students who are developing spiritually are likely to be developing some or all of 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 lack of self-confidence and belief, moral indifference, fanaticism, aggression, greed, injustice, and discrimination
- An appreciation of the intangible, e.g. beauty, truth, love, goodness
- 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', e.g. concepts such as interdependence, scale and perspective

5.2 Moral development is about the building, by students, of a framework of moral values which regulates their personal behaviour. It is also about the development of students' understanding of society's shared and agreed values.

The promotion of students' moral development helps them to value their relationships. The Academy will promote students' moral development with the help of parents and the community. Students who are becoming morally aware are likely to be developing some or all of 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 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

5.3 Social development is about students 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.

The promotion of students' social development is the foundation for education in citizenship and work-related learning.

Students who are becoming socially aware are likely to be developing the ability 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.

5.4 Cultural development is about helping students to understand their own and other cultures and that cultures are always changing and coping with change. Promoting students' cultural development is intimately linked with Academy's attempts to value cultural diversity and prevent racism.

The promotion of students' cultural development will enable them to appreciate that the communities and society to which they belong provide the conditions in which human creativity, imagination and insight can flourish.

Students who are becoming culturally aware are likely to be developing some or all of 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, e.g. 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 encounters 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

6. Policy Implementation.

The SMSCD policy will be implemented in the following ways:

- Providing positive and realistic examples and role models for students to follow
- Opportunities for personal target setting, profiling, discussion, support and advice will be offered so that students develop self-awareness and self-esteem
- All departments will be required to consider ways in which they can contribute to the personal development of each student
- A series of checklists to help staff consider how their subjects can help contribute to the effective implementation of the policy
- The Academy's vision and aims will be shared by the whole Academy and everyone will work together to achieve the agreed goals
- Consistency in staff responses to students with regard to rewards and sanctions and the implementation of the Behaviour for Learning Policy

7. Roles and Responsibilities

7.1 The Board of Directors are responsible for ensuring that the Academy complies with legislation, and that this policy and any related procedures and action plans are implemented.

7.2 The Principal is responsible for implementing the policy, for ensuring that all staff are aware of their responsibilities, for providing them with appropriate training and support, and for taking appropriate action.

7.3 Day to day responsibility for co-ordinating and implementing this policy is with the Academy Principal.

8. Monitoring and Review

8.1 This policy will be reviewed every 2 years.

8.2 Outcomes will be assessed by monitoring the following:

- The whole Academy and middle leader Self Evaluation Forms (SEFs)
- The Annual Development Plan (ADP)
- Schemes of Work
- The Personal Social Health and Citizenship Education (PSHCE) and Period for Learning (PFL) programmes
- The Community Cohesion Action Plan
- Student Voice Activities/Federal Parliaments
- Assemblies
- Other extra-curricular and enrichment activities

8.3 Its impact and effectiveness will be judged in terms of its positive benefits and any negative consequences arising from its implementation.

9. Dissemination

9.1 All policies that need to be conveyed to students, staff and families will be available on the Academy's website.

9.2 Staff will be informed about policies during induction and through on-going in-service training.

9.3 Those policies that are important for students to be aware of will be promoted through the Student Council and other routes such as Citizenship classes. Key messages from policies will be prominent in Academy e.g. using displays