



Skegness Junior Academy

Spiritual, Moral, Social and Cultural Education Policy.

At Skegness Junior Academy, we believe that the planned promotion of the spiritual, moral, social and cultural development of our children is fundamental to our work as a school. These aspects are closely interconnected and this statement endeavours to identify the planned opportunities offered to our children at Skegness Junior Academy.

From 1 September 2002, every inspection team has included at least one inspector who has had specific training in the inspection of pupils' spiritual, moral, social and cultural (SMSC) development. This continues to be reinforced in the updated 2014 framework.

The statutory requirement that schools should encourage pupils' SMSC development was first included in the 1988 Education Reform Act. The Act began as follows:

'The curriculum for a maintained school (must be) a balanced and broadly based curriculum which —

- a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and**
- b) prepares such pupils for the opportunities, responsibilities and experiences of adult life.'**

This was followed by the Education (Schools) Act 1992 which stated that:

'The Chief Inspector for England shall have the general duty of keeping the Secretary of State informed about:

- a) the quality of the education provided by schools in England;**
- b) the educational standards achieved in those schools;**
- c) whether the financial resources made available to those schools are managed efficiently;**
- and**
- d) the spiritual, moral, social and cultural development of pupils at those schools.'**

The Chief Inspector's general duty to report on pupils' SMSC development was reiterated in the School Inspections Act 1996. It is also reiterated in the latest Education Bill and OfSTED Framework.

An idea of what legislators had in mind when legislating for the inspection of pupils' SMSC development can be gained from a debate in the House of Lords in July 1996. This emphasised the need to establish the values schools should impart to pupils. It was clearly recognised that there is more to life than achieving high standards in academic subjects. The task was described as:

'... the training of good human beings, purposeful and wise, themselves with a vision of what it is to be human and the kind of society that makes that possible'.

Today, the belief of legislators and others in the importance of encouraging pupils' SMSC development remains strong. Whether talking about the family, teenage pregnancy, the misuse of drugs, ethics in business or politics, football hooliganism, homophobia, the promotion of good race relations, the consequences of social disadvantage, a failure to vote at elections, and the host of other issues which raise spiritual, moral, social and cultural issues, the debate very quickly turns to schools and the role they can play.

It is, therefore, not surprising that there have been recent, significant, national initiatives in personal, social and health education (PSHE), citizenship, SEAL, sex and relationship education (SRE), drug education, and careers education and guidance, all of which are linked to pupils' SMSC development.

British Values

British Values are implemented through the themes covered in the Curriculum and ongoing planning. Our academy aims and values also reflect this important aspect of teaching and learning. Children are aware of British Values through assemblies, class reflection/discussions, displays, PSHE and SMSC teaching and learning.

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. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.

Children 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 defense 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 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; and
- an understanding of feelings and emotions and their likely impact.

Moral Development

Moral development is about the building of a framework of moral values for pupils which regulate their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are contentious issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

Children who are developing morally 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 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; and

- an understanding of the need to review and re-assess their values, codes and principles in the light of experience.

Social Development

Social development is about helping young people to work effectively with each other and to participate successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multicultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding 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 interpersonal skills necessary for successful relationships.

Pupils 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 school and local and wider communities;
- participate in activities relevant to the community; and
- understand the notion of interdependence in an increasingly complex society.

Cultural Development

Cultural development is about pupils' understanding their own culture, 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 helping pupils understand and cope with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

Pupils 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, 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; and
- an appreciation of the diversity and interdependence of cultures.

Policy implementation

This policy will be implemented through:

- An agreed written policy put into practice;
- A planned programme of RE which includes festivals from a range of cultures;
- SMSC opportunities identified on MTP sheets and monitored through SMSC gridmaker;
- Taking time for reflection and encouraging a sense of awe and wonder when opportunities arise;
- Take opportunities in PSHE and the curriculum and extended curriculum to reflect and praise examples of children's work or good deeds;
- Planned opportunities to visit and use the school grounds and the local environment for purposeful study and reflection on the beauty of nature;
- Children working with partners from the local environment;

- The use of ICT in planned opportunities to use appropriate web sites or programmes to access information about festivals / aspects of other cultures;
- Displays of works of art and multicultural resources;
- Planned visits to and from the wider community.

Equal opportunities

Equality of opportunity in SMSC at Skegness Junior Academy is about providing equality and excellence for all, in order to promote the highest possible standards of achievement. The content of the SMSC curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- Boys and girls
- Children with special needs, including gifted and talented
- Children from all social, cultural and ethnic backgrounds
- Looked after children

Monitoring and Evaluation

A responsibility for monitoring SMSC at Skegness Junior Academy is the shared responsibility of the Principal, the SMSC Leader, and Deputy Principal of Academy.

Monitoring of planning and curriculum delivery, as well as the wider curriculum, is undertaken periodically and feedback given to staff and the Senior Leadership Team. This then acts to inform staff about current issues and needs for future training and policy issues. SMSC is reviewed in line with the SSE and SEF programme in school.